TO: Dr.Trevor Brown
CC: Dr. Jos Raadschelders
From: Leon Fuerth and Dr. Sheila Ronis
DATE: August 19th, 2021

<u>**PROFESSOR'S NOTES**</u>

<u>**Foresight and American Democracy (PA 5193):**</u>
An experiment in education for citizenship

Overview

Foresight and American Democracy (PA 5193) is an experimental course designed to enable university-level students to assess the societal implications of multiple, interactive societal forces including those which are legacies from the past, and those which are oncoming from the future, by applying concepts derived from systems analysis, complexity theory, and strategic foresight. This course was presented during the Spring 2021 semester of the Glenn College of Public Affairs, The Ohio State University, to a seminar-style class of eleven students, including undergraduates, masters candidates, and one doctoral student. These students worked collectively to prepare a presentation for an invited panel of experts, in which students applied what they had learned to a range of topics of their own choice. Senior faculty members were present on two occasions: a randomly chosen class session, and during the students' final presentation. Because of pandemic conditions, the course was presented entirely by video, using a synchronous format. The context, substance of the course, the effectiveness of its materials, and lessons learned because of the circumstances under which it was taught are subjects of this report, along with an assessment of its potential applications.

Context

PA 5193 was modeled on <u>The Project on Foresight and Democracy -- A Systems Approach</u>, which was carried out between 2018 and 2020, under the auspices of the Rockefeller Brothers Fund. (See <u>https://forwardengagement.org/foresight-and-democracy/</u>)*. The objective of that Project was to test a new concept -- the "Round Table Process"-- for coming to grips with the meaning of complex societal trends, suitable for use by self-initiated groups of citizens interested in fact-based discussion, as an alternative to ideology-driven, polarized debate. The Round Table Process comprises: (1) assembling a group of persons of diverse backgrounds; (2) presenting each member of this group with substantive information about existing and prospective issues in the form of briefings delivered by experts; after (3) first having familiarized members with analytic concepts such as systems analysis, complexity theory, and foresight theory. The research objectives of this process were two-fold: (1) to substitute powerful analytic concepts for political opinion and ideology, as a means for examining the present and thinking about the future, in ways that would lead discussion away from polarization, and towards a community of understanding about the consequences of alternative policy responses to trends and events, that have major social consequences: and (2) to observe the outcome of these sessions in terms of broader awareness, and diminished polarization. In the event of success, the follow-on goal was to explore ways to bring the method into use at the national "grass roots." A four-year program for accomplishing this goal was developed, with the idea of finding a partner at a major university, willing to take the concept to its next step, which involved the possibility of a trial demonstration of the system sponsored by the university with participation of rising younger leaders from the locale. The first step in this process was to repeat the Round Table Process re-scaled for use by students. The Glenn College of Public Affairs, The Ohio State University, expressed an interest and that is the origin of PA 5193.

Both projects are the work of Mr. Leon Fuerth and Dr. Sheila Ronis. Their report to the Rockefeller Brothers Fund can be found at https://forwardengagement.org/foresight-and-democracy/. Their report on the follow-on effort at the Glenn College is the subject of the attached document.

Organization of PA 5193

Organization was driven by two factors: (1) terms under which the course was offered to students; and (2) Covid. The terms of the course were: voluntary; one credit hour; pass/fail grading; open to any student attending the Glenn College, regardless of field of concentration. Under standard college rules, this meant: fifteen one-hour class meetings, associated with no more than two hours per week of assigned study. The voluntary nature of the course meant that students joined out of pure curiosity, and that they remained and participated based on personal satisfaction with the results. Covid meant that the course was in the form of a synchronous remote system mediated by Ohio States' "Carmen" computer-based learning management system. These conditions required: (1) that the course be efficiently organized, in order to cover essential concepts inside of a very tight allocation of time; and (2) that -- notwithstanding physical isolation of students from each other, and students from instructors, a way be found to make the synchronous mode work to help foster a group dynamic.

The syllabus was divided into four segments: (1) **Concepts** -- systems, complexity, foresight;
(2) **Values** -- the implications of powerful trends for basic societal values;
(3) **Governance/government** -- the mechanisms by which society attempts to sustain values in the presence of dynamic change; and (4) **Collective Student Briefing** for an invited panel of experts -- an exercise designed to stimulate a Round-Table approach among students, as they worked through a joint model of what lies ahead for America. To accomplish this required treating class-time and personal study as parts of a seamless process.

- In advance of class meetings, students were guided to materials that made it possible for instructors to use class-time more effectively, by virtue of the fact that students arrived with an overview of what would be presented, thereby encouraging a higher level of discourse.
- These preparatory assignments appear as instructions called Read/Watch. The "read" assignments included recommendations for chapters in books and magazines, accessible on-line. The "watch" assignments made use of excellent animated presentations available on the internet, dealing with sophisticated subjects such as complexity, systems theory, and foresight analytics.
- Class meetings were followed by writing assignments which began early in the semester as individual mini-essays, designed to encourage students to think about selected questions relating to the course material. Over time, these assignments shifted from individual work to team projects, getting students used to the kind of collective analytic work they might experience in their future work, certainly in government.
- Instructors provided, as needed, written comments about student papers -- first on an individual basis, and later, having to do with the students' group efforts.
- There were two substantive briefings presented by outside experts: one covering technological trends; the other covering demographic tends.
- Following each substantive briefing, the next class meeting was set up in the form of a Round Table, applying concepts such as complexity, systems, and foresight analysis to a discussion of the potential impact of technological and demographic trends on social values. These sessions moved the students away from the standard linear mode of analysis to a mode suitable for thinking about complex processes.

To summarize: preceding class meetings, students were given study assignments designed to prepare them for class lectures and discussions; during the class meetings, new concepts were presented and discussed; and after class meetings, students were asked to write brief descriptions of how they understood the new concepts to apply to real-world developments. Expert briefings provided the students with a foundation of facts, to apply in their analyses. One- third of class time was used for students to work collectively on a statement for presentation to outside guests, in which they would

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create their own synthesis of new analytic perspectives and oncoming disruptive events, that they deemed to be challenging to established, core values.

Outcome of PA 5193

- Awareness of the strengths and limitations of various forms of analysis including strategic foresight, complexity theory and systems theory.
- Awareness of existing and prospective societal challenges arising from transformational change driven by technology and demographics.
- Awareness of democracy as a complex adaptive system.
- A higher level of skepticism concerning "magic bullet" solutions to problems that are inherently non-linear and complex.
- Awareness of the inevitability of error in all forms of governance, and consequently the need for continuous monitoring and adaptation.
- Awareness of the existence of common social values which undergird society -- the application, defense and adaptability of which are the tasks of government in the narrow sense of laws, and in the broader sense of whole-of-society responses to change.

What we learned from the remote teaching requirement

- A class size on the order of 10-12 persons is compatible with the possibility of using a zoom-type platform in such a manner as to create a seminar- like relationship between students and teachers, and between class members..
- E-mail communications with students during study periods between classes can be used to help them focus on what has already been taught, and to get a preliminary sense of concepts that are going to be taught over the duration of the course, including matters specific to the next on-coming meeting, and an adjusted overview of the courses purposes.
- It is also possible to use e-mail communications to elaborate further on subjects that have been covered, whether that is done to permit instructors to supplement what they have had time to cover in class, or to respond to questions from students. These exchanges can be individualized or sent out to the class as a whole.
- It is also possible to use the zoom technology to simulate after-hours, informal discussions with groups of students.... the equivalent of after hours (beer and pretzels) with the free-form discussion that enhances students' sense of participating in a social process.
- Instructors discovered that you-tube offers excellent presentations on very complicated subjects, often presented with unmatched clarity. These presentations could be assigned in lieu of extended reading assignments as a way to prepare students for formal presentations by instructors in the zoom class setting.

Ongoing application

- PA 5193 demonstrated a new approach to the critically important task of educating people for the responsibilities of citizenship.
- PA 5193 demonstrated the possibility of using recorded zoom-based lectures and class discussions, as an exportable data base for a large-scale network of Round Table study groups established by citizens attempting to come to grips with complex change, and attendant challenges to values, in a framework for discourse where hyper-politics can be kept at bay.

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* **Forward Engagement**™ is a term under trademark protection, issued to Leon Fuerth by the United States Patent and Trademark Office

Foresight and American Democracy Syllabus

PA 5193 Spring 2021

Course Information

- **Course times:** Mondays from 2:20 p.m.-3:15 p.m.
- **Credit hours:** 1
- **Mode of delivery:** Distance Learning

Instructor

- **Name:** Leon Fuerth and Sheila Ronis
- **Email:** fuerth.#@osu.edu and ronis.9@osu.edu
- **Office location:** on Carmen via email
- **Office hours:** by appointment only
- **Preferred means of communication:**
    - Our preferred method of communication for questions is email since we live in Virginia.
    - Our class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Prerequisites

None

Course Description

PA 5193 -- Foresight and American Democracy -- will be offered for the first time, by a team of two instructors (see bios) during the Spring 21 semester. This course will provide students with a framework for thinking about trends and events that will shape the environment for public service for decades to come. The elements of this framework are: an appreciation for the characteristics of complex systems;

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familiarization with techniques of foresight analysis; and an analytic approach for visualizing the potential impact on our values of powerful drivers of change arising from the effects of technological and demographic forces. It is a method that is designed to complement single-factor analysis with a capacity to visualize the impact of seemingly disparate forces at work on society. This is a skill that will be professionally valuable for aspiring public servants whose careers lie ahead in turbulent times. It is also a way to bridge the widening chasm that is pushing Americans into ideologically prescribed ways of thinking about each other, at growing expense to the awareness of common destiny that is so vital for social cohesion.

PA 5193 uses a "Round Table" approach developed by the course instructors as part of a research project -- Foresight and Democracy: A Systems Approach which they designed and carried out between 2018 and 2020, with the support of the Rockefeller Brothers Fund. In this instance, the Round Table was not literal, but a figure of speech to convey a sense of orderly discourse among persons prepared not only to present their own perspectives, but to do so in the spirit of mutual respect for the distinctive points of view each other represented. What made this possible was a layered sequence of presentations and discussions on systems theory, complexity theory, foresight analysis, followed by substantive briefings from experts on the potential consequences of unfolding technological forces and demographic changes in the United States. Thus prepared, participants proved able to think in whole terms, non-ideologically, about the consequences for values they considered to be fundamental. Students taking PA 5193 will prepare for and hold their own version of the Round Table.

The Round Table method has been adapted for use in PA 5193. For details about the Round Table method, see the final report submitted by the project's co-directors to the Rockefeller Brothers Fund, which - along with an executive summary -- can be found at https://forwardengagement.org/foresight-and-democracy/

Foresight and American Democracy is a course designed to enable students to appraise important societal trends by applying concepts from systems analysis, complexity theory and strategic foresight. Using these concepts, students will hold a series of Round Table discussions, looking at the interactions between deeply held social values and major trends driven by revolutionary technology and profound demographic change. This technique is presented as one possible response to the ideological polarization that has divided the country, paralyzed governance, and damaged public confidence in the vitality and effectiveness of democracy.

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Learning Outcomes

By the end of this course, students should successfully be able to:
- Identify and apply foresight methodologies for use in facilitating discussions in Round Tables
- Identify and analyze complex societal issues that will be examined in a student organized Round Table

Weekly Syllabus

I. **Weeks one - five: Concepts-- Systems, Complexity, Foresight.**

January 11: Week One.

First session. **INTRODUCTION:** Course overview. Politics and hyper-politics at the brink of civil disorder, civil discourse and its elements - Round Table process. Instructors will present.

Work period. Write, based on session one; Read, addressing session two. Instructors will present.

January 18: Week Two.

Second session. **SYSTEMS:** fundamental definition, democracies as systems, system failure

Work period. Write, based on session two; read, preparing for session three. Instructors will recommend materials.

January 25: Week Three.

Third session. COMPLEXITY: brief history of; axioms of; societies as complex systems. US federal system as system of systems. Instructors will present.

Work period. Write, based on session three; read, preparing for session four. Instructors will recommend materials.

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February 1: Week Four.

Fourth session. FORESIGHT/THEORY: Brief history of/current form/ capabilities/limits/techniques/anticipatory governance. Instructors will present.

Work period Write, based on lecture four; read, addressing lecture five. Instructors will recommend materials.

February 8: Week Five.

Fifth session. FORESIGHT APPLIED: Group practice with select foresight tools. Instructors will facilitate.

Work period Read, preparing for session six. Instructors will recommend materials.

II. Weeks six- ten: Values -- "The Commons"; foresight; disruptive change, challenges for democracy

February 15: Week Six.

Sixth session. VALUES: The Commons/ social fracture lines expressed through values -- race/ethnicity/gender/age/social standing (zip codes as destiny)/caste. Instructors will present.

Work period Write comment, based on session six; read, in preparation for session seven. Instructors will recommend materials.

February 22: Week Seven.

Seventh session. "Value Disruptors": technological factors: e.g. anthropic era; climate change past; advanced artificial intelligence; synthetic biology; "panopticon" surveillance and moral intrusion. Guest expert presents.

Work period Student team preparation for conduct of Round Table in session 8, (professors will advise).

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XII.

March 1: Week Eight.

Eighth session. **Student Round Table:** discussion of selected technological disruptors, from the point of view of impact on basic interests of different parts of the population. Impact on common values essential for democracy. Ability of democratic processes to deal with these. Instructors facilitate.

Work period Student team assessment of Round Table of March 1; individual student reading in preparation for session 9. Professors will recommend materials.

March 8: Week Nine.

Ninth session. **Value Disruptors: Demographic transitions**: e.g. a population of minorities. Rebalance of power. Guest expert presents.

Work period Student team preparation for conduct of Round Table in session 10, (professors will advise).

March 15: Week Ten.

Tenth session. **Student Round Table.** Students conduct Round Table to discuss implications of demographic stressors for values. Instructors facilitate.

Work period Student team assessment of Round Table. Individual reading, in preparation for session 11 (instructors will recommend readings).

III. Weeks 11-12. Governance

March 22: Week Eleven.

Eleventh session. **Governance and government** from systems perspective; acceleration of events/ competing models (e.g. authoritarian v. democratic as systems for adaptation, vertical networked systems vs. lateral networked systems). Traditional modes of governance under conditions of complex interactions between values and disruptors. (Instructors will present).

Work period Individual reading in preparation for session twelve. (Instructors will recommend materials).

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VIII.

March 29: Week Twelve.

Twelfth session. **Anticipatory solutions**--industrial/ national models (instructors will present).

Work period.

For your written assignment, we are going to organize the class into two teams, each of which will have its own questions to deal with. Results to be presented to us as oral reports of not more than15 minutes duration each, on March 29th. Teams should email your PowerPoint presentation to me at least two hours before class on March 29. And, please post your PPT presentation in Week 12.

Team #1 : looking ahead ten years, what are the most powerful values in the America political commons -- including those which will tend to unite and those which will tend to divide?
>   Team 1 consists of Carynne, Emma, George, Mitch, and Ethan

Team #2 : looking ahead ten years, what are the challenges for government (the center), and what are the challenges for governance (for us, the people).
>   Team 2 consists of Ahmed, Alex, Ella, Lydia, Nicholas and Zach

IV. Weeks 13-15 -- Summation and presentation to invited auditors

April 5: Week Thirteen.

Thirteenth session. **Preview and critique of draft power point presentation.**
Students brief instructors on their draft power point presentation. Instructors comment.

Work period.

For session 13 (April 5): students will work as a committee of the whole to create a first block draft of their briefing for the panel. Presented to instructors who will critique and advise.

April 12: Week Fourteen.

Fourteenth session. Dry run of student presentation for instructors.

Work period.

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For session 14 (April 12th) students will refine their presentation. Further discussion with us. Students then have a two week period, between April 13th and April 28th, to finalize their presentation into power points for presentation to the panel of invited experts on April 29th. Instructors available for guidance at students' request.

April 29: Finals Week.

Fifteenth session. PRESENTATION OF CLASS FINDINGS TO VISTORS, AND DISCUSSION.

April 29th students will have a 1 hour, 45 minute session with panel: 45 minutes for presentation. 60 minutes for discussion with panel.

<u>Guide to Course Documents</u>

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IV. Summation/ Presentation to Invited Auditors.

XII

The Ohio State University
John Glenn College of Public Affairs
Public Affairs 5193

Foresight and American Democracy

Week 1

Leon S. Fuerth and Sheila R. Ronis

January 11, 2021

Welcome to PA 5193!

January 10, 2021 at 2:41pm

Dear Students:

We want to welcome you to PA5193, Foresight and American Democracy. This is a new course, coming at a time when the need for it is very clear. We are looking forward to a shared experience with you. We have designed our approach to create -- insofar as that is possible using electronic communications -- a relationship that approximates the experience of being able to gather together in person. Tomorrow, at our first session, we will discuss the purposes of the course, and its structure. We suggest that if you want some advance sense of what is involved, you can find it in https://forwardengagement.org/foresight-and-democracy/ (https://forwardengagement.org/foresight-and-democracy/) (Links to an external site.) ... In fact, we suggest you read the overview before class, and you may want to bookmark this link since we will be using it throughout the course.

We look forward to working with you on this synchronous class. Each week on Monday from 2:20 - 3:15, our class will meet via Zoom. The link can be found by clicking on the Module section and the LIVE CLASS SESSION Zoom link.As of now, you can find the syllabus for this course in CarmanCanvass. Please log in with your Ohio State credentials. Look through the syllabus. Press "Modules," or "Zoom" and you will find the link to our first class at 2:20pm tomorrow, Monday, January 11.

See you, then!

Leon Fuerth
fuerth.2@osu.edu

Sheila Ronis
ronis.9@osu.edu
ronis.9@osu.edu

Read

Introduction

After this week's class, you will prepare for next week by reading the PowerPoint on Systems, below. You will also prepare an assignment - about 1-2 pages double spaced about yourself.

What to do: *Read these selections to build the foundational knowledge for this week of the course.*

Required reading

We've chosen the following content and work for this week:

- Please read the following PowerPoint presentation for next week's session and come prepared to discuss "systems"
- 1.9.2021OSUsystemslecture.ppt (https://osu.instructure.com/courses/92826/files/28130328?wrap=1) ↓ (https://osu.instructure.com/courses/92826/files/28130328/download?download_frd=1)
- Please read the overview of the Rockefeller Brothers Fund report on https://forwardengagement.org/foresight-and-democracy/
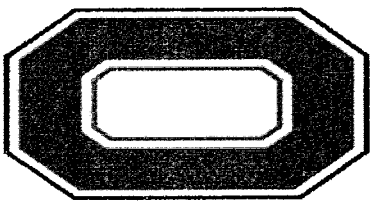
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Public Affairs 5193

Spring 2021

Week 1

Leon S. Fuerth and Sheila R. Ronis

Overview

- Greetings, fellow stakeholders in America…

- Over the next fifteen weeks, we will be talking about the future of democracy in our country, and therefore, by definition, about the future of the country itself, and of our lives as its citizens.

- Today's meeting will cover the following questions: who we are; who you are; what is the overall concept behind this course; what is its structure; and course requirements.

- At the end of our fifty minutes, we will remain in this room to answer questions for those of you who might wish to linger. We are also going to make it possible for you to communicate with us on an individual basis.

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Who We Are

- Our cv's are already available to you.

- Finally, we want to explain how it happens that we are working as a team, and what our joint objectives are.

Leon S. Fuerth

Leon Fuerth is the former National Security Advisor to Vice President Al Gore, the Founder of the Project on Forward Engagement, and the creator of Anticipatory Governance as a methodology for enhancing the capacity of the U.S. Government. Fuerth joined the Clinton White House following 30 years in the Foreign Service. He served simultaneously on the Deputies' and Principals' Committees of the National Security Council and the National Economic Council, where he created and managed five bi-national commissions. Since leaving government service, Fuerth has focused on developing enhanced capabilities for Anticipatory Governance, and was the Principal Investigator and lead author of Anticipatory Governance Practical Upgrades, published in 2012 and endorsed by dozens of former senior government officials. Fuerth holds a bachelor's degree in English and a master's degree in history from New York University, as well as a master's degree in public administration from Harvard University.

Sheila R. Ronis

Dr. Sheila R. Ronis is recently retired as Distinguished Professor of Management, and Director, Center for Complex and Strategic Decisions, Walsh College in Troy, Michigan. She was the Co-Director of the Rockefeller Brothers Fund Project on Foresight and Democracy with Leon S. Fuerth. She holds a special term appointment as a national security advisor with Argonne National Laboratory University of Chicago. Dr. Ronis is the former Vision Working Group leader of the Project on National Security Reform. In 2014, Dr. Ronis served as guest speaker on the use of foresight methodologies to improve public policy at The Royal Society in London, U.K. Dr. Ronis was awarded the Chairman of the Joint Chiefs of Staff's Outstanding Public Service Award in a formal ceremony in Washington, D.C. in 2013. In 2011-2012, she was awarded a Specialist Fulbright Scholarship to Singapore to study the Prime Minister's Office use of foresight methodologies. Her B.S. is in Physics, Mathematics and Education. Her M.A. and Ph.D. are from The Ohio State University in Large Social System Behavior. She currently is serving as Chairman Emeritus of the National Defense University Foundation Board of Directors, and is the author of more than 400 papers and articles, and has written and/or edited six books in her career of more than four decades.

Who You Are

- We've just set the example by limiting our self-description to mere seconds. We ask you to limit yourselves to: name; school; degree; and what brings you to this course.

- Your first written assignment will be to tell us more about yourselves.

Civil discourse is more than good manners…

- In a democracy, politics is the art of disagreement over principles, while maintaining mutual respect for each other as human beings.

- Hyper-partisan politics, however, involves absolute certitude in the rightness and even the righteousness of one's own program; and moral condemnation of alternative views as malign.

- Hyper-partisanship has become the dominant feature of politics in America. It has pushed us to the edge of paralysis on issues of major importance for the people, and over the edge into civil unrest.

- Words matter. They can save. And they can kill.

Deliberation vs. Debate

- The premise of this course is that a return to <u>civil</u> discourse is vital and possible, but that it requires a choice between methods designed for debate and methods designed for deliberation.

- The objective of debate is to summarily dismiss and destroy all propositions other than your own.

- The objective of deliberation is to reserve judgment while systematically considering the meaning of facts.

- In this course, we will propound a framework for discourse, in which groups of citizens can choose deliberation over debate.

- That framework encourages awareness that: (1) events are complex rather than linear in their effects; (2) social systems are inherently complex; (3) foresight is a discipline that can be used to visualize and to influence alternative futures, not to predict or predetermine the behavior of complex systems; and (4) values must be identified as active factors in these complex systems.

- These four levels of awareness can be built into a process for discussion , that we call the Round Table Process.

- Our objective is to take you as a group through your own experience with this process... with exposure to both theory and practice.

What is the structure of the course?

- Counting this meeting we have a total of 15 weekly segments of instruction, discussion, and practice.

- The first five weeks will deal with basic concepts that are inter-related: systems, complexity, and foresight.

- The next four weeks bring these four levels of awareness to bear on the question of values. What values hold a society together? What values separate its components ? What forces -- short and long-term - affect the balance of those forces?

- We will be looking at two basic sets of such forces. Those that arise as consequences of the explosive growth of technology; and those that arise as the result of slower, but equally powerful effects of demographic change. We will bring in outside experts to brief you about both sets.

- We will work with you to organize two Round Table sessions of your own, designed to promote an integrated sense of how these forces can interact with values to drive politics and societal change.

- We will then use two more sessions to look at how all this moves through systems of governance

- Finally, we will use three sessions to generate a student Round Table report to be presented by you for discussion with a panel of invited experts.

Weeks one-five: Basic Concepts

- All of us depend on our democracy to see us through turbulent times that are testing its resilience. .

- Our democracy is best understood as a complex, adaptive system.

- What we are going to do in the next several weeks is dissect that sentence:

- What is a system?

- What is an adaptive system?

- What does it mean, "complex?"

- And if these systems fail, we want to talk about the phenomenon of systems collapse.

- These ideas are the starting points for a different kind of thinking about our circumstances and our future.

- Different because that discussion better prepares us for an encounter with questions of values and emotion.

- That includes those realities with which we are now grappling.

- It also permits us, through the use of foresight, to think about be the rising challenges of this century.

- So we will also address the question: what is foresight? What can it be used for?

- In other words, between now and February 8, we are going to lay out some basic ideas -tools -- that support a much broader, more comprehensive idea of what is going on around us.

- And we are going to have you use those tools and see what you can do with them.

Course Work

- Where written assignments are called for, we want brevity. Two pages, double-spaced. Minimal footnoting -- we are interested in your thinking. One hour of work should do the trick. It can be challenging to write clearly and short. That is what it takes in the world of politics and policy.

- Where reading assignments are called for, we will be suggesting materials that offer the most bang for the buck. One hour of reading time, we would estimate. If you are interested in more, our course bibliography will help you go deeper.

- If you want to "meet" with us individually, we welcome that. Address your questions to us jointly, as follows: fuerth.2@osu.edu and ronis.9@osu.edu

- If you think your question is of general interest to the class, please indicate this and we will circulate your question and our response. Otherwise we will treat your question and our response as private matters.

- There may be times, when you are operating as small groups...and when that happens, we are ready to "visit" with such groups.

- NOTE: This syllabus is based on the project we did for the Rockefeller Brothers Fund between 2018 and 2020. Adjustments may be necessary, but we expect them to be minimal.

Week 1 follow-up

January 14, 2021 at 10:31am

Dear Class members:

During our first session last week, several students specifically identified foresight as a subject of interest, and as a significant factor in their decisions to participate. That was good to hear. Foresight has been a major focus of our careers starting long before we decided to work jointly, and thereafter it continued to be an organizing theme for us, as reflected by its place in the syllabus for this course.

Before we can deal with foresight, however, we need to put a foundation in place. You will recall that last week, at the end of session #1, we said that "Democracy is best understood as a complex, adaptive system." We regard that sentence as the basis for understanding foresight in any real way. However, at this point, the sentence is not much more than a string of abstract terms, which need to be defined. This done, we can move on to the subject of foresight. We are going to do that in the following sequence:

What is a "system"? What is an "adaptive system?" Systems "failure." Democracy as an adaptive system. (session 2)
What is "complexity"? Democracy as a form of complex system . Democracy as a complex adaptive system (session 3).
What is "foresight?" Application of foresight to democratic governance. (sessions 4 and 5).

Leon Fuerth Sheila Ronis
fuerth.2@osu.edu ronis.9@osu.edu

All Courses ▼

Sent

☐ May 1, 2021   1

◯ **Sheila Ronis (ronis.9), Ahmed ...**

Best Wishes
Dear Students: We want to congratu...

☐ Apr 29, 2021   1

◯ **Sheila Ronis (ronis.9), Ethan ...**

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☐ Apr 29, 2021   1

◯ **Sheila Ronis (ronis.9), Ahmed ...**

SP21 PUBAFRS 5193 - Individu...
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☐ Apr 29, 2021   1

◯ **Sheila Ronis (ronis.9), Emma ...**

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◯ **Sheila Ronis (ronis.9), Zach Til...**

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◯ **Sheila Ronis (ronis.9), Mitch R...**

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☐ Apr 29, 2021   1

◯ **Sheila Ronis (ronis.9), George ...**

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[recording available] ----------------------...

☐ Apr 29, 2021   1

◯ **Sheila Ronis (ronis.9), Ella Me...**

SP21 PUBAFRS 5193 - Individu...
[recording available] ----------------------...

☐ Apr 29, 2021   1

◯ **Sheila Ronis (ronis.9), Nichola...**

No Class on Monday!   ↰ ⚙ ▾

SP21 PUBAFRS 5193 - Individual Study (35520)
January 14, 2021 at 7:04pm

↰ ⚙ ▾

Dear Students:

Just to clarify... we do not have class on Monday as the school is closed for Martin Luther King day. We will be sending you an email with additional reading assignments soon and an updated syllabus.

Dr. Ronis

Update from Leon Fuerth and Sheila Ronis ↩ ⚙ ▾

January 15, 2021 at 4:30pm
↩ ⚙ ▾

Dear Class members:

As noted in an earlier message from us to you, it is necessary to adjust the course syllabus, to reflect the fact that there will be no class on January 18, Martin Luther King Day. What we will do is fuse the contents of two future sessions into one meeting, which will take place on January 25. Our objective for this meeting remains to explore the meaning of the sentence: "Democracy is best understood as a complex, adaptive system."

The revised sequence is, on January 25 to cover both systems and complexity. We are revising the syllabus to show this, and we will also revise reading and writing assignments, accordingly. Expect to see this information in the Modules section of the course as of the end of the weekend.

We can then move on to the existing schedule of discussions about foresight, and what it can do to help us look at emergent trends in technology and demographics, and the impact these trends may have on fundamental values at the core of our national sense of self and of community.

Leon Fuerth Sheila Ronis
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Update

Dear Class Members:

As you know we made a mistake in preparing the weekly syllabus. Namely, we scheduled a class for January 18th, but that is Martin Luther King Day. So, we have had to adjust the schedule. Here are the changes.

January 18th -- no class. Next class will be January 25th. However, on the 18th, we will send you by e-mail, some recommendations for readings and for some very good short films for you to look at pending the class meeting on the 25th. Both the readings and the films are available on the internet, and we will provide you with the locations for them, and thumbnail sketches of their contents.

Then, at our class meeting on the 25th, we will be talking about the concepts that you will find in these materials. Thereafter, the weekly syllabus will proceed without change. What will be happening is that between now and the 25th, we will be covering a vital set of ideas: systems; complexity; and democracy as a complex adaptive system.

From there, as scheduled, we move to the subject of foresight -- what it is as a modern discipline, and what it indicates are the challenges ahead for democratic governance and the values at its core.

Leon Fuerth Sheila Ronis
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The Ohio State University

John Glenn College of Public Affairs

Public Affairs 5193

Foresight and American Democracy

Week 2

Leon S. Fuerth and Sheila R. Ronis

January 18, 2021

Overview

Dear Class Members:

As we said in our e-mail to you of January 17, we would be sending a recommended set of films on the subject of systems, systems analysis and complexity. It turns out there is plenty to be found on the internet and we have had fun sampling these in order to find a set that could be linked one to the next, in order to build a common vocabulary that we and you can use when thinking about the term "complex adaptive system" as a means for insightful thinking about Democracy in America.

Of course, this is not a course about systems analysis. On the other hand, according to Forbes, the combined total of spending on political advertisements in the 2020 election was about 8.5 billion dollars. And you can safely assume that not one dime of that was spent in the service of encouraging independent thinking within the electorate. On the contrary. The net effect of this tremendous expenditure was to more deeply polarize the country, by drowning out independent (aka) critical thinking. We believe that systems analysis is a powerful basis for critical thinking when applied to public policy. So, when we meet with you again on the 25th, we intend to apply these concepts about systems and complexity to the practical world of governance and public policy.

Finally, in addition to viewing these short films, you do have a written assignment. In not more than two pages, double-spaced, ask questions you may have or make observations about these concepts. We will integrate our responses to these messages into the lecture materials we will be presenting.

©

Here is the order we think you should watch these...

1. https://www.youtube.com/watch?v=hLXIJF5ytpM   (https://www.youtube.com/watch?v=hLXIJF5ytpM)

▷

(https://www.youtube.com/watch?v=hLXIJF5ytpM)

All the definitions from systems to complex systems - 6:37

2. https://www.youtube.com/watch?v=KN6SaRmF_8c   (https://www.youtube.com/watch?v=KN6SaRmF_8c)

▷

(https://www.youtube.com/watch?v=KN6SaRmF_8c)

covers systems thinking, emergence and synthesis - 9:12

3. https://www.youtube.com/watch?v=GARpWOLqP6E   (https://www.youtube.com/watch?v=GARpWOLqP6E)

▷

(https://www.youtube.com/watch?v=GARpWOLqP6E)

systems thinking, synthesis and analysis

4. https://www.youtube.com/watch?v=i-ladOjo1QA   (https://www.youtube.com/watch?v=i-ladOjo1QA)

▷

(https://www.youtube.com/watch?v=i-ladOjo1QA)

complexity theory and complex systems - 10:51

Assignment Week 2 Copy

⋮

Please submit a 2-page double spaced document in which you ask questions you may have or make observations about these concepts. We will integrate our responses to these messages into the lecture materials we will be presenting.

Points   0

Submitting   a file upload

Due	For	Available from	Until
Jan 24	Everyone	Jan 18 at 12am	Jan 31 at 11:59pm

One more Reading ↩ ⚙ ▾

January 20, 2021 at 3:03pm
↩ ⚙ ▾

Dear Students:

We have previously (January 18) recommended a group of excellent short films on systems and complexity. The following text is our summary of the main points connecting these abstract concepts to the concrete realities of political life. At our class session of the 25th, we intend to discuss with you the combined package of film and commentary. It will be an occasion for seminar-style exchanges, but the predicate depends upon your having viewed the films and read the text.

Leon Fuerth Sheila Ronis
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📎 1.25.2021OSUsystemscomplexity.ppt (https://osu.instructure.com/files/28584195 /download?download_frd=1&verifier=mf1dZf7MlXZ27lKzphtQ5eB2kvs6YPD1aDllCLfK)

The Ohio State University

Public Affairs 5193

Spring 2021

Week 2

Leon S. Fuerth and Sheila R. Ronis

1

What is a system?

- Anything, conceptual or physical, composed of interdependent parts that cannot be broken up. You are a system, but your parts cannot be removed and still work independently. For example, your heart by itself cannot work without the rest of you...

- Organizations, like governments are a special class of system, called the social system, that is, they are composed of people. Social phenomena, like economics and politics are also composed of people influencing processes. This is why the relationships between the elements in a system are as important as the elements themselves.

- All formal social systems are essentially living systems; without people, they are nothing but concrete, paper, and digital information. As living systems, they are in a constant process of interaction with their environment and their many stakeholders.

- All real world systems are open systems, meaning that internal elements can proactively influence or be impacted by the external environment and vice versa.

2

1

What is a System?

- All elements inside the system are interdependent with one another, and must be in alignment if the system is to move in one direction.
- A system, generally, is only as strong as its weakest link.
- Systems survive best if they seek to create their external environment or develop capability to influence that environment. If a system cannot change the environment, it must then be able to adapt to the environment in order to survive.
- The System must have an aim, or a vision of the future which the system elements must work toward, usually based on values.

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3

Democracy as a System?

- Democracy in the US is unique because the country developed out of a series of ideas, all coming into existence at the same time, after a long period (colonial) of gestation. Big Bang.
- We have a value system – articulated in the Declaration of Independence. Our value system includes ideas such as the equality of all people; natural inalienable rights; consent of the governed. Government "of the people, by the people and for the people."
- We have an operating system – The Constitution and the Bill of Rights.
- The operating system includes elections; three co-equal branches of the government, the executive, legislative, and judiciary with checks and balances between them. A federation where federal powers are enumerated and all other powers are state powers.
- In this system of government, there is a natural tension between universalist values and practices; a tension between federal and state interests; factions of interests, and generational tensions.
- There is the potential for system failure that must be guarded against with eternal vigilance. Democracy as a system is vulnerable to hacking and it has been hacked!
- The paranoid style in American politics...

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Back-up Slides

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What is a system?

All organizations and social phenomena, such as economics or politics are social systems. That is, they are created and influenced by human beings. The questions are,

"What is a social system?"

Let's start by first asking,
"What is a system?"

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What is a System?

■ Russell Ackoff* has defined a system as "any entity, conceptual or physical, which consists of interdependent parts."

■ Conversely, "a system is a whole that cannot be divided into independent parts."

■ Organizations and social phenomena are a special class of system, called the social system. They are created and influenced by human beings.

* Dr. Ronis studied with Russell Ackoff at MIT and worked with him on the Bell System reorganization in the early 80's and with General Motors in the early 90's. Considered one of the giants of systems science.

January, 2021   Leon Feurth and Sheila Ronis

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What is a system?

■ "A system is not the sum of its parts, but the product of their interactions."

Russell L. Ackoff, *The Democratic Corporation* (New York, NY: Oxford University Press, 1994), p. 23.

■ This is why the relationships between the elements are as important as the elements themselves.

January, 2021   Leon Feurth and Sheila Ronis

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Strategic Management

- "A system is a set of two or more elements that satisfy three conditions:

  1. every element has an effect on the behavior of the whole

  2. the way each element effects the whole depends on at least what one other element is doing, i.e. the elements are interdependent, and interact,

  3. if we take the elements and make them into subgroups, each subgroup will also possess characteristics 1 and 2, that is, systems cannot be divided into independent parts."

  – Russell Ackoff

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What is a system?

- All formal social systems are essentially living systems; without people, they are nothing but concrete, paper, and digital information.

- As living systems, they are in a constant process of interaction with their environment and their many stakeholders.

- At first glance, some very large organizations and social phenomena may seem like systems of forbidding complexity.

- To understand the system, it is crucial to understand the elements and their interactions.

10

5

What is a system?

- What this means for the systems based organization or social phenomenon is that each element of the system must rely upon and interact with the rest of the system in order to work.

- Problems are best solved, not by breaking them up into "functional" bites, but by getting into the next larger system and solving them through integrative mechanisms.

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What is a system?

- As Ackoff says, "The deterioration of the American economy and its enterprises is not a problem but a complex system of interrelated problems. I call such problems messes. A mess cannot be handled effectively by breaking it down into its constituent parts and solving each part separately. . . the way problems and their solutions interact is much more important than how they act independently of each other."

- For most organizations and social phenomena, the complexity of their problems puts them into the category of "messy."

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What is a system?

Generic System Rules & Assumptions

- Any system is bound by the generic system rules.

- All real world systems are open systems, meaning that internal elements can proactively influence or be impacted by the external environment and vice versa.

- All elements inside the system are interdependent with one another, and must be in alignment if the system is to move in one direction.

- All elements inside the system are considered subsystems of the system.

- A system is generally only as strong as its weakest link.

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What is a system?

Generic System Rules & Assumptions

- Systems survive best if they seek to create their external environment or develop capability to influence that environment. If a system cannot change the environment, it must then be able to adapt to the environment in order to survive.

- Organizational social systems are collections of individuals who come together to accomplish what no one individual can accomplish. Examples of social systems are family, church, school, government, company.

- Social phenomena, such as economics or politics, are social systems that are collections of individuals and "rules or policies" that come together to accomplish something that no person can accomplish individually.

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Message from Leon Fuerth and Sheila Ronis   ↰ ⚙ ▾

January 21, 2021 at 5:50pm
↰ ⚙ ▾

Dear class members:

On January 20 we sent you a set of the PowerPoint slides that cover the range of subjects we have in mind for our third meeting, coming up January 25. The headings of those PowerPoints are reproduced below. They are designed to organize a set of ideas in the form of a cascade, spilling from one pool of thought to the next. The final stage of this cascade is intended to bring home what we mean with the sentence: Democratic governance in the United States is a specific form of a complex adaptive system, the purpose of which is to make possible "government of the people, by the people for the people."

This is the single most revolutionary statement in the political history of the human species. It is audacious in the extreme. It is not the base-line of history. Tyranny is the base- line of history. Democracy comes and goes, here and there, like flashes of lightning. At roughly two centuries, American democracy has existed for a period of time similar to Athenian democracy at its height; and similar to the Roman Republic,before the emperors. And we have arrived at a point where the continuity of our democracy is in question. If we want to keep it, desire is necessary but not sufficient. We must also deeply understand it. Not just as doctrine, but as a dynamic system with properties that are distinct, and that come into play as we face present and emergent stresses.

What is a system?
What is complexity.?
What is a complex system?
What are government and governance?
What can systems theory tell us about government and governance?
What can systems theory tell us about democracy as a form of governance?
What can systems theory tell us about democratic government in the United States?
What can systems theory tell us about the prospects for American democracy?

In weeks to come, we will examine what some of the most important of these prospects appear to be, and we will then discuss the question: how best can American democracy be strengthened in light of those prospects?

Leon Fuerth & Sheila Ronis
fuerth.2@osu.edu & ronis.9@osu.edu

Monday Class! ↰ ⚙ ▾

January 23, 2021 at 10:58am
↰ ⚙ ▾

Dear class participants:

The Round Table process is a system for the analysis of complex societal issues. Assuming that you have viewed the U-tube lectures we sent you, the deeper meaning of that sentence should be coming into focus clearly enough to explain the following assertion: the Round Table process is a system of analysis that is composed of smaller systems interacting with each other. Our syllabus outlines what these subsystems are, and ultimately how the overall system works when it is applied to concrete issues. As of the 25th, we have gotten through points 1-5. We will then move on to foresight, point 6, below.

1. American democracy is a particular form of a complex, adaptive system for self-governance.
2. The agreed purpose of this system is to make it possible to blend the needs, aspirations, and values of the people into coherent responses to changes they perceive, or wish to make, in the circumstances of their lives, to be accomplished by peaceful means under an evolving body of law and practice.
3. This system is powered by an authority originating in the consent of the governed, who are themselves aware of their collective responsibilities for the maintenance and success of this system.
4. Any system can experience failure, if it proves unable to provide this output, in return for the energy required to make it run. Systems failure is an abrupt, irreversible collapse of the relationships among subsystems that are vital for continuation of the system as a whole.
5. A factor in the survivability of a system is whether by virtue of its underlying design, it retains the flexibility needed for adaptation.
6. Another factor in the survivability of a political system is whether it cultivates foresight as a means to shorten response time for essential forms of adaptation. .

On the 25th, we intend to have a seminar-style discussion with you, designed to respond to questions you may have about the materials already provided, and then to look at the following questions, below:

1. How to look at democratic governance in the US as a type of complex adaptive system.
2. How well has that system functioned to this point ?
3. What are the system's shortcomings and vulnerabilities?
4. Is the system operating within, pressing upon, or operating beyond its design limits?

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--
Leon Fuerth
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The Ohio State University

John Glenn College of Public Affairs

Public Affairs 5193

Foresight and American Democracy

Week 3

Leon S. Fuerth and Sheila R. Ronis

January 25, 2021

OVERVIEW: Week 3

Overview

This week we'll go over the concepts of systems and complexity.

What to do: Read through this page for an overview of the week.

READ/WATCH: Week 3

Read & Watch

Dear class participants:

In the period between now and next week, you will have two things to do. First, there is a short writing assignment, designed to help you focus upon systems and complexity -- which we have described below. Second, there is our recommendation for films and writings on the next subject in the syllabus: foresight. This memo will provide links to preparatory readings on this subject.

Required Reading

The next topic on our syllabus is foresight. To prepare for this, we recommend the following work for this week:

- https://thinkingfutures.net/foresight-approaches   (https://thinkingfutures.net/foresight-approaches)
- Fuerth - Operationalizing Forward Engagement - Toward Anticipatory Governance [1.20.10][Final].pdf (https://osu.instructure.com/courses/92826/files/28732853?wrap=1) ↓
  (https://osu.instructure.com/courses/92826/files/28732853/download?download_frd=1)

Required Viewing

We've chosen the following videos content for this week:

https://youtu.be/PCEbPhbmbQY   (https://youtu.be/PCEbPhbmbQY)

(https://youtu.be/PCEbPhbmbQY)

https://youtu.be/OytuOln6X6Y   (https://youtu.be/OytuOln6X6Y)

(https://youtu.be/OytuOln6X6Y)

Written Assignment

Prerequisite Information: students must know,

What is a system?

What is inside a system? outside?

Where are the system's boundaries?

What is systems failure?

Assignment:

Pick one of the systems below... and answer the questions given above e.g. the environment is a local term, connoting a geographically bounded set of interacting factors within a defined region. e.g. water, fertility, air quality, etc. Each of these is a system in and of itself. All of these are interactive in terms of impact on life forms. And life forms are interactive as influences on these factors.

- environmental systems (local, bounded)
- climate systems (potentially global).
- value systems
- legislative systems
- justice systems
- regulatory systems
- homeostatic systems
- educational systems
- banking systems
- management systems
- political systems

Give us 1-2 pages of discussion answering the 4 questions regarding a system of your choice.

Points   0

Submitting   a file upload

Due	For	Available from	Until
-	Everyone	Jan 24 at 12am	Feb 3 at 11:59pm

34

Cynefin framework

The **Cynefin framework** (/kə'nɛvɪn/ *kuh-NEV-in*)[1] is a conceptual framework used to aid decision-making.[2] Created in 1999 by Dave Snowden when he worked for IBM Global Services, it has been described as a "sense-making device".[3][4] *Cynefin* is a Welsh word for *habitat*.[5]

Cynefin offers five decision-making contexts or "domains"—*obvious* (known until 2014 as *simple*, more recently renamed *clear* by Snowden),[6] *complicated, complex, chaotic,* and *disorder*—that help managers to identify how they perceive situations and make sense of their own and other people's behaviour.[a] The framework draws on research into systems theory, complexity theory, network theory and learning theories.[7]
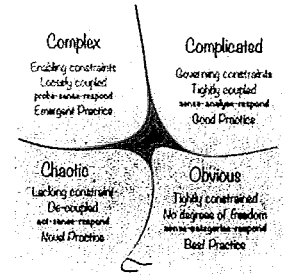
Domains of the Cynefin framework; the dark domain in the centre is *disorder.*

Contents

Background
    Terminology
    History
Domains
    Simple / Obvious / Clear
    Complicated
    Complex
    Chaotic
    Disorder / Confusion
    Moving through domains
Applications and reception
See also
Notes
References

Background

Terminology

The idea of the Cynefin framework is that it offers decision-makers a "sense of place" from which to view their perceptions.[8] *Cynefin* is a Welsh word meaning *habitat, haunt, acquainted, familiar.* Snowden uses the term to refer to the idea that we all have connections, such as tribal, religious and geographical, of which we may not be aware.[9][5] It has been compared to the te reo Māori word *tūrangawaewae,* meaning a place to stand, or the "ground and place which is your heritage and that you come from".[10]

History

Snowden, then of IBM Global Services, began work on a Cynefin model in 1999 to help manage intellectual capital within the company.[3][b][c] He continued developing it as European director of IBM's Institute of Knowledge Management,[14] and later as founder and director of the IBM Cynefin Centre for Organizational Complexity, established in 2002.[15] Cynthia Kurtz, an IBM researcher, and Snowden described the framework in detail the following year in a paper, "The new dynamics of strategy: Sense-making in a complex and complicated world", published in *IBM Systems Journal*.[4][16][17]

The Cynefin Centre—a network of members and partners from industry, government and academia—began operating independently of IBM in 2004.[18] In 2007 Snowden and Mary E. Boone described the Cynefin framework in the *Harvard Business Review*.[2] Their paper, "A Leader's Framework for Decision Making", won them an "Outstanding Practitioner-Oriented Publication in OB" award from the Academy of Management's Organizational Behavior division.[19]

Domains

Sketch of the Cynefin framework, by Edwin Stoop

Cynefin offers five decision-making contexts or "domains": *simple, complicated, complex, chaotic,* and a centre of *disorder.*[d] The domain names have changed over the years. Kurtz and Snowden (2003) called them *known, knowable, complex, and chaotic.*[4] Snowden and Boone (2007) changed *known* and *knowable* to *simple* and *complicated.*[a] Since 2014 Snowden has used *obvious* in place of *simple,* and is now using the term *clear*[6]

The domains offer a "sense of place" from which to analyse behaviour and make decisions.[8] The domains on the right, *simple/obvious* and *complicated,* are "ordered": cause and effect are known or can be discovered. The domains on the left, *complex* and *chaotic,* are "unordered": cause and effect can be deduced only with hindsight or not at all.[20]

Simple / Obvious / Clear

The *simple/obvious/clear* domain represents the "known knowns". This means that there are rules in place (or best practice), the situation is stable, and the relationship between cause and effect is clear: if you do X, expect Y. The advice in such a situation is to "sense–categorize–respond": establish the facts ("sense"), categorize, then respond by following the rule or applying best practice. Snowden and Boone (2007) offer the example of loan-payment processing. An employee identifies the problem (for example, a borrower has paid less than required), categorizes it (reviews the loan documents), and responds (follows the terms of the loan).[2] According to Thomas A. Stewart,

This is the domain of legal structures, standard operating procedures, practices that are proven to work. Never draw to an inside straight. Never lend to a client whose monthly payments exceed 35 percent of gross income. Never end the meeting without asking for the sale. Here, decision-making lies squarely in the realm of reason: Find the proper rule and apply it.[21]

Snowden and Boone write that managers should beware of forcing situations into this domain by over-simplifying, by "entrained thinking" (being blind to new ways of thinking), or by becoming complacent. When success breeds complacency ("best practice is, by definition, past practice"), there can be a catastrophic clockwise shift into the chaotic domain. They recommend that leaders provide a communication channel, if necessary an anonymous one, so that dissenters (for example, within a workforce) can warn about complacency.[2]

Complicated

The *complicated* domain consists of the "known unknowns". The relationship between cause and effect requires analysis or expertise; there are a range of right answers. The framework recommends "sense–analyze–respond": assess the facts, analyze, and apply the appropriate good operating practice.[2] According to Stewart: "Here it is possible to work rationally toward a decision, but doing so requires refined judgment and expertise. ... This is the province of engineers, surgeons, intelligence analysts, lawyers, and other experts. Artificial intelligence copes well here: Deep Blue plays chess as if it were a complicated problem, looking at every possible sequence of moves."[21]

Complex

The *complex* domain represents the "unknown unknowns". Cause and effect can only be deduced in retrospect, and there are no right answers. "Instructive patterns ... can emerge," write Snowden and Boone, "if the leader conducts experiments that are safe to fail." Cynefin calls this process "probe–sense–respond".[2] Hard insurance cases are one example. "Hard cases ... need human underwriters," Stewart writes, "and the best all do the same thing: Dump the file and spread out the contents." Stewart identifies battlefields, markets, ecosystems and corporate cultures as complex systems that are "impervious to a reductionist, take-it-apart-and-see-how-it-works approach, because your very actions change the situation in unpredictable ways."[21]

Chaotic

In the *chaotic* domain, cause and effect are unclear.[e] Events in this domain are "too confusing to wait for a knowledge-based response", writes Patrick Lambe. "Action—*any* action— is the first and only way to respond appropriately."[23] In this context, managers "act–sense–respond": *act* to establish order; *sense* where stability lies; *respond* to turn the chaotic into the complex.[2] Snowden and Boone write:

> In the chaotic domain, a leader's immediate job is not to discover patterns but to staunch the bleeding. A leader must first act to establish order, then sense where stability is present and from where it is absent, and then respond by working to transform the situation from chaos to complexity, where the identification of emerging patterns can both help prevent future crises and discern new opportunities. Communication of the most direct top-down or broadcast kind is imperative; there's simply no time to ask for input.[2]

The September 11 attacks were an example of the *chaotic* category.[2] Stewart offers others: "the firefighter whose gut makes him turn left or the trader who instinctively sells when the news about the stock seems too good to be true." One crisis executive said of the collapse of Enron: "People were afraid. ... Decision-making was paralyzed. ... You've got to be quick and decisive—make little steps you know will succeed, so you can begin to tell a story that makes sense."[21]

Snowden and Boone give the example of the 1993 Brown's Chicken massacre in Palatine, Illinois—when robbers murdered seven employees in Brown's Chicken and Pasta restaurant—as a situation in which local police faced all the domains. Deputy Police Chief Walt Gasior had to act immediately to stem the early panic (*chaotic*), while keeping the department running (*simple*), calling in experts (*complicated*), and maintaining community confidence in the following weeks (*complex*).[2]

Disorder / Confusion

The dark *disorder* domain in the centre represents situations where there is no clarity about which of the other domains apply. By definition it is hard to see when this domain applies. "Here, multiple perspectives jostle for prominence, factional leaders argue with one another, and cacophony rules", write Snowden and Boone. "The way out of this realm is to break down the situation into constituent parts and assign each to one of the other four realms. Leaders can then make decisions and intervene in contextually appropriate ways."[2]

Moving through domains

As knowledge increases, there is a "clockwise drift" from *chaotic* through *complex* and *complicated* to *simple*. Similarly, a "buildup of biases", complacency or lack of maintenance can cause a "catastrophic failure": a clockwise movement from *simple* to *chaotic*, represented by the "fold" between those domains. There can be counter-clockwise movement as people die and knowledge is forgotten, or as new generations question the rules; and a counter-clockwise push from *chaotic* to *simple* can occur when a lack of order causes rules to be imposed suddenly.[4][2]

Applications and reception

Cynefin was used by its IBM developers in policy-making, product development, market creation, supply chain management, branding and customer relations.[4] Later uses include analysing the impact of religion on policymaking within the George W. Bush administration,[25] emergency management,[26] network science and the military,[27] the management of food-chain risks,[28] homeland security in the United States,[29] agile software development,[30] and policing the Occupy Movement in the United States.[24]

It has also been used in health-care research, including to examine the complexity of care in the British National Health Service,[31] the nature of knowledge in health care,[32] and the fight against HIV/AIDs in South Africa.[33] In 2017 the RAND Corporation used the Cynefin framework in a discussion of theories and models of decision making.[34] The European Commission has published a field guide to use Cynefin as a "guide to navigate crisis".[35]

Criticism of Cynefin includes that the framework is difficult and confusing, needs a more rigorous foundation, and covers too limited a selection of possible contexts.[36] Another criticism is that terms such as *known*, *knowable*, *sense*, and *categorize* are ambiguous.[37]

Prof Simon French recognises "the value of the Cynefin framework in categorising decision contexts and identifying how to address many uncertainties in an analysis" and as such believes it builds on seminal works such as Russell L. Ackoff's *Scientific Method: optimizing applied research decisions*, C. West Churchman's *Inquiring Systems*, John Tukey's *Exploratory data analysis*, Douglas John White's *Decision Methodology*, and Mike Pidd's *Tools for Thinking: Modelling in Management Science*.[38]

See also
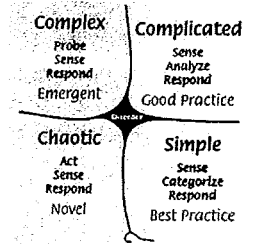
Since 2014 Snowden has called the *simple* domain *obvious*, and is now using the term *clear*.[6]
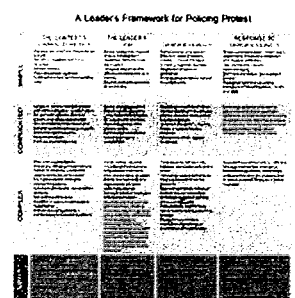
Using the Cynefin framework to analyse policing of the Occupy movement in the United States[24]

- Narrative inquiry
- SECI model of knowledge dimensions

- There are known knowns
- Uncertainty

- Volatility, uncertainty, complexity and ambiguity
- VPEC-T

Notes

a. Snowden and Boone (2007): "The framework sorts the issues facing leaders into five contexts defined by the nature of the relationship between cause and effect. Four of these—simple, complicated, complex, and chaotic—require leaders to diagnose situations and to act in contextually appropriate ways. The fifth—disorder—applies when it is unclear which of the other four contexts is predominant."[2]

b. Snowden (2000): "An early form of the Cynefin model using different labels for the dimension extremes and quadrant spaces was developed as a means of understanding the reality of intellectual capital management within IBM Global Services (Snowden 1999a)."[11][12]

c. Snowden, Pauleen, and Jansen van Vuuren (2011): "The framework was initially used in Snowden's early work in knowledge management, but now extends to aspects of leadership, strategy, cultural change, customer relationship management and more (Kurtz and Snowden 2003; Snowden and Boone 2007). The framework is particularly effective in helping decision-makers to make sense of complex problems, providing new ways of approaching intractable problems and allowing the emergence of shared understandings from collective groups."[13]

d. Williams and Hummelbrunner (2010): " ... Cynefin identifies four behaviors a situation can display: simple, complicated, complex, and chaotic. This terminology is not new; the systems literature has used it for decades. However, in Cynefin the behaviors and the properties that underpin these four states are not entirely drawn from systems theories or even theories of chaos and complexity. Cynefin draws heavily on network theory, learning theories, and third-generation knowledgement management.

"Crucially, compared with many network and company approaches, Cynefin also takes an epistemological as well as an ontological stance. Similar to the Soft Systems and Critical Systems traditions ... Cynefin explores how people perceive and learn from situations."[16]

e. Cynefin uses *chaotic* in the ordinary sense, rather than in the sense used in chaos theory.[22]

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The Ohio State University
Public Affairs 5193
Spring 2021

Week 3

Leon S. Fuerth and Sheila R. Ronis

What is a system?

- Human intelligence can be summed up as a compulsion to search for causality... as a way of establishing some kind of order that can be carved out of the chaotic circumstances of life.

- Causality means the ability to describe a dependable relationship between observable sets of things: whether these are the behaviors of sub-atomic particles, the co-dependency of organs within the human body, the economies of nations, or the motions of planets.

- This is why the relationships between the elements in a system are as important as the elements themselves.

- Wherever it is possible to discern a set of things in which the parts are mutually interactive, you have discovered a system.

- Wherever you have designed and imposed interactions among a set of things, you have built a system.

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What is a system?

- Anything, conceptual or physical, composed of interdependent parts that cannot be broken up. You are a system, but your parts cannot be removed and still work independently. For example, your heart by itself cannot work without the rest of you…

- Organizations, like governments are a special class of system, called the social system, that is, they are composed of people. Social phenomena, like economics and politics are also composed of people influencing processes.

- All formal social systems are essentially living systems; without people, they are nothing but concrete, paper, and digital information. As living systems, they are in a constant process of interaction with their environment and their many stakeholders.

- All real world systems are open systems, meaning that internal elements can proactively influence or be impacted by the external environment and vice versa.

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What is a System?

- All elements inside the system are interdependent with one another, and must be in alignment if the system is to move in one direction.

- A system, generally, is only as strong as its weakest link.

- Systems survive best if they seek to create their external environment or develop capability to influence that environment. If a system cannot change the environment, it must then be able to adapt to the environment in order to survive.

- A Social System must have an aim, or a vision of the future which the system elements must work toward, usually based on values.

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Complexity

- Newtonian physics held that the universe was governed everywhere by one set of laws, which would --once identified -- provide precise, measurable correlations between actions applied to a system, and consequences.
- But Newtonian science is an "ideal" description of relationships within a simple system, not affected by forces outside itself. At best, they describe approximations. That would be acceptable if such ideal systems actually existed in the real world. But they do not.
- In fact, all systems interact continuously with each other, and these interactions produce what is called complex behavior, that cannot be described by Newtonian methods.
- Moreover, the more pieces and parts that are in the system, the system, the less predictable its behavior.
- In place of certitude, there is surprise. In place of proportional relationships between cause and effects, the latter may be disproportionately out of scale with the former.
- In place of smooth continuities of change, there are abrupt discontinuities.
- In place of permanence, there is a continuous eruption of new forms.

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What is government? What is governance?

- Government = the formal apparatus, typically defined constitutionally and in law.

- Governance = the much larger system extending to mechanisms of control that are non-governmental, or even informal...adding up to the complete mechanism by which societies organize for order.

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What can systems tell us about government and governance?

- Both must be understood as complex, because they represent the interaction of multiple smaller sub-systems.

- Both are spontaneously adaptive, in the sense that they respond to changes of their operational environments.

- Government, as distinct from governance, depends on formal, explicit codes of behavior -- both legal and normative -- to define policy and to limit uncertainty.

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Complexity and Democracy

- Although these concepts developed out of the physical sciences, they provide a clue to the behavior of human systems of behavior, which are by their nature, not just complicated, but complex, meaning that they are at their core, unpredictable.

- All tyrannies assume that it is possible to create perfect, predictable order by means of the selective use of force.

- Democracies assume that the only systems that do not display change are dead: change is the concomitant of life. Change cannot be controlled by fiat; but it can be influenced. This has profound meaning for governance, which under tyranny acts to dictate change in accordance with the values of a dominant class or ruler; while, under democracy, governance aims to influence change based on the evolving needs and attitudes of the governed.

- Tyrannies are linear. They resist change until the point of system failure. Democracies are non-linear, or complex. They adapt to change, and in so doing avoid system failure.

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What can systems and complexity theory tell us about democratic government and governance?

- All authoritarian forms of government derive their authority from the personal will of a political leader, who in practice is in charge for life.

- The systems employed by these forms of government aim to drive society towards objectives formulated by their leaders.

- Democratic government, at least in principle, is a system that derives its authority as a conditional grant from the governed, expressed through the franchise at defined intervals.

- The systems employed by these forms of government aim to influence society towards objectives that are established by an interactive process between the government and the governed.

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What can they tell us about democratic government and governance as practiced in the United States?

- Most other democratic forms of government have evolved from previously existing, centralized, monarchial systems.

- The American system evolved as a compact among quasi-independent states, each of which reflected the evolution in Britain from the Magna Carta onwards ... meaning a negotiated sharing of power between ruler and ruled, with the balance of power determined by a deliberative body representing the governed.

- Our political system is actually composed of two competing value systems -- conservative (property oriented) and liberal (community oriented) that see the world in linear, and therefore doctrinally rigid terms, and which operate in such a way as to be self-cancelling.

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American Democracy

- Democracy in the US is unique because the country developed out of a series of ideas, all coming into existence at the same time, after a long period (colonial) of gestation. Big Bang.
- We have a value system – articulated in the Declaration of Independence. Our value system includes ideas such as the equality of all people; natural inalienable rights; consent of the governed. Government "of the people, by the people and for the people."
- We have an operating system – The Constitution and the Bill of Rights.
- The operating system includes elections; three co-equal branches of the government, the executive, legislative, and judiciary with checks and balances between them. A federation where federal powers are enumerated and all other powers are state powers.
- In this system of government, there is a natural tension between universalist values and practices; a tension between federal and state interests; factions of interests, and generational tensions.
- There is the potential for system failure that must be guarded against with eternal vigilance. Democracy as a system is vulnerable to hacking and it has been hacked!

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Back-up Slides

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What is a system?

All organizations and social phenomena, such as economics or politics are social systems. That is, they are created and influenced by human beings. The questions are,

  "What is a social system?"

  Let's start by first asking,
  "What is a system?"

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What is a System?

■ Russell Ackoff* has defined a system as "any entity, conceptual or physical, which consists of interdependent parts."

■ Conversely, "a system is a whole that cannot be divided into independent parts."

■ Organizations and social phenomena are a special class of system, called the social system. They are created and influenced by human beings.

* Dr. Ronis studied with Russell Ackoff at MIT and worked with him on the Bell System reorganization in the early 80's and with General Motors in the early 90's. Considered one of the giants of systems science.

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What is a system?

■ "A system is not the sum of its parts, but the product of their interactions."

Russell L. Ackoff, *The Democratic Corporation* (New York, NY: Oxford University Press, 1994), p. 23.

■ This is why the relationships between the elements are as important as the elements themselves.

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Strategic Management

■ "A system is a set of two or more elements that satisfy three conditions:

1. every element has an effect on the behavior of the whole
2. the way each element effects the whole depends on at least what one other element is doing, i.e. the elements are interdependent, and interact,
3. if we take the elements and make them into subgroups, each subgroup will also possess characteristics 1 and 2, that is, systems cannot be divided into independent parts."

- Russell Ackoff

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What is a system?

- All formal social systems are essentially living systems; without people, they are nothing but concrete, paper, and digital information.
- As living systems, they are in a constant process of interaction with their environment and their many stakeholders.
- At first glance, some very large organizations and social phenomena may seem like systems of forbidding complexity.
- To understand the system, it is crucial to understand the elements and their interactions.

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What is a system?

- What this means for the systems based organization or social phenomenon is that each element of the must rely upon and interact with the rest of the system in order to work.
- Problems are best solved, not by breaking them up into "functional" bites, but by getting into the next larger system and solving them through integrative mechanisms.

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What is a system?

- As Ackoff says, "The deterioration of the American economy and its enterprises is not *a* problem but a complex system of interrelated problems. I call such problems messes. A mess cannot be handled effectively by breaking it down into its constituent parts and solving each part separately... the way constituent parts and their solutions interact is much more important than how they act independently of each other."

- For most organizations and social phenomena, the complexity of their problems puts them into the category of "messy."

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What is a system?

Generic System Rules & Assumptions

- Any system is bound by the generic system rules.

- All real world systems are open systems, meaning that internal elements can proactively influence or be impacted by the external environment and vice versa.

- All elements inside the system are interdependent with one another, and must be in alignment if the system is to move in one direction.

- All elements inside the system are considered subsystems of the system.

- A system is generally only as strong as its weakest link.

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10

What is a system?

Generic System Rules & Assumptions

■ Systems survive best if they seek to create their external environment or develop capability to influence that environment. If a system cannot change the environment, it must then be able to adapt to the environment in order to survive.

■ Organizational social systems are collections of individuals who come together to accomplish what no one individual can accomplish. Examples of social systems are family, church, school, government, company.

■ Social phenomena, such as economics or politics, are social systems that are collections of individuals and "rules or policies" that come together to accomplish something that no person can accomplish individually.

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January 28, 2021 at 6:25pm
↰   ⚙ ▾

Dear class participants:

The Round Table process is an alloy of systems and foresight thinking, to complement more familiar disciplines including history, sociology and economics that are used to interpret the past and peer into the future. To this point, we have discussed systems and complexity. The next two sessions will deal with foresight, and thereafter, we will begin to use them as a way to think about major societal issues arising from demographic change, and the consequences of radical technology. So, as a way to get you ready, here are some thoughts about the nature and purposes of foresight...

Foresight is a means for envisioning the future.
It is both a means for thinking, and the consequences of such thinking.
In its earliest forms, foresight was closely akin to revelation, to prophesy, and to mysticism.
It evolved into pattern recognition, whereby experience could be extrapolated into the future.
In more recent times, it developed into a systematic effort to imagine and examine alternative futures, as consequences of the interactions between actions taken/not taken, and the external environment.
In any of its forms, foresight is essentially an effort to diminish risk.
In some forms, foresight is expressed as an inevitability: on the authority of a deity; on the authority of a priest; on the authority of a leader; on the authority of a particular reading of history, etc.
But the future is not inevitable: it is the product of complex systems, interacting with each other.
The value of foresight becomes its value as a tool for thinking deeply about possibilities, rather than certainties.
That mode of thinking is closely related to the art of strategy.
Both involve a model that includes: awareness of experience in the form of patterns; awareness of whole systems in the present; and a means for thinking in consistent terms about how actions in the present can influence the transition of events from past to future.
This model can exist in the minds of individuals.
It is mimicked in large organizations designed for this purpose.
Increasingly, it can be assisted by non-human capabilities.
At some point, it may be displaced by such capabilities.
In this course, we define foresight as: the output of a system -- whether it exists in a single human mind, an organization designed for this purpose, or, in the functioning of machine intelligence -- which projects alternative futures as outcomes of trends, possible events, and possible actions in the present.
There are many methodologies for accomplishing this.
In session 4, we will discuss foresight as a discipline. In session 5, we will practice a form of foresight. In session 6 we will use foresight to think about the implications of powerful trends arising from demographic shifts in the population of the United States. In session 7 we will use foresight to think about the implications of powerful trends in science and technology.

Some of you have forgotten that you have short 1-2 page written assignments every week. You need to complete those assignments if you expect to get credit for this class, so please upload your assignments into Carmen! If you have questions, do not hesitate to ask us!

"See you" in class.

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The Ohio State University

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Public Affairs 5193

Foresight and American Democracy

Week 4

Leon S. Fuerth and Sheila R. Ronis

February 1, 2021

OVERVIEW: Week 4

Overview

What to do: *Read through this page for an overview of the week.*

This week, we will be discussing Foresight.

Course roadmap

Here's everything you need to do and remember for the week. These items will all appear, in order, in the module for this week.

READ/WATCH: Week 4

Read & Watch

Introduction

This week we will be having a discussion of Foresight Theory

What to do: *Read these selections to build the foundational knowledge for this week of the course.*

Required reading

We've chosen the following content and work for this week:

- 06-Futures-Wheel.pdf (https://osu.instructure.com/courses/92826/files/29021709?wrap=1) ↓
  (https://osu.instructure.com/courses/92826/files/29021709/download?download_frd=1)

Required Viewing

We've chosen the following video content for this week:

Future Contingency of Interest
https://www.youtube.com/watch?v=nWegFXBncdY   (https://www.youtube.com/watch?v=nWegFXBncdY)

▷

(https://www.youtube.com/watch?v=nWegFXBncdY)
Please look at the following Youtube videos on Foresight:
https://www.youtube.com/watch?app=desktop&v=X4Ap26Chhtc   (https://www.youtube.com
/watch?app=desktop&v=X4Ap26Chhtc)

▷

(https://www.youtube.com/watch?app=desktop&v=X4Ap26Chhtc)

https://www.youtube.com/watch?v=FFMvIUzSWyc   (https://www.youtube.com/watch?v=FFMvIUzSWyc)

▷

(https://www.youtube.com/watch?v=FFMvIUzSWyc)

THE FUTURES WHEEL

by

Jerome C. Glenn

Futures Wheel Assignment

Assignment for week # 4:

This assignment is designed to provide an experience in the process of strategic foresight, using the Futures Wheel. Students will be asked to work in teams of two for this purpose. Ordinarily, we would expect students to sort themselves out for this purpose. Remote arrangements work against that. So, we will designate team members. Each team will respond to the same question: **Imagine that you are an interagency team, and that you have been tasked to map out the effects of the COVID 19 virus on the United States, taking into account the STEEP (social, technological economic, environmental, political) implications.**   The starting point is the moment at which there is a recognition that the virus is a major threat--highly contagious and very lethal.

Step 1

You will be assigned a colleague to work with on this effort.

Step 2

You are to contact that individual and do the assignment together. Communication with each other by remote means, of course. Together, you and your partner will create a Futures Wheel diagram responding to the tasker.

Step 3

Once your futures wheel for COVID is completed with primary, secondary and tertiary forces and/or events, you will upload your PowerPoint slide in Carmen no later than Sunday, February 7 at 6pm.

Step 4

Be prepared to make a 5 minute presentation to the class next Monday, February 8.

Expectations:

We expect a 1-2 page PowerPoint presentation drawing of a futures wheel exploring STEEP variables and how they impact the COVID pandemic.

Your assigned partner is below.

Lydia Cleaver-Bartholomew

Alex Kaiser

Carynne Jerrell

Nicholas Klein

Ella Meyer

George Mwangi

Mitch Radakovitch

Zach Tilman

Emma Wenckowski

Ahmed Wiqar

Ethan Wolf

If you have any questions, feel free to ask us!

Leon Fuerth & Sheila Ronis

fuerth.2@osu.edu & ronis.9@osu.edu

Points   0

Submitting   a file upload

Due	For	Available from	Until
Feb 7 at 6pm	Everyone	Feb 1 at 11am	Feb 7 at 6pm

Invitation to Fuerth-Ronis Zoom Salon

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February 1, 2021 at 9:45am

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Note to class from L. Fuerth: In your papers, there are many excellent questions. The first step here was to distill these questions into a simple list, with your names deleted for the sake of privacy. Those of you who submitted these questions will recognize them as your own. The second step was to organize these questions around certain basic organizing questions. The answers offered here should be taken as the basis for further discussion.

With that in mind, we would like to invite you to come to an after dinner salon on zoom where we can have a further discussion of these issues. The salon will be this coming Saturday evening, February 6 from 7-8. The invitation will be sent to you shortly.

On the validity of using methods developed for dealing with problems in physics to methods for dealing with social questions.

Q. How to use complexity theory to think about events around us? A. With luck, you will be able to answer that question yourself by the time we finish the semester.
Q. What do systems, synthesis, reductionism have to do with foresight? A. Foresight has a number of ingredients: hindsight (a knowledge of the past); top-sight (an understanding the of the system as it now is, including the interplay between the elements of a system, the system as a whole, and a system for generating models of alternative futures which is a way to practice one's reflexes against change in the real world (think "holodeck"). Concepts like the ones liste~' above are basically specialized devices for thinking in these terms. They are complimentary.
Q. Do complexity theory and systems thinking work differently when applied to democracy rather than an ecosystem? A. The working premise is that the fundamentals of complexity are the same in different systems. Those fundamentals include: (1) small differences in initial conditions of a system have a very powerful influence over the behavior of that system, when it responds to a change in its circumstances; (2) systems can respond to small changes in their circumstances with results that surprise; (3) complex systems cannot be controlled; (4) complex systems have open boundaries, etc...
Q. How does the maxim that patterns of order emerge from the bottom up, square with the observation that powerful interests fight back and often win against programs popular with the

majority? A. The concept of "Patterns of order" are fluid, subject to complex interchanges between what is occurring at the base of a system, and what is occurring at the top. It would be better to think of this process as an exchange of energy, much like echoes bouncing off different surfaces, and the resulting patterns would be predictable only if all conditions were permanently stable. Permanent stability can be postulated as a way of modeling an outcome, but permanent stability does not exist anywhere in the universe. Systems analysis makes it possible to discern the existence of relationships between identifiable elements of a system, and complexity encourages a more profound understanding of what is going on among them.

On the relevance of systems and complexity to a generic discussion of democracy.

Q. Is democracy an inherently non-deterministic system due to its non-linearity? A. We may need to discuss further in order to answer.

Q. What can a nation do to create an equilibrium? A. It can analyze the requirements for responding to changes in the requirements needed for equilibrium, and to establish the means to act on those requirements soon enough to maintain and/or re-store equilibrium. Or it can wing it.

Q. Do they all fail at some point? A. All things eventually fail. Foresight can be use to forfend failure, to plan for it, and to recover from it.

Q. To what degree is disorder good for a system? "disorder should be approached with caution, welcome and constant vigilance." A. Perfect stability exists only in inanimate objects (and even they change over time). But all animate systems will experience disorder, and their ability to withstand that disorder is a fundamental test of their viability. In social organizations complete stability leads in time to an incapacity to deal with change. To the extent that a system acquires the ability to suppress change, it may temporarily buttress its position, but in the longer term that same lack of challenge will weaken it.

Q. Systems decay ....when do they become terminal (collapse)? A. In any system decay means a progressive diminution of resilience, meaning by that term, a capacity to recover equilibrium after a disturbance. This process becomes terminal, in the sense that it is irreversible, when the system cannot return to equilibrium, and ceases to be functional. This process is observable whether you are speaking of the growth and decline of persons, or of empires.

Q. Can systems shatter and re-emerge new? Is it even the same system at that point? A. Once they break down, it is possible that nothing at all will emerge to fill the void they leave. However, assuming that it is more likely that the void will be filled, what occupies it is likely to be new--not necessarily better, but new. As in, the collapse of the Weimar Republic was followed by the Third Reich.

Q. What is the relationship between government and governance. A. Government is institution; governance is institution and custom, and value.

Q. Is patriotism a system or just an ideology? A. Ideology is a system and patriotism is a particular kind of system.

Q. Can tyranny and democracy coincide in the same system? A. Remember the phrase "Tyranny of the Majority," and you have your answer.

Q. Are ideologies of federalism, states rights and liberalism all systems? and how do they relate to governance and government? A. "isms" and ideologies are the same things.

Q. Is democracy an inherently non-deterministic system due to its non-linearity? A. We need more information to answer this question.

Q. Is democracy inherently too slow in the face of accelerating change? A. The question is

whether democracy is inherently too slow, or is capable of being tweaked and brought up to speed without losing touch with the defining values of democracy. The answer to that question is not fore-ordained.

Q. How then is self-organization possible in the democratic system? A. The point is that democratic systems rely on self-organization as a way to avoid the temptation to concentrate more and more power in a central authority. Self-organization is the golden egg of democracy.

Q. Why is change so slow? A. Democratic governance requires time for perceptions to develop towards the level of consensus, time for debate on courses of action, time to argue over results, time and the possibility of turning things around. It is possible to speed up the reflexes of government (see "Anticipatory Governance"). It is possible to extend the time in which government can act (see "Forward Engagement). It is possible to shorten the time needed to detect serious malfunction (see chapter on Feedback, in "Anticipatory Governance". It is possible to invoke all three....we should be so lucky.

Q. Are linear systems superior? A. Linear systems may be superior if the need is relatively fast responses to change...as in the reflexive pull-back from the heat of a burning match. Linear systems of analysis may be superior if what is needed is horse-back decision-making. But in nature, non-linear systems of response permit variable responses to change...which is why homo sapiens came out on top. And non-linear analysis may permit a more accurate assessment of system behavior, which is another reason why homo sapiens are on top...for now.

Q. What are the relative roles of self-org v. org from the government...A. In some genuine democracies, the central government is strong enough to impose direction on the entire national system. In other genuine democracies sub-units exercise very strong control over major issues, with a division of labor that restricts the domain of the central government. But across that spectrum, it is typical of genuine democracies that the totality of governance is the result of dynamic exchange between all parts of the system. If, however, you happen to live in the Democratic People's Republic of North Korea, that would not be the case. Although you might say that the underground economy in a place like that is de facto a real part of governance.

On the relevance of systems, synthesis, reductionism ,complexity, as applied to strategic foresight.

Q. An earlier question asked about these ideas in terms of their relevance to foresight. The answer was: A. Foresight has a number of ingredients: hindsight (a knowledge of the past); top-sight (an understanding the of the system as it now is, including the interplay between the elements of a system, the system as a whole, and a system for generating models of alternative futures which is a way to practice one's reflexes against change in the real world (think "holodeck"). Concepts like the ones listed above are basically specialized devices for thinking in these terms. Foresight and strategic foresight are not the same thing. Foresight can exist simply as an exercise in exploring the future. Strategic Foresight is an exploration of the future that is targeted in the sense that is looking for information that arguably can be decisive for the success of a policy of major (strategic) consequence.

On the relevance of systems and complexity thinking to an understanding of American democracy?

Q. "What does synthetic holism mean for a complex system like American democracy? A. We

need more information to answer this question.

Q. "Peoples interpretations of complex systems is that they automatically assume that actions will always lead to a certain result." A. The judgment that similar actions always lead to predictable results is typical of linear thinking, but not a realistic representation of how things actually work.

Q. "Systems are complex and need to be consistently watched to see if things are going well, or if parts need to be adjusted. A. That is why there is a need for monitoring and feedback systems to be part of the policy-making process as a whole. This is not the case.

Q. "The rising number of opportunities for uncertain outcomes to occur is something that seems unprecedented and makes foresight difficult." A. No, it makes foresight indispensable.

Q. How effective are the fundamental ideas around which the US is built? A. It will be interesting to hear your answer to this by the time this course is over. But that is the question, isn't it?

New Answers to Question from Leon Fuerth

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- **Sheila Ronis (ronis.9)**, Jill Davis (davis.1298) (she / her / hers) Nicholas Klein (klein.436) (he / him / his) ... +11 more SP21 PUBAFRS 5193 - Individual Study (35920)

  February 2, 2021 at 11:20am

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  Leon Fuerth has added to the answers you posed after our class on Monday but before our discussion Saturday night at 7:

  Note to class: In your papers, there were many excellent questions. They invited serious thought. The first step was to distill these questions into a simple list, with your names deleted for the sake of privacy. The second step was to organize these questions around certain basic organizing questions, and then to really think them through. The answers do not really exist in text-book form. They have to be thought through anew. Therefore, what is provided here should be taken as the basis for further discussion.

  On the validity of using methods developed for dealing with problems in physics to methods for dealing with social questions?

  Q. How can complexity theory be used to think about events around us?
  A. It provides a special kind of framework that encourages you to think about events, trends, etc. as interacting forces within a system. It also encourages you to think about systems more realistically --- especially, the understanding that the behavior of complex systems can be influenced, but not aimed with precision. These insights are much different than assumptions about the power of government to orchestrate change, and their implications for public policy are profound.

  Q. What do systems, synthesis, reductionism have to do with foresight?
  A. Foresight analysis is a blend of different forms of knowledge: e.g. hindsight (a knowledge of the past); "top-sight" (an understanding of the system including its constituent parts, and then the interplay between these parts. Reductive analysis, is a way to take a system apart in order to study its elements. Synthesis is a way of pulling a system together as the product of relationships among its parts. These are complementary forms of knowledge... meaning that all are necessary in the process of creating foresight.

  Q. Do complexity theory and systems thinking work differently when applied to

democracy rather than an ecosystem?

A. The working premise is that the fundamentals of complexity are the same in different systems, although the systems themselves can be quite different from each other in composition. Those fundamentals include ideas such as: (1) small differences in initial conditions of a system have a very powerful influence over the behavior of that system; (2) systems can respond to small changes in their circumstances with results that surprise; (3) systems can be influenced but not controlled with precision.

Q. How does the maxim that patterns of order emerge from the bottom up, square with the observation that powerful interests fight back and often win against programs popular with the majority?

A. "Patterns of order" are subject to complex interchanges between what is occuring at the base of a system, and what is occuring at the top. It would be better to think of this process as an exchange of energy, much like echoes bouncing off different surfaces, with the resulting patterns predictable only if all conditions were permanently stable. Systems analysis makes it possible to discern the existence of relationships between identifiable elements of a system, and complexity encourages a more profound understanding of what is going on among them. In human systems, the relationship between what is going on at the base, and what is going on at the top are very complex, ranging from a revolt from below, toppling a dictator, to a dictator annihilating any resistance from below.

On the relevance of systems and complexity to a generic discussion of democracy

Q. Is democracy an inherently non-deterministic system due to its non-linearity?

A. Good question. Answer is provisional. It would seem that "non-deterministic" and "non-linearity" are close to each other meaning, insofar as each refers to a system which is capable of departing from one trajectory to another ("the arc of history") in ways that reflect human emotions and values. Of course, if you hold that advanced intelligence systems will be able to predict the vagaries of human behavior, you might have a different opinion about this (see recent book "If, Then").

Q. What can a nation do to create an equilibrium?

A. It can analyse the requirements for responding to changes in equilibrium, and as a consequence of that analysis, set in places resources needed to restore things as they were...or it might choose to invest in flexibility so that the response is not a return to things as they were, but an advance to new arrangements, which may be durable (stable). Either way, foresight is needed. On the other hand, the response may be to simply pay attention to the opportunities and problems of the present, and let the surprises of the future come as they may.

Q. Do they (nations, systems) all fail at some point?

A. All things eventually fail. Foresight can be used to forfend failure, to plan for it, and to recover from it.

Q. To what degree is disorder good for a system?

A. Perfect stability exists only in inanimate objects (and even these change over time).

But all animate systems will experience disorder, and their ability to withstand that disorder is a fundamental test of their viability. On the other hand social organizations that are stable in the sense of remaining the same when tested, will in time lose their capacity to adapt.

Q. At what point does systems decay become terminal (systems collapse)?
A. In any system, decay means a progressive diminution of resilience -- a loss of the capacity to recover equilibrium after a disturbance. This process becomes terminal, in the sense that it is irreversible, if the loss of resilience means that the system cannot return itself to equilibrium, whereupon it ceases to be functional. This process is observable whether you are speaking of the growth and decline of persons, or of empires.

Q. Can systems shatter and re-emerge new? Is it even the same system at that point?
A. Once systems break down, it is possible that nothing at all will emerge to fill the void they leave. However, it is more likely that the void will be filled, but in that case, what occupies it is likely to be new--not necessarily better, but new and unfamiliar (as in, the collapse of the Weimar Republic, followed by the standing up of the Third Reich.)

Q. What is the relationship between government and governance?
A. Government is about formal institutions wielding power; govenance includes government, but also involves the totality of systems that guide social behavior: mores,taboos, customary rules and guidelines, for example. It is institution and customs, and values. Totalitarian systems have a tendency to invade this level of detail by dictating behavior at levels of detail that democracies would not touch.

Q. Is patriotism a system or just an ideology?
A. Ideology is a comprehensive system of belief. Patriotism is a specific code of behavior.

Q. Can tyranny and democracy coincide in the same system?
A. Remember the phrase "Tyranny of the Majority,"and you have your answer. Where the majority wields absolute power, the result is tyranny. (see de Tocqueville's "Democracy in America." Or read the argument for preserving the filibuster, in today's newspapers.)

Q. Are ideologies of federalism, states rights, and liberalism all systems? And, how do they relate to governance and government?
A. Federalism is a form of government, rather than an ideology. States rights tend to be more about governance. Liberalism is a political doctrine with strong ramifications for both government and governance.

Q. Is democracy an inherently non-deterministic system due to its non-linearity?
A. Democracies are inherently non-deterministic because they recognize the role of complexity in human affairs (even if the term is not widely used), and they are organized to deal with surprise, whereas tyrannies do not deal with -- they suppress it. A non-linear system is not necessarily democratic (dictatorships, for example, can be extremely

nonlinear...erratic, impulsive, unpredictable, etc.)

Q. Is democracy inherently too slow in the face of accelerating change?
A. The important point is that in its normal state, our political system was designed ito be slow as a barrier to the concentration of dictatorial power in the hands of the executive. But our system is capable of very fast adaptation to change, when well led in a crisis. Take, for example, the complete mobilization of the US economy in response to war with Japan and Germany -- from about 1,700 military aircraft in 1939 to 50,000 planes a year. The question is whether speed can be accomplished without permanent loss to the defining values of democracy. The answer to that question is not fore-ordained. Take, for example, the speed with which the country responded to 9/11 with the Patriot Act.... protection for our democracy, or an alarming diminution of it? Temporary, or permanent?

Q. How then is self-organization possible in the democratic system?"
A. The point is that democratic systems to this day rely on self-organization as a major part of the system of govenance. Self-organization is ingrained in the culture. Where others wait orders from on high, telling them what to do... Americans self-organize. It is a national characteristic.

Q. Why is change so slow?
A. Democratic governance requires time for perceptions to develop towards the level of consensus, time for debate on courses of action, time to argue over results, time and the possibility of turning things around. It is possible to speed up the reflexes of government (see "Anticipatory Governance"). It is possible to extend the time during which government can ready itself to act (see "Forward Engagement"). It is possible to shorten the time needed to detect serious malfunction (see chapter on Feedback, in "Anticipatory Governance". It is possible to invoke all three....we should be so lucky.

Q. Are linear systems superior?
A. Linear systems of analysis may be superior if what is needed is horse-back decision-making, without much time for debate. But non-linear analysis may permit a more accurate assessment of system behavior. One purpose for installing foresight in decision-making systems is to extend the period for thinking about and preparing for contingencies.

Q. What are the relative roles of self-org v. org from the government?
A. The Constitution of the United States is famously brief, and yet, it has sufficed for government and governance in conditions that have ranged from those of the 18th century to those of the 20th (the jury is way out, for the 21st). That lack, in the Constitution, of minute prescription and detail reflects the Founder's awareness of the role of self-organization in the culture of the population of the colonies. Indeed, the Revolution occurred because the British Crown intruded upon the already deeply established trait of self-organization in the colonies. "Don't Tread on Me!" was not propaganda but a description of the political consequences of that intrusion. To the present time, there is a tension between self-organization from below, and direction from above, which is tearing the country apart. So, in effect the relationship between self-

organization and government in the United States is, simultaneously a source of great strength, and of great vulnerability.

On the relevance of systems, complexity, as applied to strategic foresight

Q. What do systems, synthesis, reductionism have to do with strategic foresight as a discipline?
A. Foresight is the systematic imagining and analysis of alternative futures. Strategic foresight harnesses this process as part of a focused effort to influence the future towards specified objectives. Systems analysis and especially, thinking about complex systems makes it possible to develop models of alternative futures that are much more realistic than those based on deterministic approaches. That realism offers a much more solid foundation for policy analysis and decision-making.

On the relevance of systems and complexity thinking to an understanding of American democracy?

Q. What does synthetic holism mean for a complex system like American democracy?
A. Many "classic" forms of analysis dissect (deconstruct) systems into separate pieces for specialized scholarship, synthetic holism seeks to understand the operations of the entire system, as the consequence of constant interaction among its parts. Where most other disciplines dissect our system, American democracy is a complex meta-system made up of smaller complex systems. It is absolutely legitimate to study the pieces and parts of this meta-system. But the meta-system itself is the product (not the sum) of all these interactions.

Q. "Peoples' interpretations of complex systems is that they automatically assume that actions will always lead to a certain result."
A. The judgment that similar actions always lead to predictable results is typical of linear thinking, but such thinking is not a realistic representation of how things actually work.

Q. "Systems are complex and need to be consistently watched to see if things are going well, or if parts need to be adjusted.
A. That is why there is a need for monitoring and feedback systems to be part of the policy-making process as a whole. This is not the case. in government. Where feedback is not systematically applied. As a result policies and programs tend to keep running until they collide with reality, which will inevitably have changed over time, even if the original policy was a perfect match for circumstances at the outset.

Q. "The rising number of opportunities for uncertain outcomes to occur is something that seems unprecedented and makes foresight difficult."
A. No, it makes foresight indispensable, as a means to extend awareness of and attention to signs of important change, even if these signs are faint when first detected.

Q. How effective are the fundamental ideas around which the US is built?
A. Until quite recently, it would be fair to say that the fundamental ideas have worked

well enough to keep hope alive and to make confidence in the future a reasonable proposition, despite the manifest sins of the system. We have entered a period where that is under challenge. History does offer some reassurance, in that there have been dire episodes in the history of this country, and the country has survived and continued its struggles forward. Looking backwards, however, does not guarantee the future. Enter the role of foresight, as the product of systems and complexity thinking, applied to governance, and we might be able to illuminate the path forward just well enough to help us move forward with less risk of failure, and greater possibility for building success upon success.

The Ohio State University
John Glenn College of Public Affairs
Public Affairs 5193

Foresight and American Democracy

Week 5

Leon S. Fuerth and Sheila R. Ronis

February 8, 2021

OVERVIEW: Week 5

Overview

Weeks six-ten : In British law, dating back centuries, there is the concept of village land held in common by all the inhabitants, in addition to portions of land held individually. Typically, the village "commons" would be used as grazing land for sheep. The assumption was that each owner of a flock could be counted upon to prevent over-grazing by his flock, since that would in time prevent regrowth and ruin the commons not only for himself, but for all other users. Hence a collective interest would exist to preserve the commons, and this interest would be compelling enough to create norms of restraint observed by all.

That was not always the case, since in many instances personal greed overcame collective interest, leading to a rapid downward cycle. In the twentieth century, this phenomenon was generalized by economic theoreticians, and became known as "The Tragedy of the Commons." In this form, it has been used to describe the deterioration and ultimate exhaustion -- for private advantage -- of **any** resource, notwithstanding the general consequences. In this form, the "tragedy" of the commons expands level by level up to and including global climate change.

Dr. Ronis and I have used this concept in earlier work , to describe those interests, values, norms, etc, that serve to preserve a sense of common American identity and an underlying sense of purpose and even of destiny. In the next portion of this course, we will be applying systems, complexity, and foresight to examine what happens as the American Commons experiences the effects of two disruptive forms of change: those that are are the potentially unintended results of radical rates of technological advance; and those that are the potentially unintended consequences of transformative change in the demographic composition of the nation. The overall question will be, can American democracy survive those changes? Of course, we will also have to examine what we mean by American democracy -- a term we take for granted, at our peril.

Leon Fuerth

Course roadmap

Here's everything you need to do and remember for the week. These items will all appear, in order, in the module for this week.

Readings:

"Red Death Scenario" in *Project on National Security Reform Report and Scenarios* , edited by Sheila R. Ronis, attached.

Vimeo of the Red Death Scenario

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READ/WATCH: Week 5

Read & Watch

Introduction

There is no written assignment this week. However, there are some readings from the final RBF Report that is in your Student Resources as well as several short videos to watch.

Required reading

We've chosen the following content and work for this week from the RBF report:

- pp10-11: inception of the effort
- pagn12: Round Table
- pp 13-25: participants'
- pg 29: the Commons--simulation of by Round Table
- pp34-40 capsule summary of Round Table Meetings
- pg 50-53 values as system

https://www.dummies.com/education/science/environmental-science/ten-real-life-examples-of-the   (https://www.dummies.com/education/science/environmental-science/ten-real-life-examples-of-the-tragedy-of-the-commons/) -tragedy-of-the-commons/   (https://www.dummies.com/education/science/environmental-science/ten-real-life-examples-of-the-tragedy-of-the-commons/)

Required Viewing

We've chosen the following five video content for this week:

(https://www.dummies.com/education/science/environmental-science/ten-real-life-examples-of-the-tragedy-of-the-commons/)

https://www.youtube.com/watch?v=tLnA0AO2IXA&feature=youtu.be   (https://www.youtube.com/watch?v=tLnA0AO2IXA&feature=youtu.be)

(https://www.youtube.com/watch?v=tLnA0AO2IXA&feature=youtu.be)

https://youtu.be/D1xwV2UDPAg   (https://youtu.be/D1xwV2UDPAg)

(https://youtu.be/D1xwV2UDPAg)

https://www.youtube.com/watch?v=Qr5Q3Vvpl7w   (https://www.youtube.com/watch?v=Qr5Q3Vvpl7w)

(https://www.youtube.com/watch?v=Qr5Q3Vvpl7w)

https://youtu.be/tLnA0AO2IXA   (https://youtu.be/tLnA0AO2IXA)

(https://youtu.be/tLnA0AO2IXA)

https://www.youtube.com/watch?v=B4hVbLjP1v8   (https://www.youtube.com/watch?v=B4hVbLjP1v8)

(https://www.youtube.com/watch?v=B4hVbLjP1v8)

Update

Sheila Ronis (ronis.9) , Nicholas Klein (klein.436) (he / him / his) Emma Wenckowski (wenckowski.1) ... +10 more
SP21 PUBAFRS 5193 - Individual Study (35920)
February 12, 2021 at 11:52am

Dear class members:

We are at an important transition date. This is a good moment to get an overview: what have we covered to this point? what happens next? Please have a look at the syllabus.

The syllabus is divided into four sections.

Section I, which is now completed, covered basic concepts such as systems, complexity, and foresight. The overarching question was: what are non-ideological frameworks for thinking about society?

Section II begins this Monday and will extend for five class sessions (counting this Monday). It will include: a systems-based view of American society; the concept of values; briefings on two sets of forces powerful enough to disrupt those values; and two student round- table discussions using systems and foresight concepts to analyze the potential interaction between the forces and values we will have identified. The linking question will be: what are the nature and magnitudes of the challenges that are ahead for the values that hold us together -- in particular, the foundational values of democracy?

Section III will look at the role of government and governance as the means by which the country might (or, possibly, might not) adapt to these challenges. The linking question will be: how might our systems of government and governance be strengthened in the face of the challenges we can foresee, within the framework of democracy.

Section IV will be spent preparing a report presenting class findings to a panel of invited experts, who will exchange views with the class.

See you on Monday.

Leon Fuerth and Sheila Ronis
fuerth.2@osu.edu & ronis.9@osu.edu

See you on Monday.

The Ohio State University

John Glenn College of Public Affairs

Public Affairs 5193

Foresight and American Democracy

Week 6

Leon S. Fuerth and Sheila R. Ronis

February 15, 2021

OVERVIEW: Week 6

Overview

This week we will explore Elinor Ostrom's work and its relationship to Foresight and Democracy

READ/WATCH: Week 6

Read

Introduction

This week, we will ask you to read our nation's Founding documents and write an assignment.

Required reading

- **The Declaration of Independence** is a broad, theoretically based expression of values -- a description of the Political Commons of a new kind of nation.

https://www.archives.gov/founding-docs/declaration-transcript (https://www.archives.gov/founding-docs/declaration-transcript)

- **The Constitution -- specifically, the Bill of Rights** -- is a lot more precise about translating those values into specific constraints on the power of the Federal Government.

https://www.archives.gov/founding-docs/constitution-transcript (https://www.archives.gov/founding-docs/constitution-transcript)

https://www.archives.gov/founding-docs/bill-of-rights-transcript (https://www.archives.gov/founding-docs/bill-of-rights-transcript)

https://quizlet.com/5149242/constitutional-amendments-1-27-flash-cards/ (https://quizlet.com/5149242/constitutional-amendments-1-27-flash-cards/)

- **The Atlantic Charter (August 14th, 1941)** articulated the fundamental values of democratic governance, as the Four Freedoms: Freedom of Speech; Freedom of worship; Freedom from want; and Freedom from fear. By December 9th, 1941, the United States was at war with Germany and Japan -- and these four values inspired the nations of the western alliance to resist and then to overcome.

https://www.nato.int/cps/en/natohq/official_texts_16912.htm (https://www.nato.int/cps/en/natohq/official_texts_16912.htm)

- **The UN Universal Charter of Human Rights** (December 1948). translated and expanded these values into thirty rights, supposedly guaranteed to all persons, everywhere.

https://www.un.org/en/universal-declaration-human-rights/ (https://www.un.org/en/universal-declaration-human-rights/)

- **In the Carter "doctrine" (January 1977) human rights became one of the cardinal values to be**

advanced by US national security policy, and -- with the exception of the last four years -- they have remained so.

https://history.state.gov/historicaldocuments/frus1977-80v01/d138   (https://history.state.gov/historicaldocuments/frus1977-80v01/d138)

Complete assignment.

Week 6-7 Assigment Questions

This week there will be no groups - just individual questions. Please prepare and upload your essays by February 28 at 6pm.

Now that we have completed session #6, you have been introduced to the concept of an American Political Commons, representing values that are strongly enough held by the people, to bridge differences among the populations, to bind the nation together, and to enable a sense of national identity and purpose to withstand periods of disruptive change. This assignment is divided up into four questions, one each for the following basic descriptors: race; gender; class or socio-economic standing; and ethnic heritage. Each question should consider how these groups of citizens might think about values that make up the National Political Commons: e.g. equal treatment under the law; freedom of conscience; opportunity to flourish in return for hard work and use of talent; accountability of authority to the people, and any other value you believe should be included. Where would there be possible areas of solidarity? What would be vulnerable stress points?How might each of these groups evaluate the impact of these trends on what they hold to be the basic social contract in a democratic system?

The assignment we have given you, due Feb 28th, covers a lot of ground, which is why we allocated two weeks for completion, instead of the usual one week. Here is a suggestion about how you might proceed:

Step one: Focus on the idea of National Political Commons.

- Keep in mind we have presented the idea of a National Political Commons (NPC), from here on out) as a resource -- important to the nation's ability to find its way -- and that this resource cannot be taken for granted: it can be consumed for various purposes; it can be replenished by various means; and if some rough balance isn't maintained, it can be depleted to a point of no return.

- With that image of a dynamic system in mind, think about what the contents of an NPC might be. That is definitely a challenge. We think that the answer has to do with values. We've suggested a small set of values which in our view captures something that define America as a nation: universal aspirations having to do with rule of law, equality before the law, redress in pursuit of justice, freedom of thought, freedom of conscience, opportunity. Do you agree? Is there really an NPC? Are these its building blocks?

- Next, consider what categories are the right ways to to think about the American people. We have suggested race, gender, socio-economic standing, and ethnic heritage. Do you agree, or do you think some other approach would be best?

- Then, imagine or draw a matrix listing values down one side, and social identities down the other. The result would be a framework for thinking about how each major element of the population is likely to think about values. It is entirely possible that although there is broad

agreement on values expressed as principles, these very same values may be understood very differently across the population.

In coming weeks, these charts will come in handy. We will be presenting you with expert information about major trends in science, technology, and demographics. We will be asking you to think about what these trends may portend, in terms of an NPC. Shatter it? Require changes? And how can American democracy manage the resulting stresses? What can be done to enhance the capacity of American democracy to maintain its essential values, as the country moves into its future. Those are the questions we are going to get into. Your present assignment is designed to create the foundation for thinking about these questions.

P.S. remember that you are: (1) free to communicate with each other as we go along; and (2) to communicate with us.

See you on Monday. Below, is the brief bio on Carmen Medina, our speaker on Monday...

Resume

Carmen Medina

Carmen Medina spent 32 years at the CIA. She is recognized as a national and international expert on intelligence analysis, strategic thinking, diversity of thought, and innovation and intrapreneurs in the public sector. She is the co-author of the book: *Rebels at Work: A Handbook for Leading Change from Within* and of the landmark Deloitte University Press paper on "Diversity's New Frontier: Diversity of Thought and the Future of the Workplace." Her story as a heretic and change agent at CIA is featured in Wharton School professor Adam Grant's bestseller Originals: *How Non-Conformists Move the World.*

Some of her most recent presentations include speaking at South by Southwest 2018 on The Mediocrity Trap and on Critical Thinking at SXSW 2017. She is speaking this year at SXSW on Surviving as a Change Agent. Recently she has spoken to the Canadian Federal senior executives about Diversity of Thought and Rebel Thinking, to the California STEM Education conference 2017, at the Business Innovation Factory 2017, and multiple times at GovLoop's NextGen Leadership summit.

From 2005-2007 Ms. Medina was part of the executive team that led the CIA's Analysis Directorate. She was a leader on diversity issues at the CIA, serving on equity boards at all organizational levels and across Directorates. She was the first CIA executive to conceptualize many IT applications now used by analysts, including blogs, online production, collaborative tools, and Intellipedia, a project she personally greenlighted. As a senior executive, Ms. Medina in 2005 began using social networking and blogs to reach her diverse workforce. In her last assignment before retiring she oversaw the CIA's Lessons Learned program. She is the recipient of the Distinguished Career Intelligence Medal. From 2011–2015, Carmen was a member of Deloitte Federal Consulting where she served as senior advisor and mentor to Deloitte's flagship innovation program, GovLab.

Ms. Medina describes herself as Puerto Rican by birth and Texan by nationality. She likes to garden and cook things that she has grown. She is currently active in mentoring women in the national security field as a founding member of Amazing Women in the Intelligence Community. You can follow her on Twitter @milouness and visit her two blogs: recoveringfed.com and rebelsatwork.com

Points   0

Submitting   a file upload

Due	For	Available from	Until
Feb 28 at 6pm	Everyone	-	Feb 28 at 6pm

The Ohio State University

John Glenn College of Public Affairs

Public Affairs 5193

Foresight and American Democracy

Week 7

Leon S. Fuerth and Sheila R. Ronis

February 22, 2021

OVERVIEW: Week 7

Overview

This week, former CIA Deputy Director of Intelligence will brief us all on emerging technologies. We are very grateful that she could speak to us today, Monday 22 February at 2:20. See you then!

Thoughts on disruption from Leon Fuerth:

- The word "disruptive" is most often associated with negative consequences.
- That is not the way in which it is used in foresight analysis.
- For our purposes, "disruptive" means, a trend or an event having the capacity to cause a sharp change in the way things are viewed and/or done.
- The word, therefore, should be seen as neutral in and of itself.
- It acquires meaning when seen from the perspective of **values.**
- For some, an event that challenges established values represents a threat. To others, the same challenge represents an opportunity to abandon what has outlived its usefulness, and to move on.
- Our guest, Carmen Medina, briefed you on technological forces that are indeed disruptive. The question of whether that means something good or bad, relates to one's values.
- In the next session after this (#8), you will be having a Round Table discussion, focused on a nested set of questions; How can these technologies affect the values of specified groups of Americans? How can these technologies affect values held by a plurality of Americans --- the American commons? What do these technological disruptors mean for American Democracy?
- We will repeat this cycle with another briefing by an invited expert, who will talk about profound demographic changes that are ahead. And that will be followed by a second student Round Table, focused on that subject.
- Thereafter, we move on to part III of the course, which will deal with democratic governance in the presence of disruptive change.

What to do: *Read through this page for an overview of the week.*

Week 6-7 Assigment Questions Copy

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- <u>With that image of a dynamic system in mind, think about what the contents of an NPC might be.</u> That is definitely a challenge. We think that the answer has to do with values. We've suggested a small set of values which in our view captures something that define America as a nation: universal aspirations having to do with rule of law, equality before the law, redress in pursuit of justice, freedom of thought, freedom of conscience, opportunity. Do you agree? Is there really an NPC? Are these its building blocks?
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Points	0
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Due	For	Available from	Until
Feb 28 at 6pm	Everyone	-	Mar 28 at 6pm

Preparing for Monday's Class   ↰ ⚙ ▾

February 27, 2021 at 2:19pm
↰ ⚙ ▾

Your assignment due on February 28th was challenging, and we expect that your answers will be diverse. What we are going to do is pool your responses, and use them to populate a matrix. It will take us some time to do this, but the results will be both interesting and useful during the remainder of the course. As for session #8, here is what we are going to do:

With only 55 minutes to work with you, we will pick one of the array of technological "drivers" that were discussed in Session #7, as part of Carmen Medina's briefing. We will spend as much as 20 minutes in a discussion with you about the possible characteristics of that particular form of technology. How far might it progress within, say, ten years? We will spend the balance of our time in a discussion of the societal impact these technological achievements might have, with focus on fundamental democratic values. Attached to this notice you will find a matrix which we will use as an armature around which to build our discussion. What is the objective? To give you the experience of thinking in whole terms about the meaning of a major event or trend. You've heard of the term "Whole of Government." This will be an effort to think in terms of "whole of issue."

The technological driver we have decided upon is advanced artificial intelligence. The qualifier "advanced" has various meanings in the literature. We are using it in the sense that computational systems will emerge that are capable of self-teaching. As instructors,we are pleased when students take what we impart and go further with it than we anticipate. As citizens, however, do we want machines that can surprise us all on their own?

See you Monday in class!

Leon Fuerth and Sheila Ronis

📎 matrixfor3.1.21.pptx   (https://osu.instructure.com/files/30070610/download?download_frd=1&
verifier=xZzfvv3Nh22kMNuwRTdizBqohXPJlwbkiicOHdMu)

Sunday Night Message for Tomorrow's Class ↩ ⚙ ▾

February 28, 2021 at 8:43pm
↩ ⚙ ▾

To help get you in the mode for tomorrow's discussion of Advanced Artificial Intelligence, we are sending you two documents.

The first is a PDF of an Israeli futures exercise concerning the implications of AAI, including possible benefits and possible drawbacks. We recommend that you read the first 10 pages of this document. This will be the starting point for the first 15 minutes of so, when we talk about the potential for good or otherwise, as envisioned by the study's world-class panel of participants.

The second document is a copy of the matrix for AAI, where we have filled in the cells with numbers. The idea here is that you can then write out your ideas of what those numbers should represent (since the cells themselves are too small to accommodate much prose) . So this document will support the second portion of our round table discussion, in which we home in on the impact this powerfully disruptive technology may have on the Political Commons -- the core values that serve to create a reservoir of national interest in solutions that do the greatest good for the greatest number.

We ask you to make a record of ideas that are important to you, as they arise during our session tomorrow, and then to send them to us. Our intention is to take these ideas, together with others we will find in your submissions that are due tonight, and to create a combined minute of your findings. That document will be useful when as a class you are preparing a summary report for a panel of visitors, at the conclusion of the course (see the syllabus).

Please note that we are expecting submissions of your assigned writing assignment for session seven. If for some reason you do not send them in tonight, the assignment still stands, and we still expect to hear from you.

Leon Fuerth and Sheila Ronis

📎PI_2018.12.10_future-of-ai_FINAL1.pdf   (https://osu.instructure.com/files/30100124
/download?download_frd=1&verifier=uJwCR7yjd9kN5ErmlOmYyoetopL535GsNnrDsGr0)
📎AIIMatrix.pptx (https://osu.instructure.com/files/30100129/download?download_frd=1&
verifier=LGRa2Jrs1ovPp9oF5t2zSa8eDht2FI4WEqByaXP0   )

The Ohio State University

John Glenn College of Public Affairs

Public Affairs 5193

Foresight and American Democracy

Week 8

Leon S. Fuerth and Sheila R. Ronis

March 1, 2021

READ/WATCH: Week 8

Read & Watch

Introduction

Dear Students:

· As usual, for this week ending on Sunday, 7 March, the written assignment is designed to inspire reflection on your part about the contents of the preceding session -- in this case, session #8, and to read ahead in preparation for the next.

· **Regarding the last session.** Session #8 was set up as a Round Table in which students were discussants and instructors were facilitators. Because our class time is very limited, we directed your attention to just one of the several technological disruptors that have been on the agenda: advanced artificial intelligence, defined as AI with the capacity to self-learn. The discussion was recorded on Carmen, Carmen delivered a transcript of what was said to us, and we have condensed that transcript so that what stands out are the primary ideas. This distilled document is attached. Names of student participants have been replaced by designations such as "student #1" in order to sustain Chatham House rules of privacy. Also, below, you will find our impressions of a particular theme that stood out in our meeting -- your reactions to the idea of an American Political Commons. Strictly speaking, these reactions did not address the subject of advanced AI. But they were too valuable to ignore. So, the writing assignment for this week offers a choice: (1) provide any further comments you might have about Advanced AI and its potential impact on core values, OR (2) comments you might want to make on the subject of the Political Commons.

· **Looking ahead to session #9.** The topic for this session is a review of demographic trends, presented by a senior analyst from the Pew Foundation, Dr. Mark Lopez (see bio, below). For the read-ahead, we would like you to see pages 153 - 180 of the RBF Report that you can find in Carmen in the Student Resources section.

Dr. Lopez Bio:

Mark Lopez Mark Hugo Lopez is director of global migration and demography research at the Pew Research Center. He leads planning of the center's research agenda on international demographic trends, international migration, U.S. immigration trends, and the U.S. Latino community. He is an expert on immigration globally and in the United States, world demography, U.S. Hispanics, and Asian Americans. Prior to joining Pew Research Center, Lopez served as a research assistant professor at the University of Maryland's School of Public Policy and as research director of the Center for Information and Research on Civic Learning and Engagement (CIRCLE). Lopez received his Ph.D. in economics from Princeton University and has authored a number of reports about the Hispanic electorate, Hispanic identity, and immigration.

Instructors' observations.

· Students seemed to adopt the concept of an American Political Commons (APC) as a useful organizing idea.
· This said, students did not see the APC as a set of self-evident values or a set of universally experienced conditions of life in America.
· They recognize a severe dichotomy between the appeal of the universalist language of the Declaration of Independence, and the translation of those ideals in the Constitution into a governing system that reflected the social and political realities of the United States at the time the Constitution was written and adopted.
· They recognized that for those Americans who were advantaged by the Constitution on the basis of race or gender, the question is what a transition to full equality means for their values.
· They recognized that for those Americans who were disadvantaged by the Constitution, the question is whether a full transition to equality is a real prospect, and if so, by what means and when?
· So, in effect, students saw what might be thought of as a Venn diagram of values -- or multiple, overlapping Commons: a central, aspirational core; and sectoral sets of values -- a system which is not linear, but extremely complex, and subject to major tensions arising from the legacy of the past, and to be anticipated in terms of oncoming disruptive trends and events (some with potential outcomes to be desired; others not).
· It appears that students might accept the existence of collective political values with enough attractive power to be thought of as the Commons...but that the future of the Commons is a function of whether and how discrepancies between what is promised and what has been realized are to be dealt with.
· It was notable that students felt that at least one more seriously disruptive force needs to be taken into consideration: the malevolent component of human nature, which is never at rest with shared values.

Attachment 1: distilled minutes

Leon Fuerth and Sheila Ronis

Reply Reply All Forward

assignment 8

· **Regarding the last session and next assignment.** Session #8 was set up as a Round Table in which students were discussants and instructors were facilitators. Because our class time is very limited, we directed your attention to just one of the several technological disruptors that have been on the agenda: advanced artificial intelligence, defined as AI with the capacity to self-learn. The discussion was recorded on Carmen, Carmen delivered a transcript of what was said to us, and we have condensed that transcript so that what stands out are the primary ideas. This distilled document is attached. Names of student participants have been replaced by designations such as "student #1" in order to sustain Chatham House rules of privacy. Also, below, you will find our impressions of a particular theme that stood out in our meeting -- your reactions to the idea of an American Political Commons. Strictly speaking, these reactions did not address the subject of advanced AI. But they were too valuable to ignore. So, the writing assignment for this week offers a choice: (1) provide any further comments you might have about Advanced AI and its potential impact on core values, OR (2) comments you might want to make on the subject of the Political Commons.

Points 0

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Due	For	Available from	Until
Mar 8 at 6pm	Everyone	-	Mar 10 at 6pm

Fuerth: The objective of this course is to apply a method that we first tested when the two of us did a project for the Rockefeller Brothers Fund. It was in the course of that project that we developed the Roundtable Process that we've been re-tooling so that it can be used in a fifty-five minute class. The purpose of the Round Table process is to give people different sets of tools for objective analysis, essentially as a substitute for what ideology provides. That's why you've been exposed to things like the rudiments of systems analysis, foresight analysis, or complexity theory. We think this enables people to view emerging issues from a variety of perspectives, before their opinions gel. For example, we think that foresight is very valuable. If you're dealing with current, ongoing issues it's likely that you're thinking is already colored by unexamined bias. But if we take you out beyond what is currently well established, you may still be relatively free of prejudice, and therefore still able to look at things from a different set of vantage points. Our objective is to be able to look at the potential impact that major oncoming changes can have on core American values. Or, how can disruptive changes affect the American political Commons?

One thing that is striking in the papers that we have received from you is that you have adopted the concept of a Political Commons. Specifically, the idea that ideas previously applied by Elinor Ostrom to the communal management of important natural resources might be applied to the management of a political resource that might also be termed a Commons. We hope that the reason for this is not simply because we have just introduced the idea to you, but because you found it really useful as a way of shaping your analyses.

As you know, we are going to focus this afternoon on one particular disruptive technology identified in an earlier class: advanced artificial intelligence, with a time horizon of ten years out from the present. That 10 years is actually a fairly long period of time to set aside to study, because events in this field are moving so rapidly. When I was just starting out in the State Department my first assignment was in the Bureau of intelligence. Working on National Intelligence estimates in those days, the time range was 20 years. That was reasonable because of the slower rate of change. Not the case now where technology is concerned. Ten years has become long-range. Especially for AI.

This slide quotes from an article in the June 2020 edition of MIT's *Technology Review*. It refers to an article about an AAI system – not hypothetical, but a real system. I'm sure, almost all of you know about the Turing test. Just in case, Alan Turing was a brilliant British mathematician who became famous as the leader of a team which, in WWII, broke the code used by the Germans in a cipher machine which was otherwise deemed to be unbreakable. This made it possible, among other things, to track where Nazi submarines were being posted and essentially it was the pivot point in the battle to keep open transatlantic ship-borne assistance from the United States.

He was also the author of tremendously influential analysis of what robotic intelligence might accomplish: including what became known as the Turing Test. The touring test was a way to discriminate between really sophisticated artificial intelligence and human intelligence. Basically, the test is whether or not by any means humans could detect the lack of originality in the speech patterns of a robot. Well, according to the MIT article a

system now exists such that people might converse with it "for a week on Reddit without detecting that it is artificial." That means we are at the threshold of a "Brave New World." And how might that world affect different segments of the American public? Using the matrix presented in this slide, you might begin by thinking about what this means for the socio-economic status of people of color?

Student 2: I'll start us off, I think that you know a lot of the talk around artificial intelligence and the job market means that a lot of lower level skilled jobs are probably going to be put away by AI and I think it really makes you question the concept of "creative destruction" and whether it will carry forward from the last industrial revolution. Technology is developing faster than jobs are developing or that we are developing the skill sets to create new jobs.

Leon Fuerth: Specifically, by Creative Disruption you mean the proposition that in capitalism disruption is necessary for growth.

Student 2: Yes.

Student 8: When we discuss climate change and how, when we're having to move towards renewable energy sources we're losing jobs in oil, gas, coal, I think that contributes to some of the inequities in terms of, socio economic status. And that bleeds into these other categories that we see on the matrix. And how divisions start to arise between different races, different ethnicities, different religions, age groups, and I think that this is creative destruction. We're going to have to work like a group, as you know, the next generation, to fight back against some of these rising tensions.

Leon Fuerth: That raises the question of whether or not, by the time you get to your next generation, the processes will have become so well entrenched that reversing them is no longer feasible. And so, one of the questions here is the acceleration of these technologies which is non-linear, while the rate at which we get smart enough to deal with consequences is linear, and too slow to keep up.

Student 1: So another thing that I'm thinking about is who is controlling the production of the products that are collectively termed Advanced AI. Silicon Valley is very male-centered very white centered, and so not all perspectives are being considered in the creation of those products: there's definitely reason for concern about issues of equity and the equality for a number of the different kinds of affinity groups on the matrix. There are many times already, in the past 10 years where AI has gone wrong, where the perspective of the people who create these products do not necessarily take into account the perspective of all the people who are going to be using them and so there are major concerns for the feature.

Student 7: along the lines of basically what both of them had said, we have been talking more about the lower skilled jobs being taken over by advanced AI, but I could really see advanced AI taking over some white collar jobs too, specifically in the business sector. If you could take out pretty much every analyst that there is and replace them with

advanced AI, they can work around the clock you don't have to pay them a salary, you don't have to give them breaks or vacation time. At what point can advanced AI move into the financial sector and start making decisions where feelings or commitments don't matter, and it's all about numbers and facts and along the lines of the production?

Student 6: But it does require that we kind of rethink because definitely in America there's a huge emphasis that your work and so much of your status is tied to your job.

Student 3: While it is not certain that advanced AI will lead to massive unemployment, but if it does, we would have to completely rethink our entire welfare system. Which right now is entirely predicated on the assumption that there are jobs readily available and that anyone can get a job if they are willing to work. So if that's no longer the case, maybe, the answer is something like Andrew Yang's UPI proposal which we already saw get a little bit of traction in the past year or two years, but we would have to rethink how we look at the welfare system, how we look at who is deserving of assistance, and what that assistance could be.

Student 5: So I started thinking. It became almost if everybody had their own AI and, if you sent your AI to work and then you got paid for what that AI did. Does that makes any sense?

Leon Fuerth: Yes, it does, but I want to connect it to an idea that is in existence. You're familiar with a way in which the oil producing States maintain political stability, other than by repression -- by handing out stipends to all people who are part of the tribal system in a particular country. In Qatar, for example, the bargain is, you will get enough to live on comfortably, but you will play by our rules - money for no work, in exchange for political obedience.

Student 4: I think it's interesting how people say that AI is going to be the next utopia. However, I don't think it would be able to effectively represent or help the entire population, especially if you look at who's making this technology. We all know that tech hubs in general, especially on the coasts, are very expensive to live in so naturally those will be people making what is going to be. So I think we won't be able to effectively see all of the benefits unless we deal with the issue of certain people in tech hubs and other large cities being homeless, while others are getting wealthier. There's a lot of behind the scenes type of work that needs to go on before we are going to truly see the utopia that people have been talking about with AI.

Student 2: AI is essentially designed to achieve some sort of goal and then learn from that, based on some sort of data. And the problem is that a lot of the data that we have can be particularly flawed. So the point being is that we have to try to make sure that the data that we're using to create these algorithms is also done in a fair and unbiased way that you know represents all those different socio demographics on the left side of the matrix, in a meaningful manner.

Student 3: I was also thinking that the purposes for which AAI is developed will reflect the priorities and assumptions of the people who direct its course. For a non AI example look at the medical field. There are many more male medical researchers, and that's part of the reason, people have suggested, that there are many treatments for erectile dysfunction, than for serious conditions that affect women's health. Similarly, because there are fewer researchers from relatively wealthy backgrounds, the applications emerging for AI will focus on what matters to that group of people. For example, to minimize traffic on their commute or BOTs for mental health counseling, but nothing about how to fix "food deserts" or to predict crop failures in developing countries. And that's not to say that they're bad people but we're all just likely to fix our own problems, so that the problems of the people who are developing the AI will be reflected in what problems AI is developed to fix.

Sheila Ronis: We used to say that that all algorithms reflect the value sets of the people who develop them and I suspect that has not changed at all.

Student 2: What you just said, Professor applies to other examples of values influencing the course of advanced AI. Self driving cars and ethical issues relating to them. Would you sacrifice the driver, the passengers, or bystanders as part of the AAI's code? If we're going to increase the capacity of AI then AI will be making decisions like that. This really gets to the core of who we are, as humans, and so the thing about that is what really plays a big role in our ethics, our belief systems. We would have to eventually adopt some sort of belief system as a standard for artificial intelligence.

Student 1: If I could build off of that another example, it's not specifically related to ethics, but it is related to the way you live your life and we've talked about this before. With the credit scoring system that's actually ongoing in China, right now, which is an example of another algorithm that in theory is creating a more efficient process to identify risk in people, but on the other hand, is using 100,000 variables about the way that people are living their lives. And it's causing people to change the way they live their lives, for instance, you get dinged if you're hanging out with people who had have college debt it so now you stop hanging out with those people, because you know that it will impact your ability to be able to get along. And it's actually impacting the way that you're living your life and it's redefining what is thought of as a good way to live your life. It's fascinating and terrifying but it's something that needs to be talked about.

Student 6: I guess kind of jumping off from that, it seems like a lot of the discussion points that have been brought up are centered around ownership and control of AI, and I think that is a really important thing to consider.

Leon Fuerth: You should all be glancing at the paper that we sent you from the Pew Research Center: "Artificial Intelligence in the Future of Humans." On page three, you will have a summary of the problems they came up with, and then a list of suggested solutions.

Student 1: I just wanted to add one other thing that we really haven't covered in this discussion and that is the impact of malicious actors when dealing with data and security. The other thing about writing down information and storing it somewhere is that bad people are going to try and most likely at some point will succeed in accessing it. DJ Patil, who was the Chief data scientist during the Obama Administration started a couple of different programs in which analysts tried to assume the hacker mindset, in order to find the flaws in data protection systems, and to make them stronger... not from a technological perspective, but from the actual -- like the malevolent intent perspective, like the more psychological side.

Student 1: And that's what needs to be thought about especially when we're thinking about people who aren't in a Western mindset, for instance, you know if we're talking about North Korean hackers. They have a very different value system, first of all, but also very different goals and that's so difficult for us to think about, especially within the context of tech.

Leon Fuerth: One of the interesting things about crime is that often the people engaging in it are extremely smart. Captains of their industry; creators of jobs from the dark side of the moral universe. It's an excellent point that such people are part of humanity.

Sheila Ronis: I would like to add that there are people within the US intelligence community at a place called the Cyber and Infrastructure Security Agency, which is part of the Department of Homeland Security, who are in fact examining many of these issues. I'm hoping that some of the graduates from the Glenn College end up getting careers at places like this, because they need creative thinkers. They're all involved in trying to think this kind of thing through so that they can, in fact, protect US assets, including databases of various kinds. But it's a continuous process, because once our side figures something out, then the criminals co-evolve their organizations, so it's a continuous process of trying to stay ahead of the criminals.

Student 1: But I want to say one more thing. It's not just the ability for data to be used incorrectly but it's also that as we journey further into this world, where literally every single thing is going to be connected to the Internet in theory. It's the actual ability of a hacker to be able to shut down all the traffic lights. Last evening on All Things Considered, on NPR, were talking about an incident where somebody hacked into drinking fountains some public area in South Carolina in such a way that people might have been poisoned, if it had not been detected.

Leon Fuerth: Actually it wasn't drinking fountains. It was a water purification facility. As a result, the hacker would have been able to introduce potentially life threatening quantities of a purifying agent into the water supply. Fortunately, it was caught before it happened, but that was where was it going.

Student 1: Thank you for correcting me on that.

Sheila Ronis: Well, increasingly, those who are responsible for infrastructure -- your water as part of the infrastructure -- know that in fact the safety of the supply requires a major computer system that can be hacked. The bad news is we're going to learn increasingly of people with mal intent, who are trying to attack our critical infrastructure.

Leon Fuerth: All this is much like the game of cat and mouse that we have right now between the corona virus mutations and countermeasures. What is going on is actually a process of natural selection in which the virus challenges us, we respond with something that challenges the virus, and the cycle repeats. The critical issue is response time.

Sheila Ronis: What a great exercise this was.
Leon Fuerth: All right, see you next week.

The Ohio State University
Glenn College of Public Affairs
PA 5193

Leon Fuerth and Sheila Ronis

1 March 2021

1

The Round Table Process

- This course is based on the experience we had when conducting a research project under the auspices of the Rockefeller Brothers Fund, two years ago. At the beginning of this course, we provided you with access to our final report.
- The objective of the project was to test a method that could be used by groups of persons wanting to think about potentially major societal changes, with ideology and values kept aside to the maximum extent.
- So, we have replicated that process and we have been using in scaled down form in this class.
- That is why we have presented analytic perspectives in sequence: systems; complex adaptive systems; foresight methods; briefings on major technical trends; the concept of an American Political Commons.
- The focal point of our discussion today is potential impact of major oncoming change on core American values.
- Or, to use the terms we have been introducing the question is: How would disruptive changes affect the American Political Commons, in terms of interests and values?

2

Matrices - 4

- We have prepared four matrices: one for each of the disruptors that we have identified in previous exchanges with you, including some from Carmen Medina's presentation; Advanced Artificial Intelligence, Synthetic Biology, Panopticon, and Demographic Changes.
- We will display those four in just a minute.
- When we do, you will see that segments of the population are identified vertically, at the left hand margin. Values are identified laterally, at the bottom.
- The cells of the matrices are empty at the moment.
- We will use just one of these matrices as the basis for a Round Table exercise: specifically, advanced artificial intelligence.
- In a message we sent you on 27 February, we defined advanced artificial intelligence as the ability of machine intelligence to, in effect educate itself and then take that education to wherever it can get.
- We're saying that at the rate things are moving, AAI might be well established within ten years. Here, for example, is a quote from MIT's magazine, *Technology) Review (June 2020)* about a system that is already up and running.

3

From MIT...

- MIT quote GPT-3, an algorithm that can write almost flawless songs, technical manuals, and short fiction in the literary style of your choice, was launched by Open AI in June; *MIT Technology Review* called it "shockingly good—and completely mindless."
- Algorithms, many of them based on GPT-3, can now design avant-garde furniture, create fake movie actors, or talk to people on Reddit for a week without their realizing that there's absolutely no human intelligence behind the façade. Collectively, unwittingly, only half-aware, we're drifting into an era of AI so perfect it's invisible.

4

Matrix – Synthetic Biology

Race							
Gender							
Ethnicity							
Age							
Religion							
Socio economic status							
	Equity (share of wealth)	Equality (before the law)	Access to education	Meaningful work	Health care	security from surveillance	security from psychological manipulation

5

Matrix – Panopticon

Race							
Gender							
Ethnicity							
Age							
Religion							
Socio economic status							
	Equity (share of wealth)	Equality (before the law)	Access to education	Meaningful work	Health care	security from surveillance	security from psychological manipulation

6

Matrix – Demographic Changes

Race							
Gender							
Ethnicity							
Age							
Religion							
Socio economic status							
	Equity (share of wealth)	Equality (before the law)	Access to education	Meaningful work	Health care	security from surveill ance	security from psychological manipulation

7

Matrix – Advanced AI

Race							
Gender							
Ethnicity							
Age							
Religion							
Socio economic status							
	Equity (share of wealth)	Equality (before the law)	Access to education	Meaningful work	Health care	security from surveill ance	security from psychological manipulation

8

Matrix – Advanced AI

Race	1.	2.	3.	4.	5.	6.	7.
Gender	8.	9.	10.	11.	12.	13.	14.
Ethnicity	15.	16.	17.	18.	19.	20.	21.
Age	22.	23.	24.	25.	26.	27.	28.
Religion	29.	30.	31.	32.	33.	34.	35.
Socio economic status	36.	37.	38.	39.	40.	41.	42.
	Equity (share of wealth)	Equality (before the law)	Access to education	Meaningful work	Health care	security from surveillance	security from psychological manipulation

9

Matrix

10

This week's assignment and last week's minutes

-

-

- **Sheila Ronis (ronis.9)**, Nicholas Klein (klein.436) (he / him / his) Emma Wenckowski (wenckowski.1) ... +10 more SP21 PUBAFRS 5193 - Individual Study (35920)

  March 3, 2021 at 1:02pm

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Dear Students:

· As usual, for this week ending on Sunday, 7 March, the written assignment is designed to inspire reflection on your part about the contents of the preceding session -- in this case, session #8, and to read ahead in preparation for the next.

· Regarding the last session. Session #8 was set up as a Round Table in which students were discussants and instructors were facilitators. Because our class time is very limited, we directed your attention to just one of the several technological disruptors that have been on the agenda: advanced artificial intelligence, defined as AI with the capacity to self-learn. The discussion was recorded on Carmen, Carmen delivered a transcript of what was said to us, and we have condensed that transcript so that what stands out are the primary ideas. This distilled document is attached. Names of student participants have been replaced by designations such as "student #1" in order to sustain Chatham House rules of privacy. Also, below, you will find our impressions of a particular theme that stood out in our meeting -- your reactions to the idea of an American Political Commons. Strictly speaking, these reactions did not address the subject of advanced AI. But they were too valuable to ignore. So, the writing assignment for this week offers a choice: (1) provide any further comments you might have about Advanced AI and its potential impact on core values, OR (2) comments you might want to make on the subject of the Political Commons.

· Looking ahead to session #9. The topic for this session is a review of demographic trends, presented by a senior analyst from the Pew Foundation, Dr. Mark Lopez (see bio, below). For the read-ahead, we would like you to see pages 153 - 180 of the RBF Report that you can find in Carmen in the Student Resources section.

Dr. Lopez Bio:

Mark Lopez Mark Hugo Lopez is director of global migration and demography research at the Pew Research Center. He leads planning of the center's research agenda on international demographic trends, international migration, U.S. immigration trends, and the U.S. Latino community. He is an expert on immigration globally and in the United States, world demography, U.S. Hispanics, and Asian Americans. Prior to joining Pew Research Center, Lopez served as a research assistant professor at the University of Maryland's School of Public Policy and as research director of the Center for Information and Research on Civic Learning and Engagement (CIRCLE). Lopez received his Ph.D. in economics from Princeton University and has authored a number of reports about the Hispanic electorate, Hispanic identity, and immigration.

Instructors' observations.

· Students seemed to adopt the concept of an American Political Commons (APC) as a useful organizing idea.
· This said, students did not see the APC as a set of self-evident values or a set of universally experienced conditions of life in America.
· They recognize a severe dichotomy between the appeal of the universalist language of the Declaration of Independence, and the translation of those ideals in the Constitution into a governing system that reflected the social and political realities of the United States at the time the Constitution was written and adopted.
· They recognized that for those Americans who were advantaged by the Constitution on the basis of race or gender, the question is what a transition to full equality means for their values.
· They recognized that for those Americans who were disadvantaged by the Constitution, the question is whether a full transition to equality is a real prospect, and if so, by what means and when?
· So, in effect, students saw what might be thought of as a Venn diagram of values -- or multiple, overlapping Commons: a central, aspirational core; and sectoral sets of values -- a system which is not linear, but extremely complex, and subject to major tensions arising from the legacy of the past, and to be anticipated in terms of oncoming disruptive trends and events (some with potential outcomes to be desired; others not).
· It appears that students might accept the existence of collective political values with enough attractive power to be thought of as the Commons...but that the future of the Commons is a function of whether and how discrepancies between what is promised and what has been realized are to be dealt with.
· It was notable that students felt that at least one more seriously disruptive force needs to be taken into consideration: the malevolent component of human nature, which is never at rest with shared values.

Attachment 1: distilled minutes

Leon Fuerth and Sheila Ronis

    o   Minutes3.1.21.docx

The Ohio State University

John Glenn College of Public Affairs

Public Affairs 5193

Foresight and American Democracy

Week 9

Leon S. Fuerth and Sheila R. Ronis

March 8, 2021

OVERVIEW: Week 9

Overview

This week we will hear from Dr. Mark Lopez, Director of Global Migration and Demography, Pew Research Center.

Dr. Lopez Bio:

Mark Lopez Mark Hugo Lopez is director of global migration and demography research at the Pew Research Center. He leads planning of the center's research agenda on international demographic trends, international migration, U.S. immigration trends, and the U.S. Latino community. He is an expert on immigration globally and in the United States, world demography, U.S. Hispanics, and Asian Americans. Prior to joining Pew Research Center, Lopez served as a research assistant professor at the University of Maryland's School of Public Policy and as research director of the Center for Information and Research on Civic Learning and Engagement (CIRCLE). Lopez received his Ph.D. in economics from Princeton University and has authored a number of reports about the Hispanic electorate, Hispanic identity, and immigration.

Assignment: Week 9

Assignment

In previous sessions of the class, we have looked at the concept of a National Political Commons, which is a composite of values that are deemed essential by a plurality of Americans, plus values that reflect the special perspectives of different groups of Americans. In the aggregate these are the ideas that define -- or potentially destroy-- us as a nationality, and as a people.

Since then we used a round table format to considered the way in which specific technological trends might interact with such a political commons. This coming Monday, at our 10th meeting, we will again use a round table format -- this time to consider the way in which specific demographic trends may interact with the political commons.

In preparation for that discussion, we are sending you copies of the charts used by Dr. Mark Lopez in his presentation on demographic trends, delivered to us yesterday. We want you to prepare short, individual comments focusing on your sense of how demographic change may influence political values as elements of a complex interactive system.

If you can visualize that as a flow chart, fine. If you are more comfortable describing your views in prose, also fine. If you want to do a broad-scope analysis, all good. If you prefer to deal with a narrower, more tightly focused assessment... also good. **The goal is to practice integrating concepts such as systems analysis, foresight,and complexity, with hard information about trends. This assignment is due Sunday 14 March at 11:59.**

Note: we have not yet seen input from five students, for the assignment that was due Week 7. Some of these papers may already be in a state of near-completion. If so, send them to us. Other papers may not be that far along. For those who are in that situation, here is what to do:

Add a paragraph or two to the assignment for this week, and give us your thoughts about technology trends and their impact. Pick one trend or several. Just keep in mind that the purpose of the exercise is practice applying abstract concepts to practical possibilities coming towards us.

NOTE: joining us for the 10th session, will be Dr. Kate Hallihan, Assistant Dean of Students and Instruction and the College Diversity Officer at the John Glenn College. She has expressed interest in how the course is coming along, and we are delighted to have her present.

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Points	0
Submitting	a file upload

Due	For	Available from	Until
Mar 14	Everyone	-	Mar 14 at 11:59pm

Lopez PowerPoint Slides

S   / his) ...

March 9, 2021 at 3:34pm

Here are Dr. Lopez's PowerPoint Slides from yesterday's class.

Lopez_US demographic change_2020_short.pdf (https://osu.instructure.com/files/30435449
/download?download_frd=1&verifier=AKT9VlgMbpZig4tajdPzybFYwYSlj6RePeoq0!Ss   )

Next Salon Invitation for Saturday 13 March at 7

...rkowski.1)

SP21 PUBAFRS 5193 - Individual Study (35920)
March 10, 2021 at 11:47am

Dear Students --

The papers you submitted for week #8 were very full of challenging questions, and often expressed a desire to have had more time than fifty minutes in which to discuss them. We want to respond to that, by inviting you to the second "salon" -- an informal meeting with us: using zoom of course -- and bring your own tea and cookies. This will happen on Saturday night, 13 March at 7pm. Zoom invite below. In advance of this meeting, we will circulate a memo to you that identifies themes and issues that struck us as particularly noticeable in what you have sent us. The idea is that we will pick up where we left off in the classroom setting, which to remind, was the Round Table session of 1 March. Kindly RSVP to Dr. Ronis at ronis.9@osu.edu.

PS. The discussion we hope to have might benefit from cross-circulation of your papers. We will not do that, however, without your individual permission. Totally voluntarily. So, if you want to have your paper circulated, say so when you RSVP. Silence will be taken for "no, I would rather not have my paper circulated."

Hope to see you on Saturday night at 7!

Sheila Ronis is inviting you to a scheduled Zoom meeting.

Topic: SP21 PUBAFRS 5193 - Individual Study (35920)
Time: Mar 13, 2021 07:00 PM Eastern Time (US and Canada)

Join Zoom Meeting
https://osu.zoom.us/j/96272770585?pwd=aXp0eXY5bzA4a0d5VWNsUWY1bEUwdz09 (https://osu.zoom.us
/j/96272770585?pwd=aXp0eXY5bzA4a0d5VWNsUWY1bEUwdz09)

Meeting ID: 962 7277 0585
Password: 189144
One tap mobile
+16513728299,,96272770585#,,,,0#,,189144# US (Minnesota)
+13017158592,,96272770585#,,,,0#,,189144# US (Washington DC)

Dial by your location
+1 651 372 8299 US (Minnesota)
+1 301 715 8592 US (Washington DC)
+1 312 626 6799 US (Chicago)
+1 646 876 9923 US (New York)
+1 669 900 6833 US (San Jose)
+1 253 215 8782 US (Tacoma)
+1 346 248 7799 US (Houston)
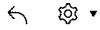+1 408 638 0968 US (San Jose)
Meeting ID: 962 7277 0585
Password: 189144
Find your local number: https://osu.zoom.us/u/aewD8cCN3w (https://osu.zoom.us/u/aewD8cCN3w)

Join by SIP

Salon Tomorrow Night ↩ ⚙ ▾

March 12, 2021 at 11:21am
↩ ⚙ ▾

Dear Students:

On Wednesday, Dr. Ronis and I circulated an invitation for you to join with us tomorrow evening for an informal continuation of the exchanges that began during session # 8 on March 1. This was our response to comments from a number of you to the effect that you wish there had been time enough to go a bit deeper -- which, of course, is not possible within the 50 minutes available to us. This will be the second such meeting. The first went well. We'll see how #2 works out. But it is a no-pressure event, not a command performance.

Our letter also said that we would be sending you a digest of ideas that showed up in your written assignments for week 8. Here it is. This is not an agenda. The discussion will go wherever you take it. But it may serve as a starting point.

Artificial intelligence is "dangerous only if we intend it to be and destructive only if we want it to be."
"Artificial intelligence systems can become powerful determinants in peoples' lives in ways that individuals cannot control (and indeed may not recognize)"
AI should be treated as a "common good,"
We need "much bigger government in order to protect life, liberty, and the pursuit of happiness,"from the potential impact of AI.
"AI will be anything but a great equalizer."
AI represents an "event horizon" in human history, much like a black hole -- once passed a certain point there is no escape.
Regarding the concept of universal rights, is there a moral justification for the United States to use force or any form of compulsion (e.g. sanctions) to cause another country to shift its standards towards ours, especially since we are often far from applying at home what we preach abroad?
"The political commons is a scary idea.."

Leon Fuerth and Sheila Ronis

1965 Immigration Wave and U.S. Demographic Change

Mark Hugo Lopez

Director of Hispanic Research and Director of Global Migration and Demography

Pew Research Center

May 1, 2021   1

○ Sheila Ronis (ronis.9), Ahmed ...

Best Wishes
Dear Students: We want to congratu...

Apr 29, 2021   1

○ Sheila Ronis (ronis.9), Ethan ...

SP21 PUBAFRS 5193 - Individu...
[recording available] -----------------------...

Apr 29, 2021   1

○ Sheila Ronis (ronis.9), Ahmed ...

SP21 PUBAFRS 5193 - Individu...
[recording available] -----------------------...

Apr 29, 2021   1

○ Sheila Ronis (ronis.9), Emma ...

SP21 PUBAFRS 5193 - Individu...
[recording available] -----------------------...

Apr 29, 2021   1

○ Sheila Ronis (ronis.9), Zach Til...

SP21 PUBAFRS 5193 - Individu...
[recording available] -----------------------...

Apr 29, 2021   1

○ Sheila Ronis (ronis.9), Mitch R...

SP21 PUBAFRS 5193 - Individu...
[recording available] -----------------------...

Apr 29, 2021   1

○ Sheila Ronis (ronis.9), George ...

SP21 PUBAFRS 5193 - Individu...
[recording available] -----------------------...

Apr 29, 2021   1

○ Sheila Ronis (ronis.9), Ella Me...

SP21 PUBAFRS 5193 - Individu...
[recording available] -----------------------...

Apr 29, 2021   1

○ Sheila Ronis (ronis.9), Nichola...

SP21 PUBAFRS 5193 - Individu...

Tomorrow 🖻   ↩ ⚙ ▼

March 14, 2021 at 12:35pm

↩ ⚙ ▼

Dear Class Members:

Tomorrow, March 15th, we will have our tenth session, which will be a discussion in Round Table format, centered on demographic changes as a set of forcing elements, acting upon the Political Commons. The discussion will be in two parts: trends, and possible effects. The trends portion will be based on Dr. Mark Lopez' presentation a week ago. You already have your own copies of his PowerPoint slides, and we suggest that you review them. In the attached PowerPoint, Slide 2, attached, is a distillation of the main points contained in the Dr. Lopez presentation. Slide 3, attached (below) is a distillation of Dr. Lopez' findings concerning public attitudes that were prominent in Pew analyses dating back to 2019. Slide 4, attached, identifies what we believe are important factors not reflected in these charts.

Although the subject will be what the charts say about demographic change, and about public attitudes relating to that change --- we will also be pointing out some limitations in thinking about the inherent nature of trends that you should have in mind. We will be asking for discussion to cover: (a) the very real potential for discontinuity in these trends; and (b) the meaning of these trends for democratic values and what we have termed the Democratic Commons.

The second half of the class will be spent discussing what we are calling "known unknowns" (borrowed from former Secretary of Defense, Donald Rumsfeld's famous phrase), and their potential impact on American values or the Democratic Commons, when viewed as overlays on top of strong forces arising from technology and from demographic change, Slide 5, attached. In connection with this discussion, we will introduce the concept of chaos as a specific technical description of the behavior of systems under certain conditions.

Leon Fuerth and Sheila Ronis

⊘ 3.15.21Pres5193.pptx (https://osu.instructure.com/files/30598590/download?download_frd=1& verifier=wWcVdgceIUpc8CdZ9cEZKWfbwGNMKvdJxBluN5R)

U.S. population projected to reach 441 million in 2065
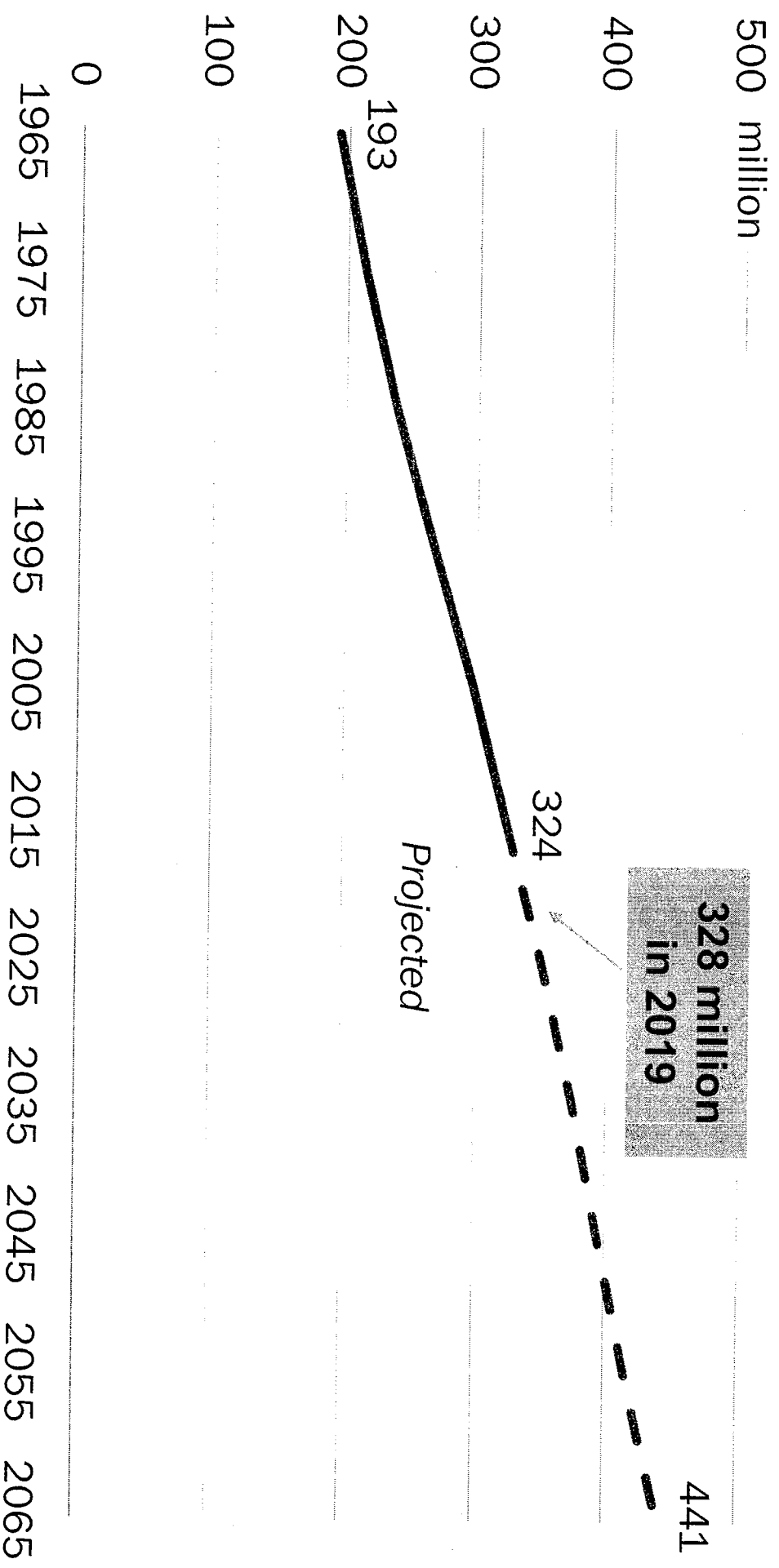
193

324

328 million in 2019

441

Projected

500 million

400

300

200

100

0

1965 1975 1985 1995 2005 2015 2025 2035 2045 2055 2065

Source: Pew Research Center population estimates based on adjusted census data

Immigrants and their descendants and U.S. population growth

% of U.S. population

1965-2015
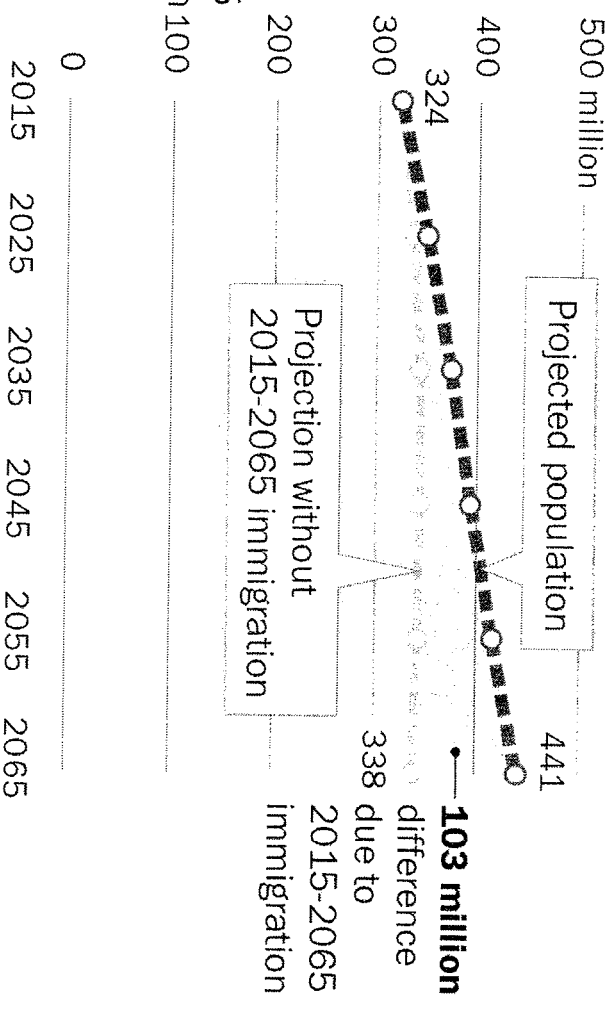
500 million

400

300

200 — 193

100

0

1965 1975 1985 1995 2005 2015

Actual population — 324

Estimate without 1965-2015 immigration — 252

72 million difference due to 1965-2015 immigration

2015-2065

500 million

400

300

200

100

0

2015 2025 2035 2045 2055 2065

Projected population — 441

Projection without 2015-2065 immigration — 338

103 million difference due to 2015-2065 immigration

Source: Pew Research Center population estimates based on adjusted census data.

Pew Research Center

U.S. immigrant population reached 45 million in 2015; is projected to reach 78 million by 2065

80 million

1965: Immigration and Nationality Act was passed

78.2M

44.9

60

40

20

2.2

10.4

9.6

0

ACTUAL

PROJECTED

1850   1900   1965   2015   2065

Pew Research Center

U.S. foreign-born share projected to hit milestone in 2020s

1965: Immigration and Nationality Act was passed

20%

15

10

5

0

9.7%

14.8

13.9

17.7%

4.8

ACTUAL

PROJECTED

1850   1900   1965   2015   2065

Pew Research Center

Most post-1965 immigrants from Latin America and Asia

%

Northern Europe Wave
(1840-1889)
14.3 million

82 — North/West Europe

7 — South/East Europe

2

1

Southern/Eastern Europe Wave
(1890-1919)
18.2 million

26 — North/West Europe

62 — South/East Europe

3

2

Modern Wave
(1965-2015)
58.5 million

12 — Europe

51 — Latin America

25 — South/East Asia
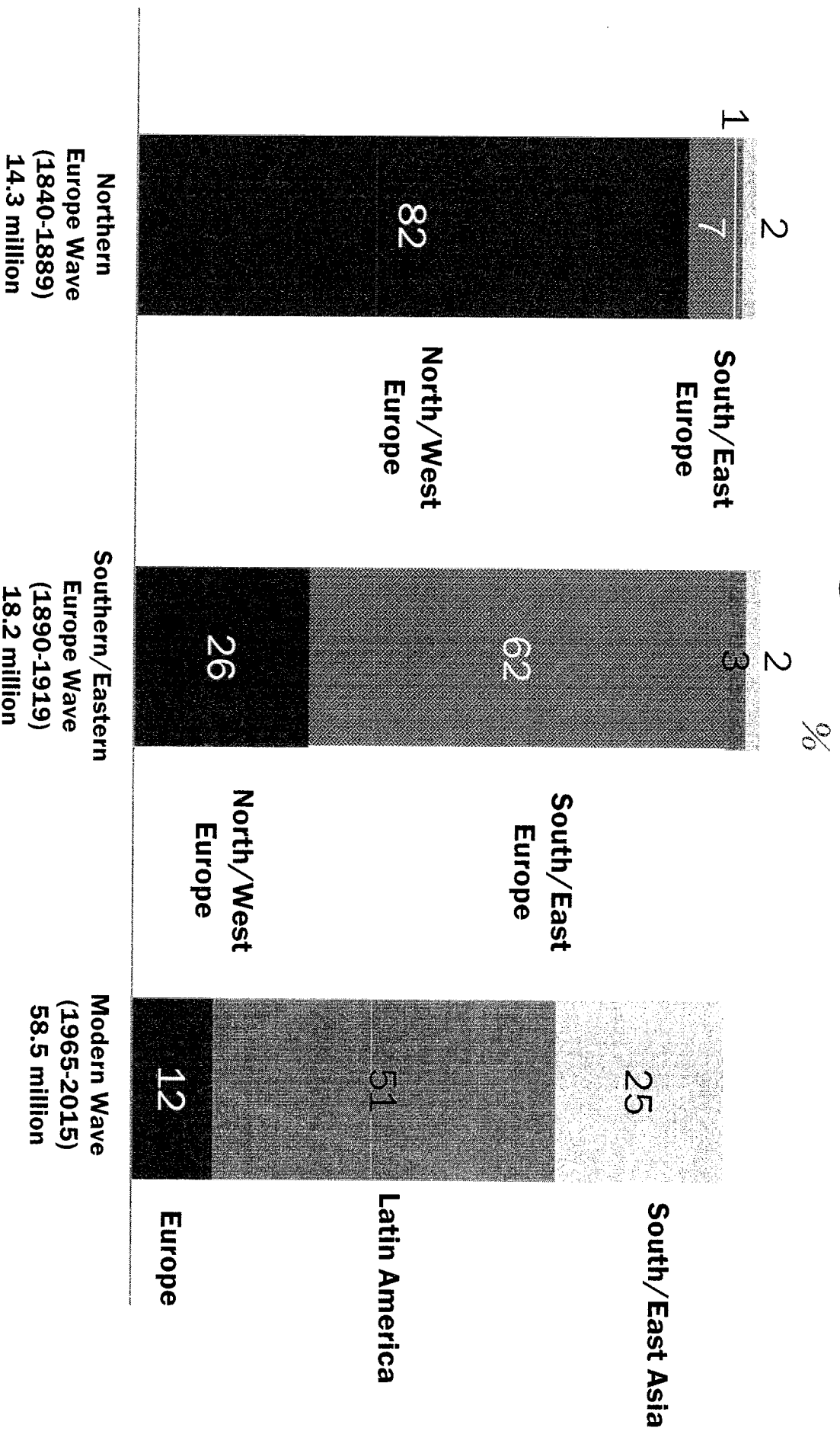
Note: Data prior to 1965 does not include unauthorized immigrants.
Source: For 1965-2015, Pew Research Center estimates based on adjusted census data; for 1840-1919, Office of Immigration Statistics, Yearbook of Immigration Statistics, 2008, Table 2
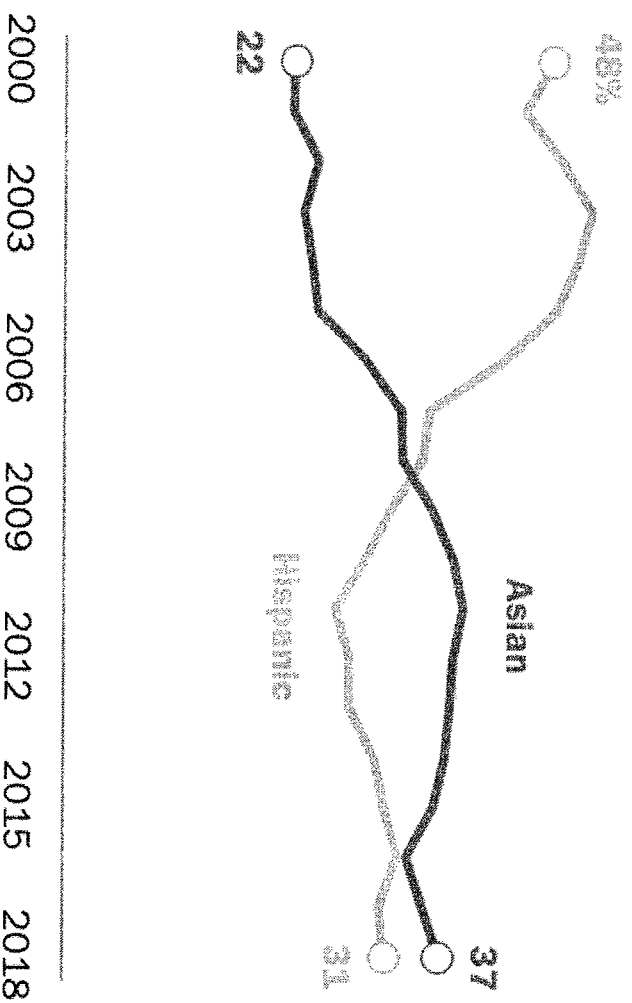
March 7, 2021

6

Pew Research Center

Among new immigrant arrivals, Asians outnumber Hispanics

% of immigrants arriving in the U.S. in each year who are ...

48%

50%

22

Hispanic

Asian

31

37

2000 2003 2006 2009 2012 2015 2018

Note: Figures for 2000 to 2004 are based on the household population and do not include arrivals residing in group quarters. For 2000-2017, the shares are computed using immigrants who arrived in the year before the ACS surveys of 2001-2018; for 2018, based on those arriving in 2018 in the 2018 ACS. Race and ethnicity based on self-reports. Asians include only single-race non-Hispanics. Hispanics are of any race.

Source: Pew Research Center tabulations of 2001-2018 American Community Surveys (IPUMS).

Historically, the U.S. has been a "white and black" nation

Percent of Total U.S. Population

Through the 1960s almost all Americans were either White or Black
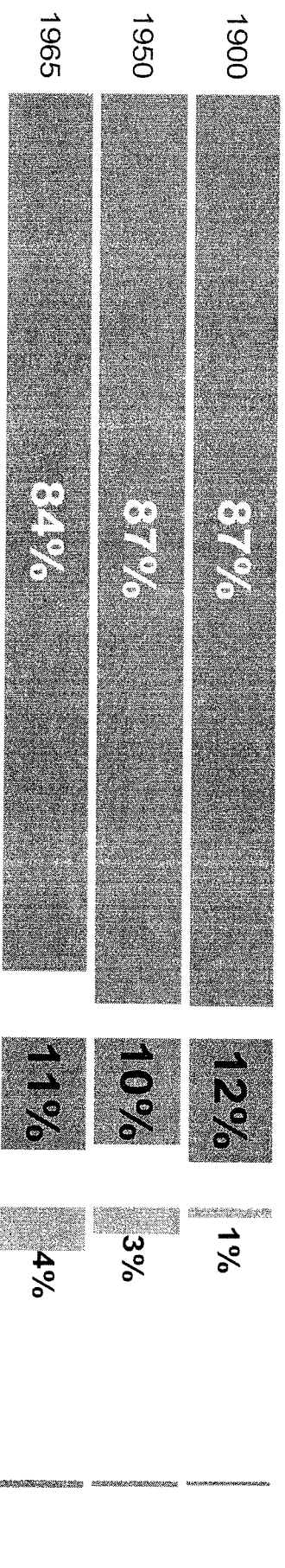
This began to change with the passage of immigration legislation in 1965 that opened up the U.S to new immigration streams from Latin America and Asia...

And, within a generation, dramatic changes occurred...
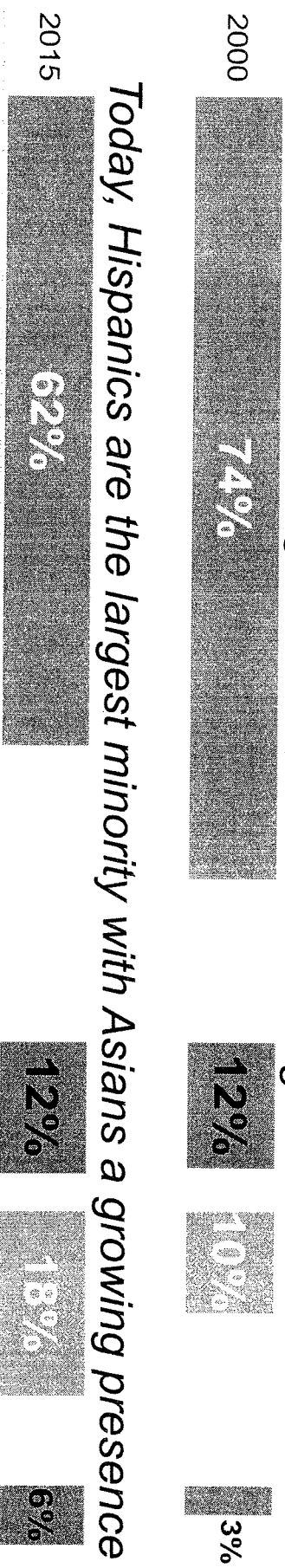
Today, Hispanics are the largest minority with Asians a growing presence

Legend: ▦ White* ▦ Black* ▦ Hispanic ▦ Asian*

Year	White*	Black*	Hispanic	Asian*
1900	87%	12%	1%	
1950	87%	10%	3%	
1965	84%	11%	4%	1%
2000	74%	12%	10%	3%
2015	62%	12%	18%	6%

Pew Research Center

In 151 U.S. counties, Hispanic, Black or Indigenous people are the majority race or ethnicity

Counties where one racial or ethnic group other than whites accounts for more than 50% of the population in 2018

Share of the population that is ...   50%   60%   70%   80%   90%

American Indian/Alaska Native

Black

Hispanic

Two counties in Alaska are majority Alaska Native

American Indian majority counties are all on or near reservations

Majority Hispanic counties tend to be along the U.S.-Mexico border

Counties with majority Black populations are clustered in Southeast

In 109 U.S. counties, White population share fell below 50% between 2000 and 2018

U.S. counties in which the non-Hispanic white share of the population fell below 50% from 2000 to 2018

Percentage point decline in the non-Hispanic white share of the population, 2000-2018

-30 -20 -10 No change

County total population, 2018

100k   500k   1 million   3 million

Kodiak Island Borough

Contra Costa
San Mateo
Ventura
Orange
San Diego
Sacramento
Stanislaus
Riverside
Clark

Adams

Travis
Tarrant

Mecklenburg
Jefferson
Gwinnett
Guilford
Montgomery
Union
Wayne
Passaic
Middlesex
Suffolk

Hillsborough
Orange
Broward

Note: Non-Hispanic whites became a minority in 109 counties between 2000 and 2018. Among this group, the 26 counties with fewer than 10,000 people in 2018 are not displayed on the map.
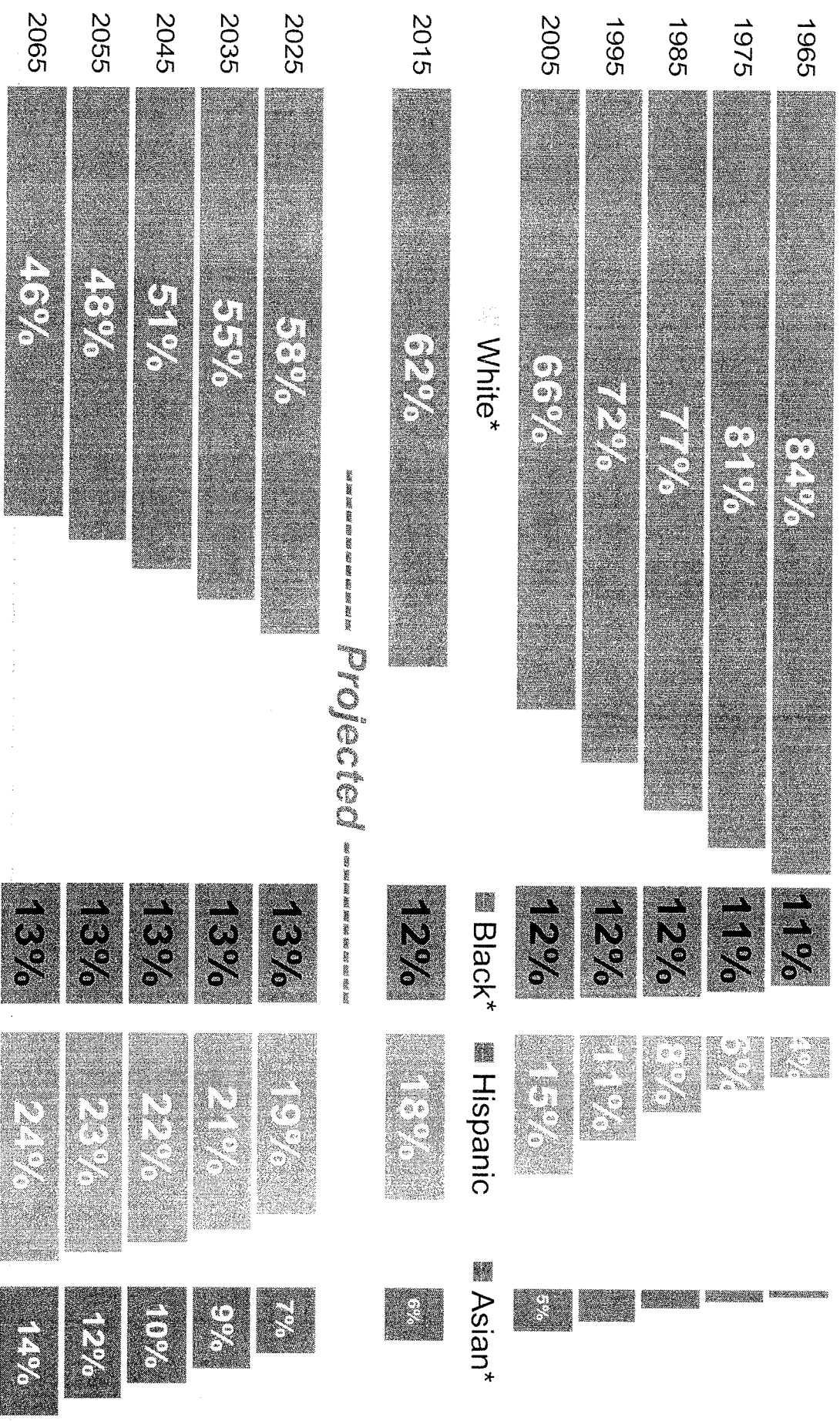
Source: Pew Research Center analysis of 2000 decennial census and 2018 Census Bureau population estimates.

Pew Research Center

U.S. POPULATION PROJECTIONS

Demographic change continues
as Hispanic share rises to 24% by 2065

Percent of Total Population

White*   Black*   Hispanic   Asian*

Year	White*	Black*	Hispanic	Asian*
1965	84%	11%	4%	1%
1975	81%	11%	5%	1%
1985	77%	12%	8%	2%
1995	72%	12%	11%	4%
2005	66%	12%	15%	5%
2015	62%	12%	18%	6%
2025	58%	13%	19%	7%
2035	55%	13%	21%	9%
2045	51%	13%	22%	10%
2055	48%	13%	23%	12%
2065	46%	13%	24%	14%

Projected

Immigration from Latin America is on the decline; intermarriage rates remain high for Latinos

New immigrant arrivals

Immigrants arriving in the past 5 years
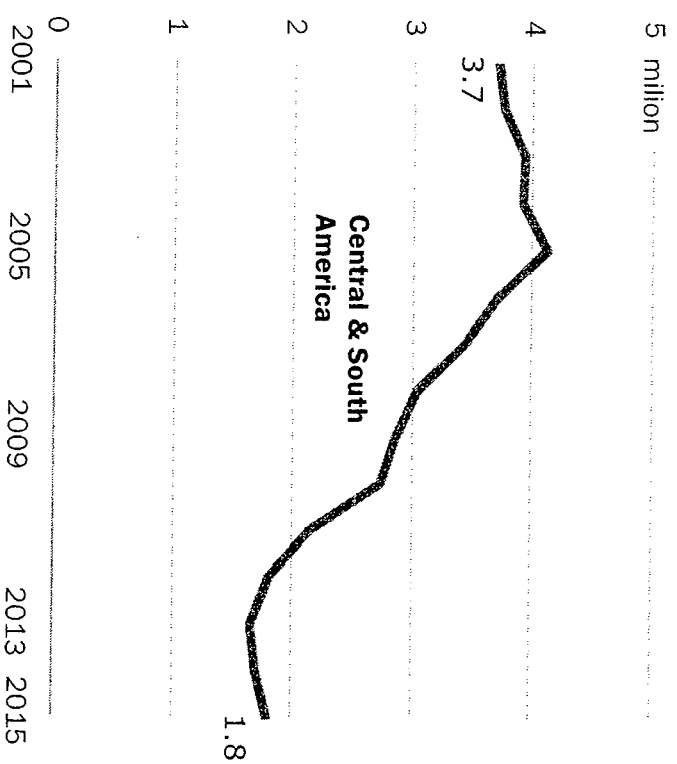
Intermarriage rates

% of newlyweds who married someone of a different race/ethnicity
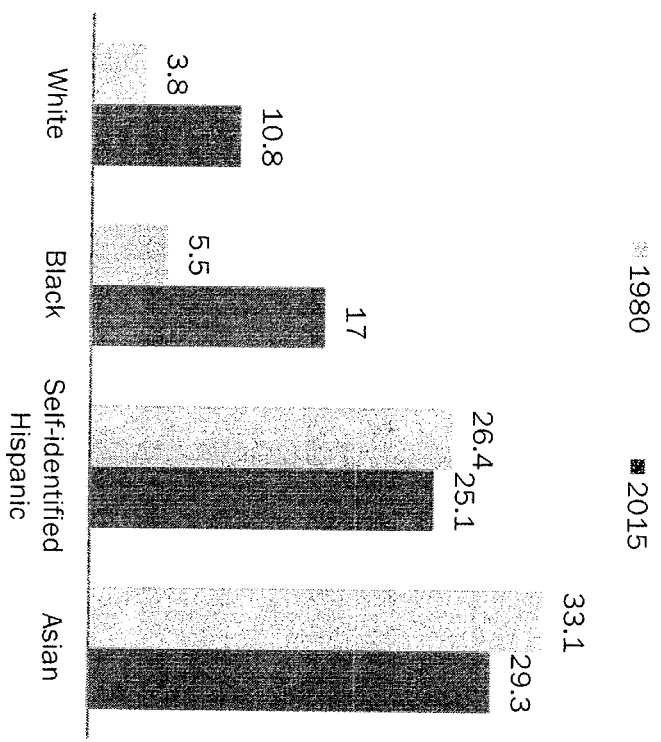
Note: Arrivals include those from Mexico. Arrival figures for 2001 to 2005 are based on the household population and do not include arrivals residing in group quarters. Asians include Pacific Islanders and Native Hawaiians. Whites, blacks and Asians include only non-Hispanics. Hispanics are of any race.

Source: Pew Research Center tabulations of 2001-2015 American Community Survey (IPUMS).

Pew Research Center

The U.S. population is aging

% of U.S. population
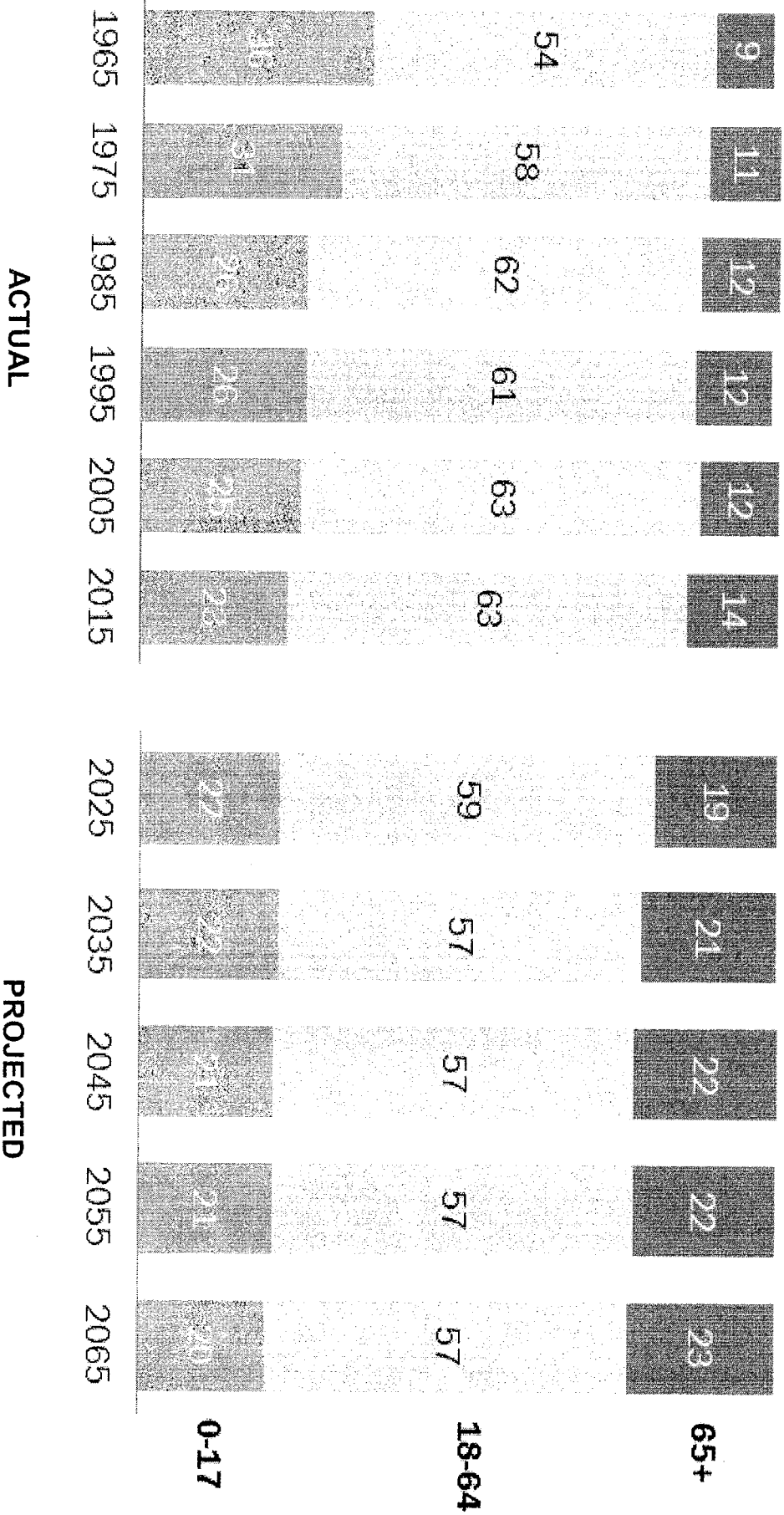
Year	65+	18-64	0-17
1965	9	54	
1975	11	58	
1985	12	62	
1995	12	61	26
2005	12	63	
2015	14	63	
2025	19	59	
2035	21	57	
2045	22	57	
2055	22	57	21
2065	23	57	

ACTUAL (1965–2015) **PROJECTED** (2025–2065)

Note: 2015 numbers are estimates; number for other years are projected.

Source: Pew Research Center estimates based on adjusted census data for 1965 to 2005; for 2015 to 2065, Pew Research Center projections.

Pew Research Center

A rising share of the population ages 55 and older is working

% of civilian population that is employed, by age
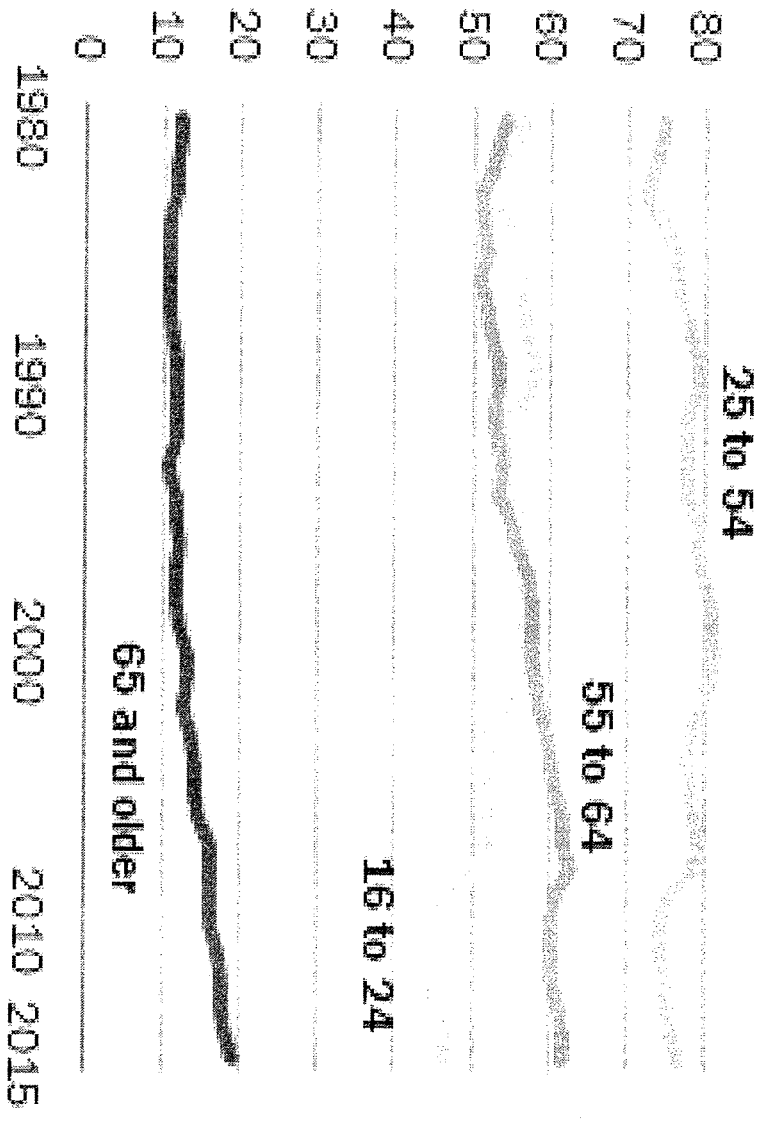
25 to 54

55 to 64

16 to 24

65 and older

80

70

60

50

40

30

20

10

0

1980   1990   2000   2010 2015

Nation's working-age population diversifies

% of projected working-age population (ages 18 to 64)

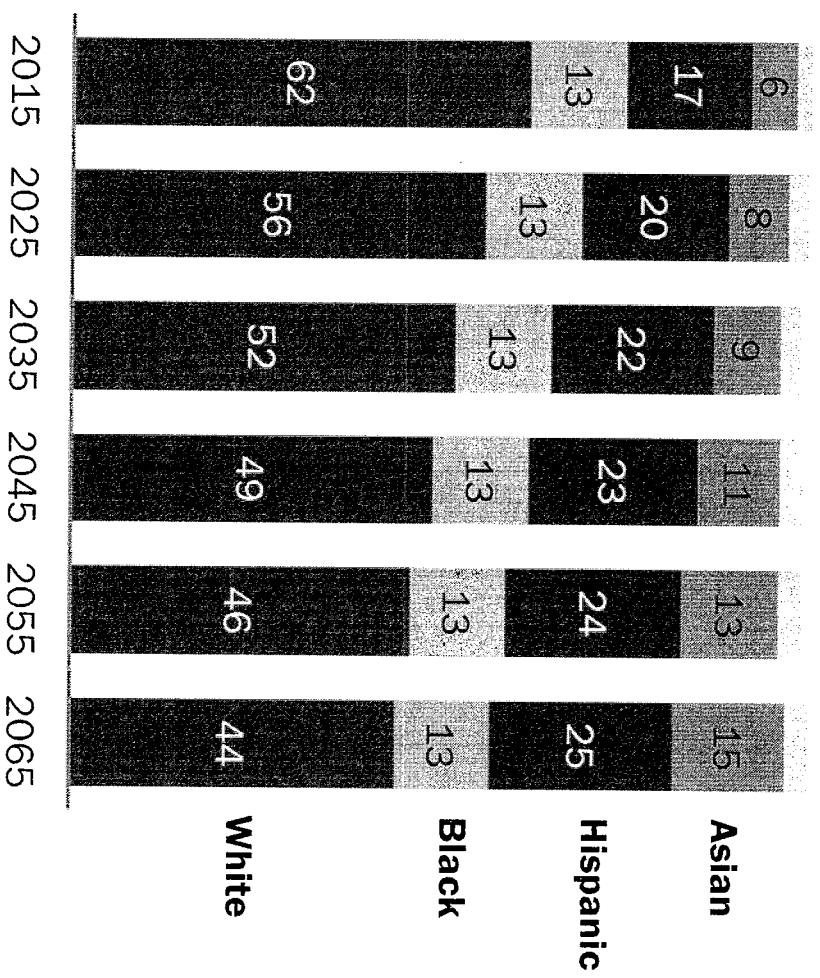|	2015	2025	2035	2045	2055	2065	
Asian	6	8	9	11	13	15	
Hispanic	17	20	22	23	24	25	
Black	13	13	13	13	13	13	
White	62	56	52	49	46	44	

Note: 2015 numbers are estimates; numbers for other years are projected. Whites, blacks and Asians include only single-race non-Hispanics; Hispanics can be of any race. Asians include Pacific Islanders. Other races shown but not labeled.
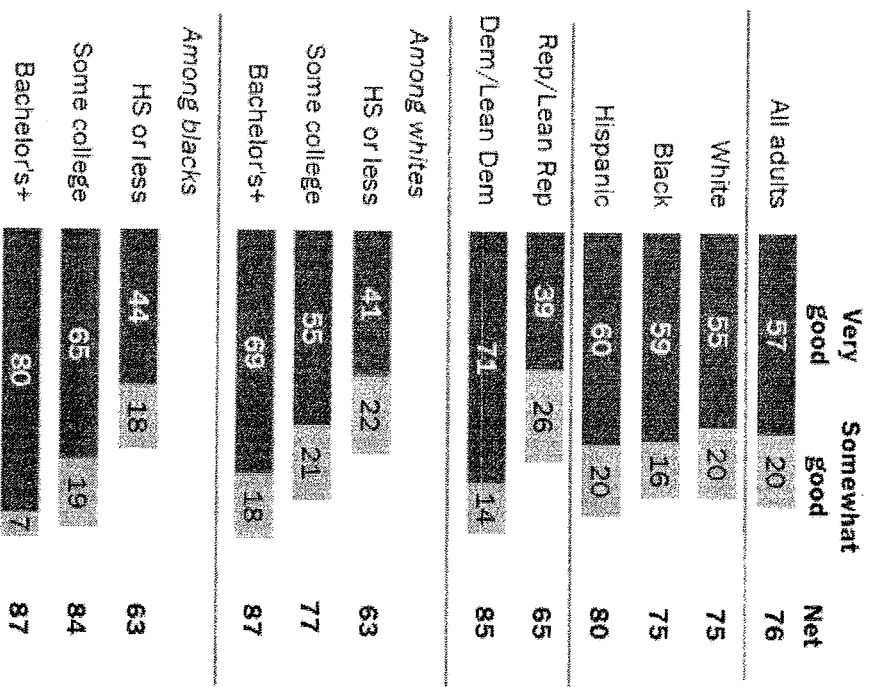
Source: Pew Research Center projections

VIEWS OF U.S. DIVERSITY

U.S. public says racial and ethnic diversity is good for the nation

% saying it is _____ for the country that the U.S. population is made up of people of many different races and ethnicities

	Very good	Somewhat good	Net
All adults	57	20	76
White	55	20	75
Black	59	16	75
Hispanic	60	20	80
Rep/Lean Rep	39	26	65
Dem/Lean Dem	71	14	85
Among whites			
HS or less	41	22	63
Some college	55	21	77
Bachelor's+	69	18	87
Among blacks			
HS or less	44	18	63
Some college	65	19	84
Bachelor's+	80	7	87

More than six-in-ten say racial and ethnic diversity has a positive impact on the nation's culture

% saying the fact that the U.S. population is made up of people of many different races and ethnicities has a _____ on the country's culture
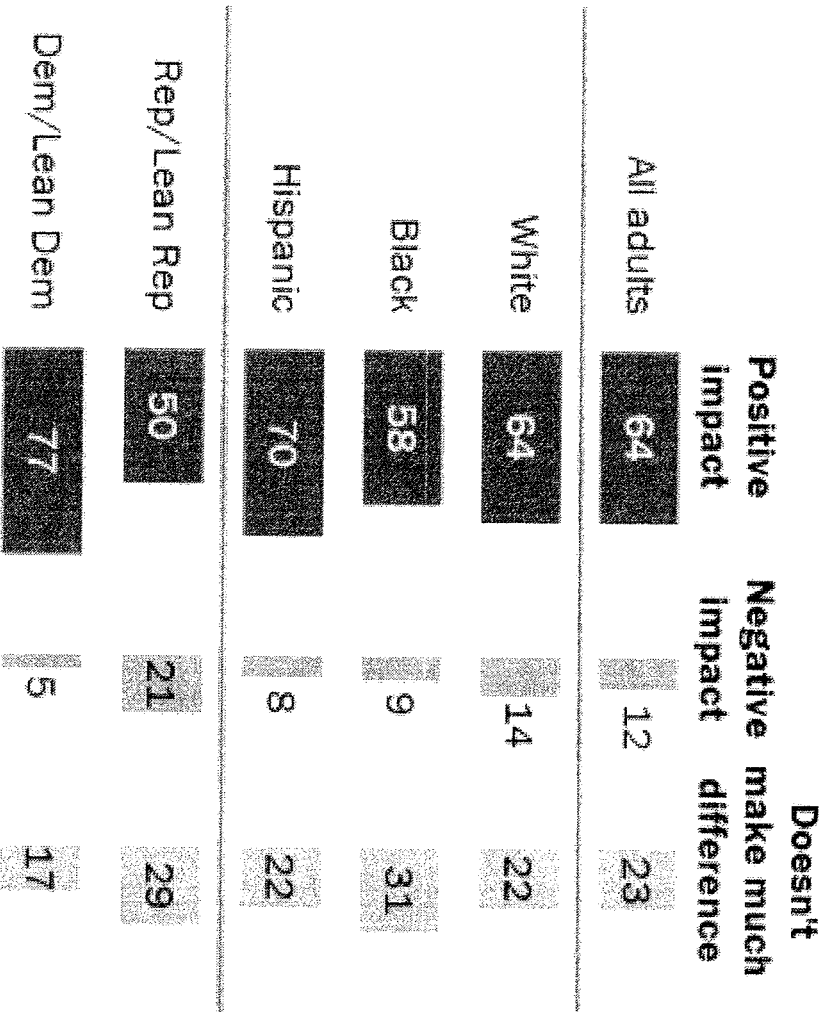
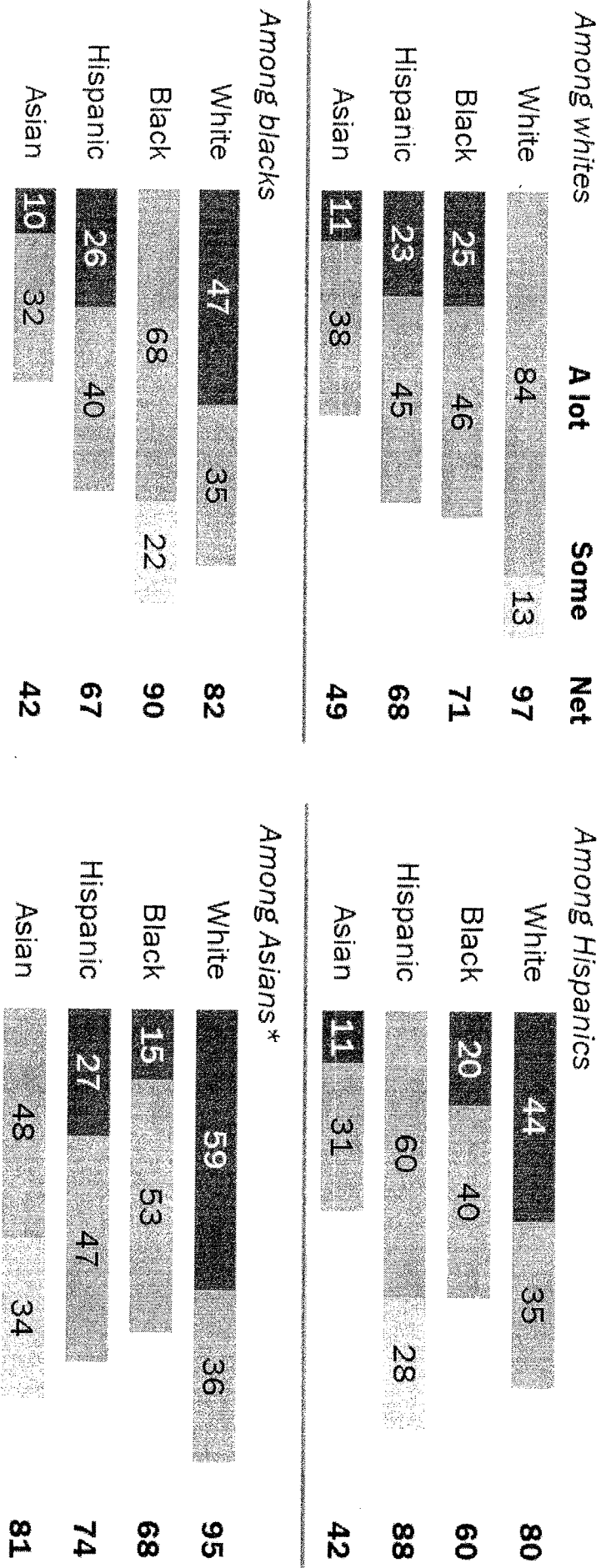|	Positive Impact	Negative Impact	Doesn't make much difference
All adults	64	12	23
White	64	14	22
Black	58	9	31
Hispanic	70	8	22
Rep/Lean Rep	50	21	29
Dem/Lean Dem	77	5	17

About one-in-four whites have a lot of daily interaction with Blacks, Hispanics

% among each group saying they have ____ interaction in their daily life with people who are ...

Among whites

	A lot	Some	Net
White	84	13	97
Black	25	46	71
Hispanic	23	45	68
Asian	11	38	49

Among Hispanics

	A lot	Some	Net
White	44	35	80
Black	20	40	60
Hispanic	60	28	88
Asian	11	31	42

Among blacks

	A lot	Some	Net
White	47	35	82
Black	68	22	90
Hispanic	26	40	67
Asian	10	32	42

Among Asians*

	A lot	Some	Net
White	59	36	95
Black	15	53	68
Hispanic	27	47	74
Asian	48	34	81

Majorities of Americans say being Black, Hispanic puts people at a disadvantage in our society

% saying _____ helps/hurts people's ability to get ahead in our country these days

■ Hurts a lot　　■ Hurts a little　　■ Helps a little　　■ Helps a lot　　Neither helps nor hurts

|	Hurts a lot	Hurts a little	Helps a little	Helps a lot	Neither helps nor hurts
Being White	3	7	19	40	29
Being Asian	6	26	21	6	41
Being Hispanic	19	36	11	1	29
Being Black	33	25	10	8	24
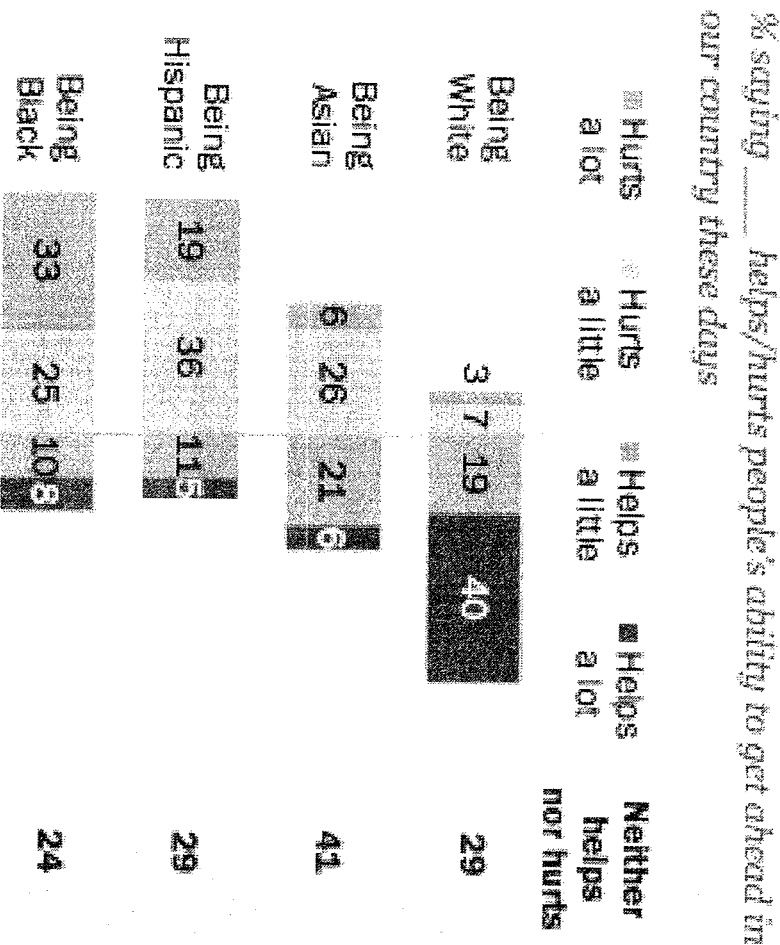
Notes: Share of respondents who didn't offer an answer not shown.
Source: Survey of U.S. adults conducted Sept. 8-13, 2020.
"Amid National Reckoning, Americans Divided on Whether Increased Focus on Race Will Lead to Major Policy Change"

COVID-19 AND SOME IMPACTS

Americans surveyed later in 2020 who moved due to COVID-19 had different reasons, destinations than those surveyed earlier
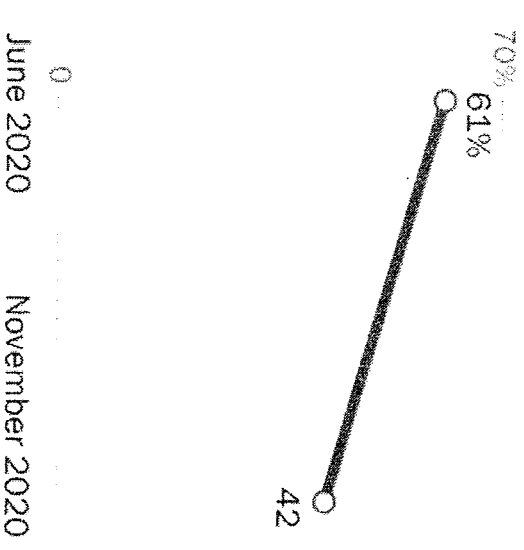
The share of U.S. adults who moved due to COVID-19 ticked up as the coronavirus continued

70%

3%
○

○
5

June 2020   November 2020
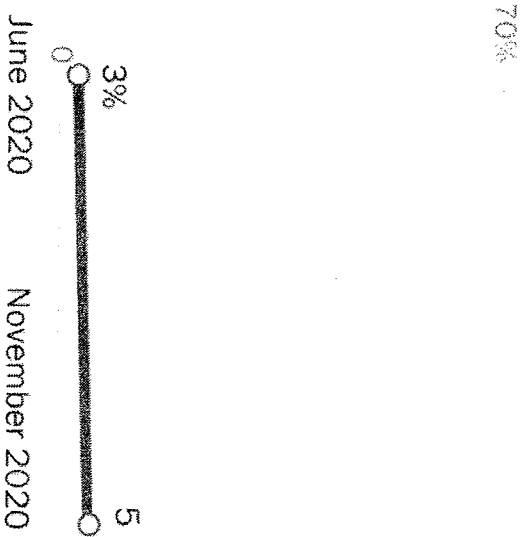
Among COVID-19 movers, more cited finances and fewer cited coronavirus risk as most important reason for moving

70%

28%
○

18
○───────○ 33
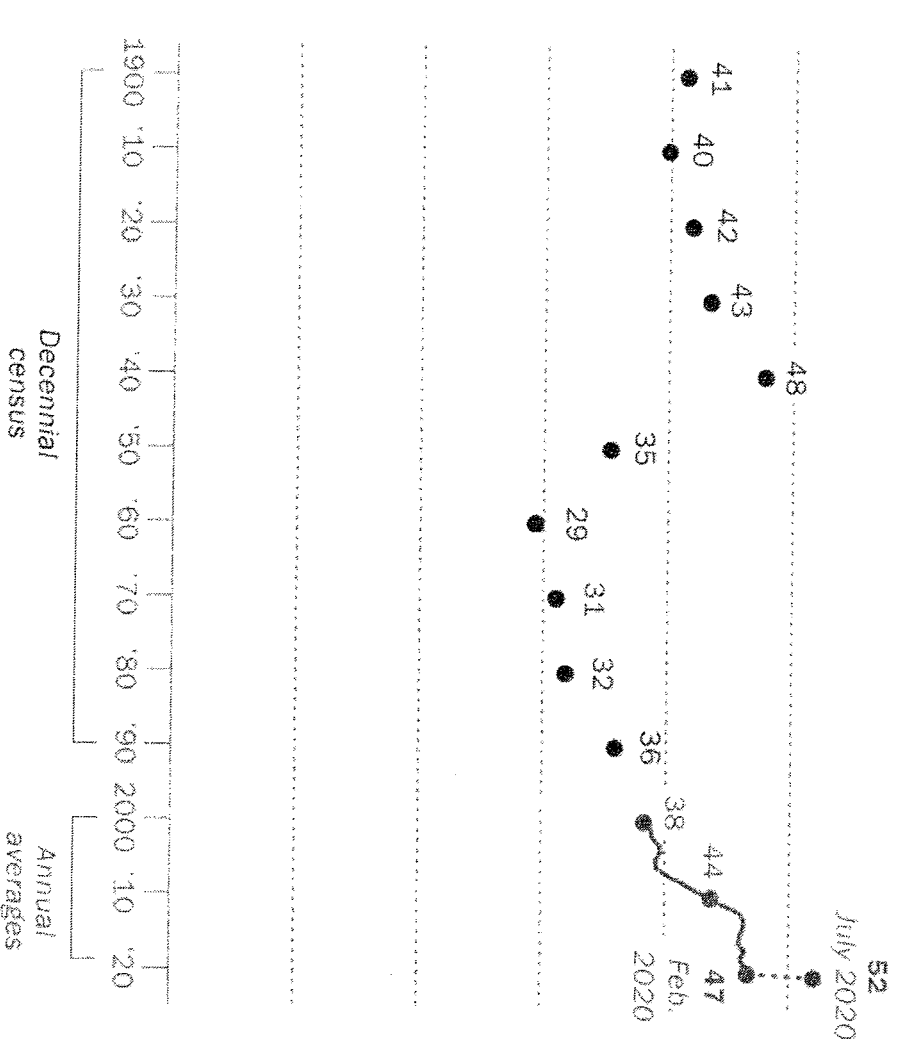
Financial
reasons

Risk of
COVID-19

○
0
14 ○

June 2020   November 2020
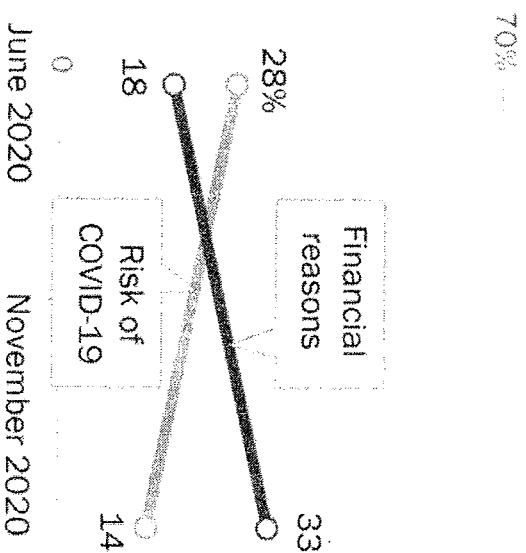
...and a smaller share moved in with family members

70%

61%
○

○
0

42 ○

June 2020   November 2020

Share of young adults living with parents rises to levels not seen since the Great Depression era

% of 18- to 29-year-olds in U.S. living with a parent

60%

41
40
42
43
48
35
29
31
32
36
38
44
47 Feb. 2020
52 July 2020

1900 '10 '20 '30 '40 '50 '60 '70 '80 '90 2000 '10 '20
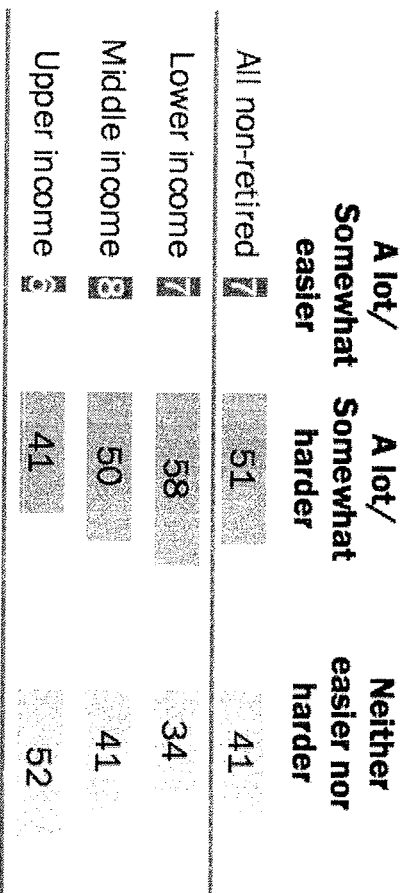
Decennial census

Annual averages

Note: "Living with a parent" refers to those who are residing with at least one parent in the household. 1900-1990 shares based on household population.
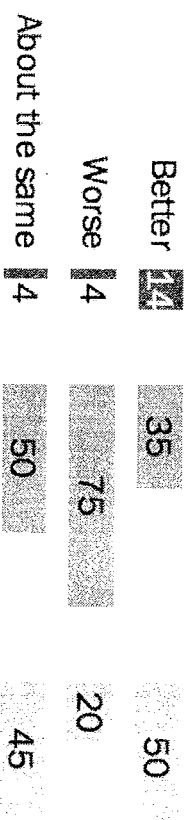Source: Pew Research Center analysis of decennial census 1900-1990; Current Population Survey annual averages 2000-2019; 2020 Current Population Survey monthly files (IPUMS).

Pew Research Center

About half of non-retired adults say the pandemic will make it harder for them to achieve their financial goals

Among non-retired adults, % saying that, in the long run, the economic impact of the coronavirus outbreak will make it ____ for them to achieve their financial goals
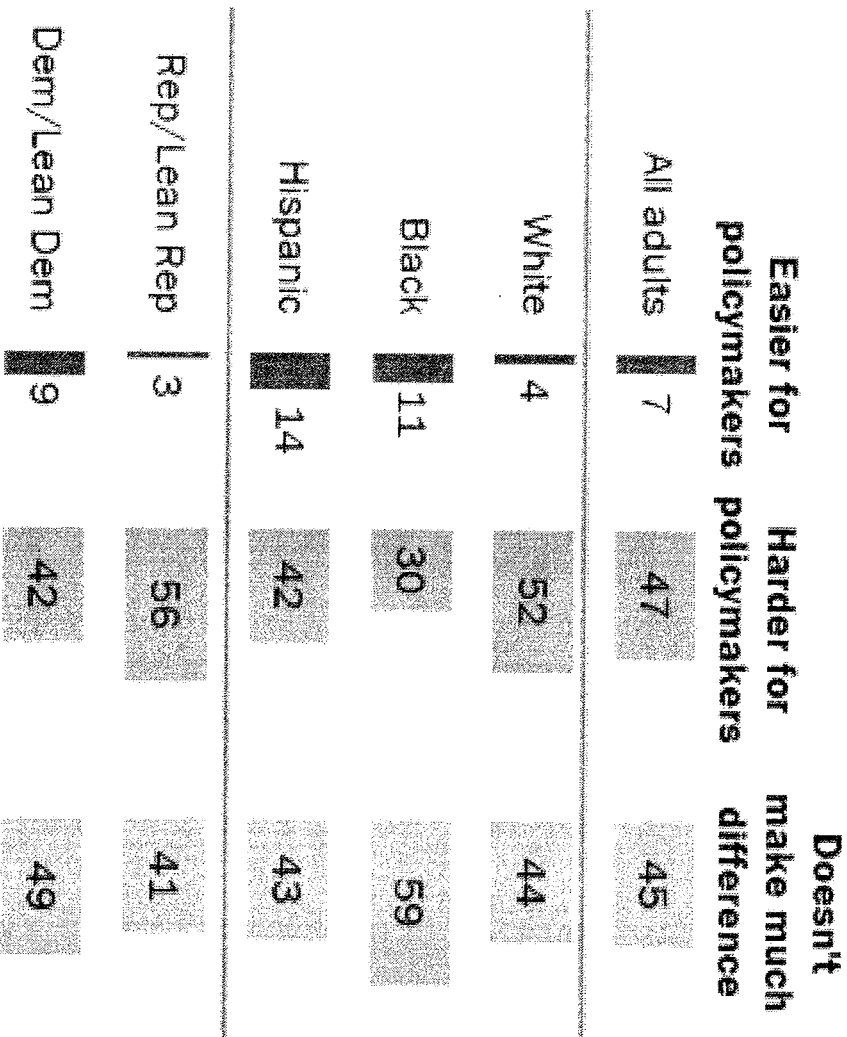
	A lot/ Somewhat easier	A lot/ Somewhat harder	Neither easier nor harder
All non-retired	7	51	41
Lower income	7	58	34
Middle income	8	50	41
Upper income	6	41	52

Among those saying that, compared with a year ago, their financial situation is ...

	A lot/ Somewhat easier	A lot/ Somewhat harder	Neither easier nor harder
Better	74	35	50
Worse	4	75	20
About the same	4	50	45

Note: Share of respondents who didn't offer an answer not shown. Family income tiers are based on adjusted 2019 earnings.
Source: Survey of U.S. adults conducted Jan. 19-24, 2021.
"A Year Into the Pandemic, Long-Term Financial Impact Weighs Heavily on Many Americans"

Many say diversity makes it harder for policymakers to solve problems

% saying the fact that the U.S. population is made up of people of many different races and ethnicities makes it _____ to solve the country's problems

	Easier for policymakers	Harder for policymakers	Doesn't make much difference
All adults	7	47	45
White	4	52	44
Black	11	30	59
Hispanic	14	42	43
Rep/Lean Rep	3	56	41
Dem/Lean Dem	9	42	49

26

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Pew Research Center

The Ohio State University

John Glenn College of Public Affairs

Public Affairs 5193

Foresight and American Democracy

Week 10

Leon S. Fuerth and Sheila R. Ronis

March 15, 2021

OVERVIEW: Week 10

Overview

Dear Class Members:

Tomorrow, March 15th, we will have our tenth session, which will be a discussion in Round Table format, centered on demographic changes as a set of forcing elements, acting upon the Political Commons. The discussion will be in two parts: trends, and possible effects. The trends portion will be based on Dr. Mark Lopez' presentation a week ago. You already have your own copies of his PowerPoint slides, and we suggest that you review them. In the attached PowerPoint, Slide 2, attached, is a distillation of the main points contained in the Dr. Lopez presentation. Slide 3, attached (below) is a distillation of Dr. Lopez' findings concerning public attitudes that were prominent in Pew analyses dating back to 2019. Slide 4, attached, identifies what we believe are important factors not reflected in these charts.

Although the subject will be what the charts say about demographic change, and about public attitudes relating to that change --- we will also be pointing out some limitations in thinking about the inherent nature of trends that you should have in mind. We will be asking for discussion to cover: (a) the very real potential for discontinuity in these trends; and (b) the meaning of these trends for democratic values and what we have termed the Democratic Commons.

The second half of the class will be spent discussing what we are calling "known unknowns" (borrowed from former Secretary of Defense, Donald Rumsfeld's famous phrase), and their potential impact on American values or the Democratic Commons, when viewed as overlays on top of strong forces arising from technology and from demographic change, Slide 5, attached. In connection with this discussion, we will introduce the concept of chaos as a specific technical description of the behavior of systems under certain conditions.

Leon Fuerth and Sheila Ronis

The Ohio State University
John Glenn College of Public Affairs
PA 5193

Leon S. Fuerth and Sheila R. Ronis

15 March 2021

Trends 1965 as watershed:
Immigration and Nationality Act

- Immigrant population sharply upwards. and projected to continue at that rate through 2065. Validity of that projection? What factors might alter it?

- Foreign born component of population sharply upwards

- Immigrants to comprise most of the projected growth of the US population through 2065. Validity of that projection?

- Hispanic component of immigrant arrival declined sharply since 2000: now leveled off .Asian component has risen. Crossed Hispanic curve in 2010. Leveled off (as of 2016).

- Mexicans are the largest immigrant group. Growing number of counties where whites are a minority, up 2x since 1980

- Black population is holding at around 12%. Surpassed by Hispanics and Asians.

- Intermarriage rates high for Latinos, Asians

- Rising share of population older than 55 is working

From: Mark Hugo Lopez, Director of Hispanic Research and Director of Global Migration and Demography Presentation, Pew Research Center, 1 March 2021

3/15/21

Copyright: Leon Fuerth and Sheila Ronis

Attitudes

- In 2019, public says racial and ethnic diversity is good for the nation.

- More Americans say having a majority nonwhite population will have negative impact on conflicts, culture (conflicts with the above? Impact of the Trump period?)

- Pessimism about the future of America, high, as of 2018.

- Public pessimistic about whether political leaders are up to the job.

From: Mark Hugo Lopez, Director of Hispanic Research and Director of Global Migration and Demography Presentation, Pew Research Center, 1 March 2021

3/15/21

Factors not reflected in the charts

- Deaths of despair ... the opiod epidemic
- Hate crimes up sharply.... primarily white assailants against minorities.
- Trumpification of the Republican party.
- Effects of the pandemic and the economic turmoil it caused.

- In complexity theory, the word "chaos" has a technical definition.
- It means that a system has entered a state of complete randomness.
- Note that in complexity theory, we are already told that the future can only be influenced, not predicted.
- But, when a system becomes chaotic it becomes not only impossible to predict, but impossible to influence.
- What happens at the other side of chaos is a toss of the dice.
- The United States is at the threshold of a chaotic period.

3/15/21

"Known Unknowns[1]"

- Does the US emerge from the pandemic, or does it reassert itself?

- If we leave the pandemic behind, will the economy regain lost ground and how long to attain a positive growth rate?

- Will domestic terror have a profound general impact?

- Will women who have dropped out of the workforce be able to return?

- Will the progressive component of the rescue bill become permanent, or be reversed in Congress, as the result of a shift to conservative control?

- Will the Republican push to cut back the vote succeed in its objectives?

- Will the Trump court appointees have a pronounced impact?

- What impact will the shocks of discontinuity have on values and attitudes by sector?

- Will AI begin to have pronounced impact on the labor force?

- Will economic inequality continue to grow?

- What is the future of Democracy?

Democracy goes best with public optimism. if Biden does not succeed in redirecting the course of events, does the whole country go into a funk? Or is the new energy going to be authoritarian and full of hate? Huge variation in range of what might happen...

1. Donald Rumsfeld. At a February 12, 2002, news briefing, Secretary of Defense Donald Rumsfeld explained the limitations of intelligence reports: "There are known knowns. There are things we know we know. We also know there are known unknowns. That is to say, we know there are some things we do not know. But there are also unknown unknowns, the ones we don't know we don't know."

3/15/21

Copyright: Leon Fuerth and Sheila Ronis

Assignment

March 20, 2021 at 5:23pm

Dear Students:

As of this Monday, we enter the third, penultimate part of the syllabus. It is a good moment to look back and what we have covered, and then think forward about what remains to be done.

First component (five sessions) : Concepts -- systems, complexity, foresight . These provide analytic frameworks for thinking about the organization of things as systems; the way in which certain kinds of systems operate; the kinds of novel challenges that are approaching things as they are.

Second component((5 sessions): Values -- The Commons, disruptive change, challenges for democracy. Societal values operate to retard or accelerate change; some forms of change involve discontinuity from established values; these discontinuities challenge the adaptive capacity of democracies.

Third component (March 22) : Governance/government -- all forms of government and governance can be understood as distributions of information and authorities. Network theory provides a way to assess the characteristics of alternative models of such distributions. Foresight makes it possible to test these models against an array of scenarios. Which model is best suited for complex adaptive responses in a system operating under democratic values?

We will begin the session with a discussion of the distinction between governance and government; then an overview of what network theory is; next, a discussion of network theory applied to governance ranging from authoritarian to libertarian, with liberal democracy in the mid-range.
Finally, a discussion of how these contrasting networks are likely to perform in the presence of the technological and demographic stressors.

Third component (March 29):Anticipatory Systems

as applied to industrial organization
as applied to government.
as applied to governance

Fourth component (three sessions): Summation and presentation of student views to invited guests for discussion.

Please read:

https://www.kurzweilai.net/the-law-of-accelerating-returns (https://www.kurzweilai.net/the-law-of-accelerating-returns)

Leon Fuerth and Sheila Ronis

The Ohio State University

John Glenn College of Public Affairs

Public Affairs 5193

Foresight and American Democracy

Week 11

Leon S. Fuerth and Sheila R. Ronis

March 22, 2021

OVERVIEW: Week 11

Overview

As of this Monday, we enter the third, penultimate part of the syllabus. It is a good moment to look back and what we have covered, and then think forward about what remains to be done.

First component (five sessions) : Concepts -- systems, complexity, foresight . These provide analytic frameworks for thinking about the organization of things as systems; the way in which certain kinds of systems operate; the kinds of novel challenges that are approaching things as they are.

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then an overview of what network theory is; next, a discussion of network theory applied to governance ranging from authoritarian to libertarian, with liberal democracy in the mid-range.
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Third component (March 29):Anticipatory Systems

    as applied to industrial organization
    as applied to government.
    as applied to governance

Fourth component (three sessions): Summation and presentation of student views to invited guests for discussion.

Please read:

https://www.kurzweilai.net/the-law-of-accelerating-returns

READ: Week 11

Read

Dear Students:

Attached, are two documents we recommend you peruse as you prepare for next week. They were written by your professors. We suggest you peruse them both...

Leon Fuerth and Sheila Ronis (https://osu.instructure.com/courses/92826/files/30937785?wrap=1)
Anticipatory_Governance_Practical_Upgrades.pdf (https://osu.instructure.com/courses/92826/files/30937785?wrap=1) ⤓ (https://osu.instructure.com/courses/92826/files/30937785/download?download_frd=1)
SRRacceleratedlearningcycles.docx (https://osu.instructure.com/courses/92826/files/30937827?wrap=1) ⤓ (https://osu.instructure.com/courses/92826/files/30937827/download?download_frd=1)

Reading for this week

↩ ⚙ ▾

March 23, 2021 at 4:04pm
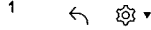
↩ ⚙ ▾

Dear Students:

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Leon Fuerth and Sheila Ronis

📎 Anticipatory_Governance_Practical_Upgrades.pdf (https://osu.instructure.com/files/30937915
/download?download_frd=1&verifier=OHCl05l0eybXs5o3tCvzBYjl7TQ3jjsrmdV4kFUj)
📎 SRRacceleratedlearningcycles.docx (https://osu.instructure.com/files/30937918
/download?download_frd=1&verifier=TGy4Ys07CKZOruuOdEsc5L4A2c4ixPnK5r4RyZwn)

The Ohio State University
John Glenn College of Public Affairs
PA 5193

Leon Fuerth and Sheila Ronis

March 22, 2021

Governance and Government

- Every social organization, at every scale, from tribe to empire, must have a means by which the energy and abilities of its members can be harnessed for the purpose of survival.

- This is a code of behavior involving a distribution of power and authority, and of enforceable obligations that create coherent expectations within and between the various elements of society.

- It is a structure of rules, ranging from simple statements of value, up through common law, evolved over time at grass-roots levels, to the intricacies of elaborated systems of formal rules, developed and enforced by specialized organizations.

- As used in this course, governance refers to the totality of all the methods by which a society maintains its internal order: it suggests an amalgamation of values, customs, and laws. Within this totality is government: it is that portion which involves institutions and written law.

3/22/21

System and Network

- There is another pair of words that have distinct and important meanings, but which are often used interchangeably: <u>system and network</u>. These words, much like the terms "governance and government" are often treated as if they are synonyms...and the literature sometimes shows experts using them interchangeably, even in the same sentence.

- They do tend to blur, but they represent distinct ideas that are relevant to each other, whose core meanings need to be made clear.

- Governance, as used in this course, is a system. Its behavior is complex. Change at any point causes changes at all points. Change can be disproportionate to cause.

- Governance can be changed, but doing so requires a cultural shift, which might occur gradually and organically.

- Government, as used in this course, refers to formal relations among institutions that are meant to operate in concert, so as to achieve stipulated outcomes, which are explicitly defined by law.

3/22/21

System and Network

- Government, as used in this course, is a network. Its behavior is linear. Its operations begin with a singular impulse at one point, and which is expected to produce a predictable output at another point. Change can be imposed by decree.

- Systems by nature display complex, adaptive behavior. Networks are complicated, not complex.

- Systems and networks have failure modes, but systems are more likely to collapse after a period of general decline, while networks are more likely to break down as the result of a single point of failure.

- Governance fails at many points concurrently.

- Government can be as vulnerable as its weakest link.

3/22/21

The Past and the Future

- American history is unique in that it begins as a a very fundamental statement of relationships and obligations, developed among a group of less than one hundred persons, as they prepared to set foot on what they considered to be a new world.

- The Mayflower Compact. It was a statement about governance, and a blueprint relating to government.

- We are now, at the verge of establishing colonies on the moon and on Mars. Something like the Mayflower Compact will need to exist in order to be the force that holds these colonies together.

- We are now also on the verge of mastering the design of all life forms, including our own.

- We are on the verge of having to adapt to a radically altered climate on this planet.

3/22/21

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5

The Past and the Future

- We are going to have to choose between the ability to know ourselves and to use that knowledge to guide our lives with wisdom, and the ability to know everything about each other, and to use that knowledge to submerge our selves into collective behaviors.

- Human nature is refractory -- and there will be a struggle involving adaptation from what we have been up till now, to what we are going to be in a much different epoch... one that some speak of as trans-human: some with eagerness; some with dread.

- The issue will still come down to values -- what they are, and how they will be translated into systems of governance, and networks of institutions.

3/22/21

The Ohio State University

John Glenn College of Public Affairs

Public Affairs 5193

Foresight and American Democracy

Week 12

Leon S. Fuerth and Sheila R. Ronis

March 29, 2021

OVERVIEW: Week 12

Overview

Dear class participants:

This memo is a guide to help you navigate the work ahead of us up to the end of the semester. In this memo we will begin at the end of our 11th session of March 22nd, and take you through next steps -- beginning with some points needed in order to round off that discussion, and then we will sketch in steps leading to your "deliverable" for presentation to a panel of invited experts, on April 29th. The presentation we made on the 22nd focused on the distinction between governance and government, and between system and network -- two important sets of words which are often used interchangeably, but which deserve to be treated as different concepts. We said, essentially:

(1) social structures that produce governance relate to each other as elements within systems; their behavior tends to be political and therefore complex,

(2) social structures that operate as government relate to each other as elements within networks. Their behavior tends to be bureaucratic and therefore linear.

Supplemental Points

- Authoritarian and democratic systems both have characteristic systems and networks, each with features that contrast with the other.
- In authoritarian systems information flows toward the perimeter to the executive center, and orders flow outward from the center towards the public perimeter.
- In democratic systems, information circulates between the public perimeter and the executive center, and orders from the center are modulated by responses from the perimeter.

Picking up where we left off

- In authoritarian systems, efficiency reflects the fidelity with which orders from the executive center are carried out at the public perimeter. China once was thought to be transitioning to a quasi-democratic system. Under Xi, however, it is rapidly transitioning into an authoritarian system.
- In democratic systems, efficiency reflects the speed with which information from the public perimeter and directions from the executive center are converted into changes of overall behavior. The United States once was considered to be a democratic system in the process of perfecting itself. Since 2016, however, the possibility of a shift towards an authoritarian system has moved from fiction to deep concern.
- Both systems are encountering shocks from technological and demographic sources.
- An interesting contrast is presented by Tom Friedman in an article today (attached).
- His article suggests a forced choice between efficiency and freedom.
- **The question is how we can get greater social efficiency out of our democratic system?**

Shifting to the course agenda in remaining weeks

- For your written assignment, we are going to organize the class into two teams, each of which will have its own questions to deal with. Results to be presented to us as oral reports of not more than 15 minutes duration each, on March 29th. Teams should email your PowerPoint presentation to me at least two hours before class on March 29. And, please post your PPT presentation in Week 12.

- Team #1 : looking ahead ten years, what are the most powerful values in the America political commons -- including those which will tend to unite and those which will tend to divide?

     Team 1 consists of Carynne, Emma, George, Mitch, and Ethan
- Team #2 : looking ahead ten years, what are the challenges for government (the center), and what are the challenges for governance (for us, the people).

     Team 2 consists of Ahmed, Alex, Ella, Lydia, Nicholas and Zach
- For session 13 (April 5): students will work as a committee of the whole to create a first block draft of their briefing for the panel. Presented to instructors who will critique and advise.
- For session 14 (April 12th) students will refine their presentation. Further discussion with us.
- Students then have a two week period, between April 13th and April 28th, to finalize their presentation into power points for presentation to the panel of invited experts on April 29th. Instructors available for guidance at students' request.
- April 29th students will have a 1 hour, 45 minute session with panel: 45 minutes for presentation. 60 minutes for discussion with panel.

Leon Fuerth and Sheila Ronis (https://osu.instructure.com/courses/92826/files/30981343?wrap=1)

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Team PowerPoint Presentations

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Points 0

Submitting a file upload

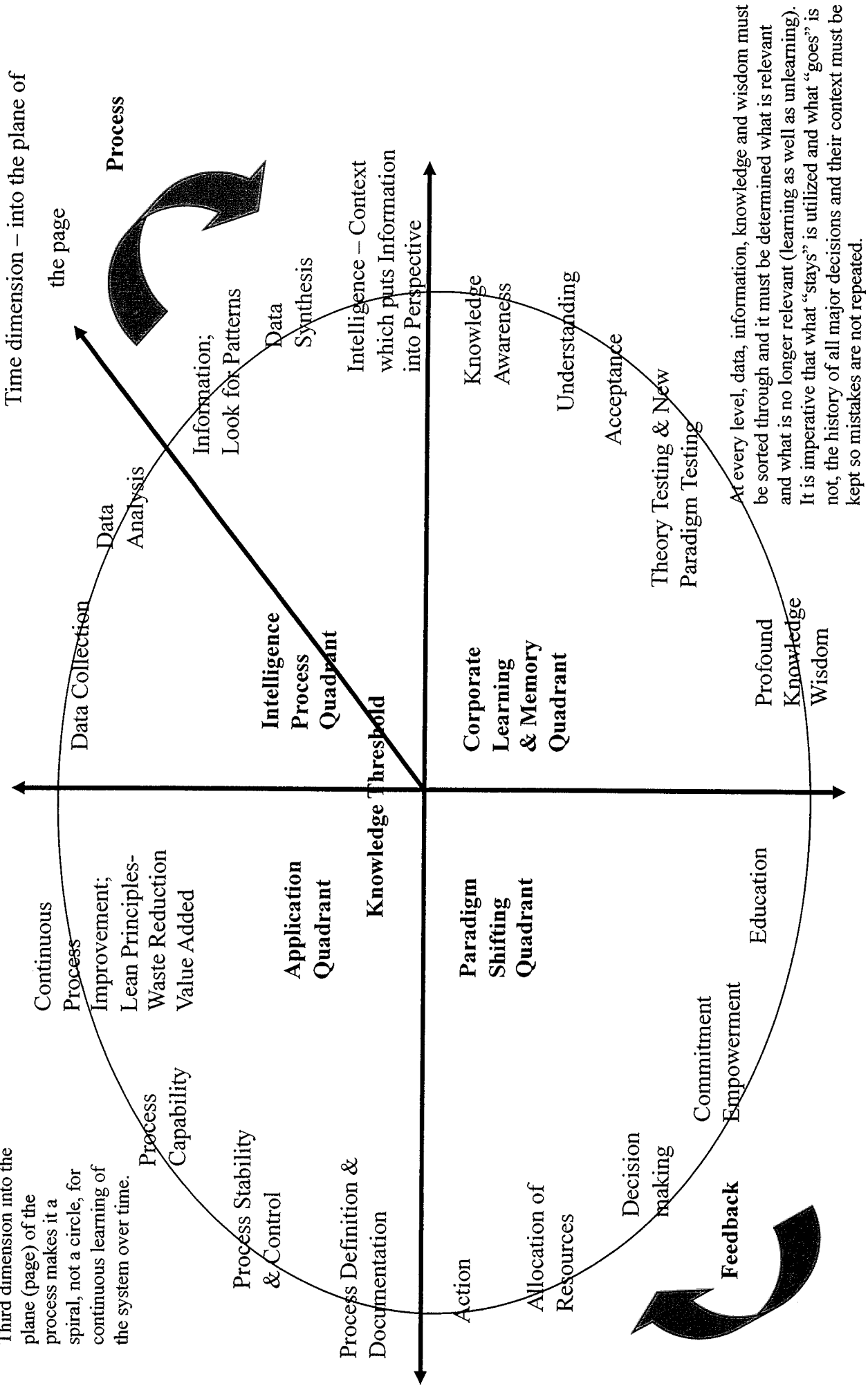| Due	For	Available from	Until
Mar 29 at 12pm	Everyone	-	Mar 29 at 12pm

Two Case Studies

- As of our eleventh session, Dr. Ronis and I have laid out the problems of organizing governance and government that must increasingly deal with highly complex challenges to society, within the framework of democracy.

- In this session, we are going discuss ways that this can be done, drawing on our respective experience in the practical world. In my case, operating for years as a participant in the most senior policy councils of government. In her case, operating as as consultant to some of the most senior corporate leaders in the nation.

- At first glance, these appear to be completely different sets of problems, and completely unrelated observations and proposals.

- If you look more deeply, however, there are very profound similarities, which we will explore with you.

- To start with, in each case, or work began with the sense that using foresight to project ahead, it was possible to recognize that the environment for decision-making was changing fast, in ways that signaled the inadequacy of legacy systems inherited from the 19th century when they were all cutting edge.

- In each case, what was once innovative had become obsolete, and the need for adaptation was existential.

- We will begin by discussing the particulars of each system -- government and private sector. We will present some basic solutions -- in one case, advocated but not carried out. In another case, put into practice. In the former case, more and more costly missteps. In the latter case, triumph.

- The first case is the government of the United States. The second case is the Toyota Automobile company.

Knowledge Generation and Utilization Process of a System

Process

Time dimension – into the plane of the page

Process flows clockwise; feedback flows counterclockwise. Third dimension into the plane (page) of the process makes it a spiral, not a circle, for continuous learning of the system over time.

Knowledge Threshold Spiral for a System

Data Collection

Data Analysis

Information; Look for Patterns

Data Synthesis

Intelligence – Context which puts Information into Perspective

Knowledge Awareness

Understanding

Acceptance

Theory Testing & New Paradigm Testing

Continuous Process Improvement; Lean Principles- Waste Reduction Value Added

Process Capability

Process Stability & Control

Process Definition & Documentation

Intelligence Process Quadrant

Knowledge Threshold

Corporate Learning & Memory Quadrant

Profound Knowledge Wisdom

Application Quadrant

Paradigm Shifting Quadrant

Education

Action

Allocation of Resources

Decision making

Commitment Empowerment

Feedback

At every level, data, information, knowledge and wisdom must be sorted through and it must be determined what is relevant and what is no longer relevant (learning as well as unlearning). It is imperative that what "stays" is utilized and what "goes" is not, the history of all major decisions and their context must be kept so mistakes are not repeated.

January, 2006

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Knowledge Generation and Utilization Process of a System

- If you look at the Figure, you will see what looks like a circle. It is not.

- It is, in fact a spiral, up, out of the page so when you go through all of the steps in the learning cycle, you are in fact above the page. Each time around the circle and you are farther and farther from where you began.
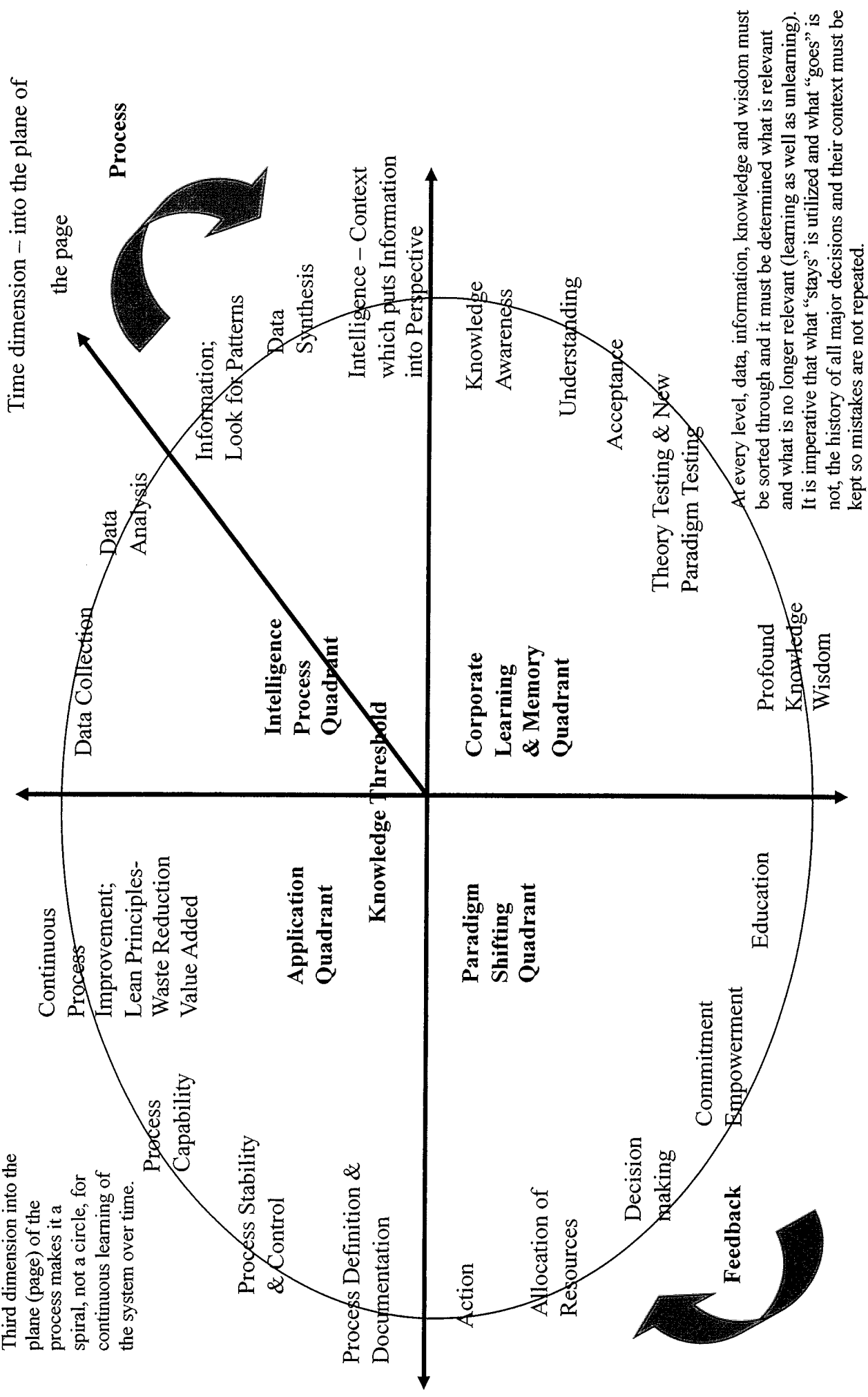
The Four Quadrants

- The process is divided into four quadrants:
  - The first, is the Intelligence Process Quadrant,
  - The second is the Corporate Learning and Memory Quadrant,
  - The third is the Paradigm Shifting Quadrant and
  - The fourth is the Application Quadrant.

- The x and y axis represent the separators of each quadrant.

Knowledge Generation and Utilization Process of a System

Knowledge Threshold Spiral for a System

Process flows clockwise; feedback flows counterclockwise. Third dimension into the plane (page) of the process makes it a spiral, not a circle, for continuous learning of the system over time.

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January, 2006

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Knowledge Generation and Utilization Process of a System - Anticipatory Governance

Knowledge Threshold Spiral for a System: U.S. Executive Branch:

Time dimension – into the plane of the page

Process

Process flows clockwise; feedback flows counterclockwise. Third dimension into the plane (page) of the process makes it a spiral, not a circle, for continuous learning of the system over time.

Reporting System
Cross-training system – Policy makers foresight producers

Formal Training

Dedicated staff positions for foresight

Foresight policy "fusion cells"

Presidential advisory council for foresight

Foresight/policy councils dedicated to specific major themes

Alternative Futures Budgeting

Foresight components in national strategy documents

Senior foresight specialists as regular "seats" at each level of the interagency

Mission – based teams of policy planners, with foresight presence in each

Synchronize national strategy report

Imbed foresight requirements into terms of reference for interagency studies and planning

Foresight component in the national priorities framework document

Networking strategy/policy systems across bureaucratic boundaries

Foresight and Intelligence Process Quadrant

Policy Formation Quadrant

Feedback Quadrant

Presidential review of the outcome of these recommendations

Decision points at intervals in senior-level policy process to consider needs for shifts of emphasis, or for redirection of policies

Periodic review of events against time-lines, to determine if policy is producing results in line with expectation

Require all policy documents to incorporate estimates of event time-lines

Execution Quadrant – see literature on Netcentric organization

Cross-training of officials to include foresight specialists

Networked systems across institutional boundaries

At every level, data, information, knowledge and wisdom must be sorted through and it must be determined what is relevant and what is no longer relevant (learning as well as unlearning). It is imperative that what "stays" is utilized and what "goes" is not, the history of all major decisions and their context must be kept so mistakes are not repeated.

Feedback

7

"Unified Field"
(Equivalencies)

Anticipatory Governance	Learning Process Cycle
Foresight – information about the future	Intelligence – information about the future
Policy Formation – nexus between policy makers and the foresight-"machers"	Policy Formation – nexus between policy makers and the foresight-"machers"
Execution – whole of system	Application – whole of system
Feedback – distilled, applied experience	Corporate Learning – distilled, applied experience

Feedback 🖾

March 29, 2021 at 8:19pm

Dear Class Members:

Dr. Ronis and I have just reviewed the work of both teams, and we think congratulations are in order. When we meet with you next time, on April 5th, we will have very little to say in terms of re-working the text. Good job!! So we will treat this class meeting as the off-Broadway trial run. Each team should be prepared to use its powerpoints as support for a twenty-minute presentation. That will leave enough time for us to talk through any rough edges. On April 12th, we will have a final practice session. Dr. Ronis and I might decide to throw a few questions at you, to simulate what the panel might do. April 29th is show- time. That final meeting is slated to run for 1 hour 45 minutes. An opportunity for a good exchange of views between students and guests.

Leon Fuerth

The Ohio State University
John Glenn College of Public Affairs
Public Affairs 5193

Foresight and American Democracy

Week 13

Leon S. Fuerth and Sheila R. Ronis

April 5, 2021

Clarification

April 5, 2021 at 6 23pm

Dear Students:

In the message we sent out to the class this morning, we called for no changes to the materials you have already submitted, which we discussed with you at our last class session, this Monday.
We asked for a new front end to frame the discussion, and a new back end to pull it all together.
Team #1 should prepare a draft front end, following our instructions as to what that section needs to do.
Team #2 should prepare a draft back end, following our instructions as to what that section needs to do.
At our upcoming class session, on April 12, Team #1 will present its front end; Team #2 will present its back end. We will use the class session to discuss how these pieces fit together: new front; existing middle parts; new back.
In the 17 days remaining after Monday it should be possible for the class as a whole to make final adjustments so that the overall presentation runs smoothly, and the class is able to present a whole concept to the panel.
If there are additional questions about how to do this, let us know ASAP.

Leon Fuerth and Sheila Ronis

The Ohio State University

John Glenn College of Public Affairs

Public Affairs 5193

Foresight and American Democracy

Week 14

Leon S. Fuerth and Sheila R. Ronis

April 12, 2021

OVERVIEW: Week 14

Overview

Dear Students:

For the next (and final) trial run with us, here are our recommendations.

Out of two parts, one.

The next iteration requires that both teams work together to produce an integrated analysis since the two presentations that you gave to Dr. Ronis and myself are actually halves of a whole question. That question is: **Looking ahead ten years, what forces are going to be acting on American society, and how might these these forces play out?** One of those halves is your presentation on the Commons. The other half is your presentation on government and governance. These two halves are essentially complete. What you should work on during this interval is an introduction of the whole, as a framework for discussing its parts. .You might also want to say something about the effects of the course methodology -- alternative conceptual frameworks such as systems, complexity, followed by substantive expert briefing -- on your observations. It would be a good idea to define your usage of terms such as Political Commons, Government, Governance. Democracy as a complex adaptive system.

First tell them what your are going to tell them, then tell them, then tell them what you told them.
Just as we recommend that you create an overview before you get into parts A and B, we suggest that you create a summary that ties the two together.. All-in-all, when you think about democracy, when you think about the challenges that are at hand, when you think that the world's greatest democracy is now in competition with the world's greatest authoritarian state, what do you think can be anticipated as a basis for shaping our national future? As citizens, what would you want your leaders to be working on now, to help shape the future?. As future leaders yourselves, what do you think the priorities of the future -- your futures -- might be. How is America as a nation going to live with the rest of the world? How are Americans, as an emerging collection of minorities going to live with each other? How are we as a species going to get along with our machines?

Dr. Ronis and I are not expecting you to know the answers to all these questions. They are illustrative. Just decide which to deal with in your wrap up. What is important is that you understand that the answers to these questions are not going to be the same after ten years as they might be today. Can democracy find the answers to these questions? Can foresight help democracy meet that challenge?

Finally, remember that you will have time after this Monday to polish your presentations further for their final presentation on April 29. The final presentation is Thursday, 29April from 4:00-5:45 and is the time when your final exam would have been given for a traditional class. You will be receiving the Zoom invitation in Carmen, soon.

Leon Fuerth

FEEDBACK FOR FINAL PRESENTATION APRIL 29: Week 14

FEEBACK FOR FINAL PRESENTATION ON APRIL 29

Dear students:

The briefing materials you presented to us on 12 April tell us that you are ready. What follows below are some comments on final touches. As always, if you have questions about this, contact us.

In the package on the political commons:

- On the first slide (the cover sheet) the title should be **American Political Commons: Challenges for the Next Decade,** in order to match the title of the package on Government and Governance, which does indicate the decadal time range.
- The second slide "Caveats": what is that for? What does Limitations of our viewpoints refer to?
- On the fourth slide "Intro", bottom bullet, what do you mean by the word "only" ("Examining the future <u>only</u> through these values")? Do you mean exclusively? Do you want to say that other values should be brought in? If so, what values?
- On the fifth slide "Individualism" first bullet: What do you mean by the word "self-reliant?" Not needing or expecting any kind of economic, or social engagement with the rest of society?
- On the seventh slide "Diversity" second bullet, grammatical error needs to be fixed. In the sentence, "Throughout history, the United States has continuously **fell** short on that promise." Change "fell" to "fallen." On the fourth bullet (salvageability) first line, replace "lots of" with "many." NOTE: reason for this change is that in writing there needs to be a uniform level of formality. "lots of" is pretty informal. "many" is more in keeping with the general tone needed for a discussion with experts..
- On the eighth slide,"Equality Before the Law" second bullet: "bolster up progressive movements." (a) the word "bolster" is sufficient by itself, and the term "bolster up" does not fit. (b) the term "hold up" does not fit. "Uphold" would fit.
- On the ninth slide "The Future of Equality Before the Law," first bullet: what does the sentence "A segmented system of justice and enforcement mean?" Second bullet "Is it salvageable?" Does this mean that equality before the law is impossible unless people agree on the goals of the law? Or does it mean that, whatever the law says at a given moment, it needs to be applied uniformly to all people? And when you say "Bringing power back to the people," this implies that the people at one time possessed -- but <u>then lost</u> a certain kind of power that is relevant to equality before the law. If so, what was that power?
- On the tenth slide, second bullet: "Republicans use it to conserve American exceptionalism." What do you mean by "conserve", and in any case why do you have it in quotes, which connotes that you disagree with the word? Are you intending to say that Republicans tend to use exceptionalism as a way to resist calls for change? Would it be more accurate to say that <u>conservatives</u> do this, rather than Republicans? The two words are different? Which is more accurate in this context? Same question applies to your use of the word "Democrats." Would "<u>Liberals</u>" be more accurate? In your final point "Minorities ....historically <u>had</u> a harder time achieving the **so-called** American dream." Are you implying, by using the past tense, that ultimately minorities <u>have</u> realized the American dream? And if so wouldn't there eventual success mean that the Dream was in the end real enough, and not just "so-called."
- On the 12th slide, (Summary)" second bullet. "Unless we .....clearly define what (our values) mean, they are doomed to be opened to interpretation and become useless through exploitation." At any given time our values are always going to be open to interpretation, or we not need a Supreme Court to establish their current meaning in law, nor would we need a Congress to refine their meaning in law. Or are you meaning to say that without constant attention to the meaning of values, they can be distorted for purposes of exploitation?

In the package on Government and Governance

- Third slide (A Non-Exhaustive list). A non-exhaustive list, of <u>what</u>? Issues that are challenge for government/governance. If so, it would avoid confusion to make this clear in the title of the slide.
- Sixth slide (Demographic Changes). No changes are recommended for this slide. <u>However, either just before or immediately following it is where there should be a slide dealing with technology.</u>
- Eighth slide (Social Media and Technology). Social media and technology should be treated separately. Fusing them together this way obscures the fact that technology is the parent technology for social media, and that surging technologies include such questions as synthetic biology, advanced AI, climate change, etc. Suggestion: make a separate category out of social media. Identify climate change as one of many challenges arising from technology (list these illustratively).

Finally, remember, that we need the class to work together to combine your two slide shows into one presentation (sequentially numbered from start to finish so that panel members can easily refer to particular slides). And, we recommend that you dress up a bit for the presentation on April 29 (we promise to do the same). We think you should plan on taking about 50 minutes for the entire presentation. That will give us nearly an hour for questions and answers from the panel.

(No subject)   ↰ ⚙ ▾

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April 16, 2021 at 7:45pm
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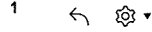
Dear Students:

Just thought you might like to see the op-ed in today's New York Times that mentions Leon Fuerth. I'm
attaching the article he wrote that it is based on and is linked in the paper today.

https://www.nytimes.com/2021/04/15/opinion/global-trends-intelligence-report.html (https://www.nytimes.com
/2021/04/15/opinion/global-trends-intelligence-report.html)

Dr. Ronis

📎 Prism_31-46_Fuerth.pdf (https://osu.instructure.com/files/31783626/download?download_frd=1&
verifier=0qZOtXswX9Iu063rck0r59wfhqZPkb1wqdO6GRPx)

Final Presentation

April 24, 2021 at 5:27pm

Dear Students:

It might be useful for us to see your final PowerPoint slides a little early, when they are ready. You could upload them on Wednesday, April 28th by noon, in Carmen Week 15, where we have created a place for you to post your slides. This way, in case we want to make a few comments we can email them to you by 6pm that day.

Looking forward to seeing you all on Thursday 29 April from 4:00-5:45 for your final presentation!

Leon Fuerth and Sheila Ronis

The Ohio State University

John Glenn College of Public Affairs

Public Affairs 5193

Foresight and American Democracy

Week 15

Leon S. Fuerth and Sheila R. Ronis

April 29, 2021

Foresight and American Democracy

Final Presentation, PA 5193

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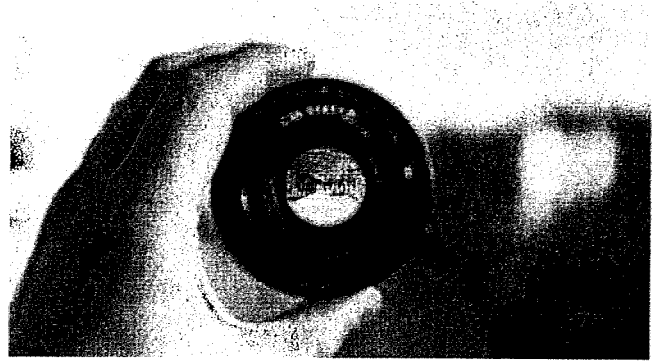
The American Political Commons

Carynne Jarrell, George Mwangi, Mitch
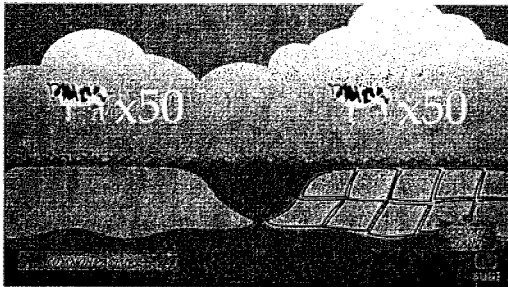Radakovich, Emma Wenckowski, Ethan Wolf

2

Caveats

- Limitations of our viewpoints
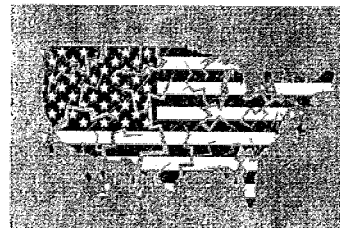- Excited for the discussion after

3

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The American Political Commons

- **Tragedy of the Commons**
  a parcel of land used by all, cared for by none and subsequently exploited by all

- **Political Commons**
  the view that political values are a source of collective value that if not taken care of, like farmland, can become damaged beyond repair

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Introduction

- Review 5 of the United States' Values as Political Commons
  ○ Individualism
  ○ Spirituality/Conscience
  ○ Diversity
  ○ Equality Before the Law
  ○ American Exceptionalism
- How we're evaluating these values
- Examining the future only through these values

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Individualism

- Definition
  ○ Belief that every person is unique and self reliant
- Use/Abuse
  ○ Allows for people to do what they want
  ○ Freedoms as written in constitution ensure this
  ○ Should people be able to say, do anything they want?
  ○ What if this hurts somebody else?
  ○ If there will be a limit to individualism, who regulates it?
- Future Impact of Individualism
  ○ In theory, Americans have ability to do what they want
  ○ Is this always true? Is the freedom of individualism uniform for all people?
  ○ Will America be able to decide on a limit?
- Salvageability
  ○ Need national conversation and understanding. Difficult...

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Spirituality

- **Definition**
  - Religion & Freedom of Conscience
  - Religious and nonreligious morality
- **Use & Abuse**
  - Separation of Church and State?
  - Represented through 1st Amendment
  - Christianity is religion of the majority of people in Congress
  - A value we project to rest of world
- **Future & Salvageability**
  - Community or Tribalism
  - More religious tolerance in next 10 years?

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Diversity

- **Definition**
  - Diversity in America can mean many different things, but for this context, we are focusing on diversity in identity (where you come from, what you look like etc..)
- **Use/Abuse**
  - America is a nation of immigrants founded upon the belief that all men/women are born with certain inalienable rights
  - Throughout history, the United States has continuously fell short on that promise
    - Slavery
    - Jim Crow
    - Red-lining and other policies that continue to promote institutions that promote inequality
- **Future Impact of Diversity**
  - By 2045, America will be majority non-white
  - Demographics and voting
- **Salvageability**
  - After the January 6th insurrection, we have lots of questions about how diversity will play in the future.
  - Will people aspire towards embracing diversity, or shun it as has been done in the past

FIGURE 1

Racial profile of U.S. population, 2045

3.8% 0.9%

🟫 White* 🟩 Hispanic ⬛ Black* 🟦 Asian* ⬛ Multiracial* 🟫 Other*
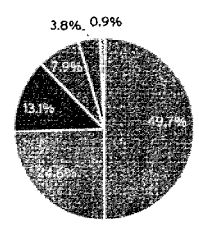
* Non-Hispanic members of race

B Metropolitan Policy Program
AT BROOKINGS

8

Equality Before the Law

- Definition
  - The principle that each independent being must be treated equally by the law and that all are subject to the same laws of justice
- Use
  - Bolster up progressive movements
- Abuse
  - To hold up current systems of oppression
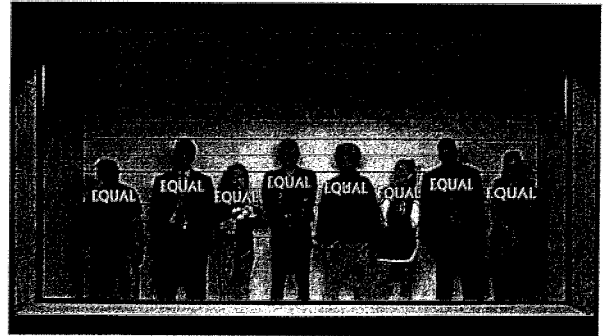
9

The Future of Equality Before the Law

- Where are we going
  - A segmented system of justice and enforcement
- Is it salvageable?
  - People agree on the goals of law
  - Bringing power back to the people
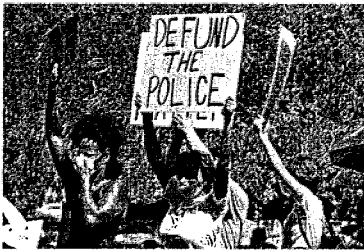
"Our criminal justice system treats you better if you are rich and guilty than if you are poor and innocent"

-Bryan Stevenson, Equal Justice Initiative #TedTalk

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American Exceptionalism

- Definition
  - The belief that America is the best country in the world
- Use / Abuse
  - Republicans use it to "conserve" American exceptionalism
  - Democrats use it as a rallying call for change in the US
  - Minorities are more likely to believe that the US needs improvements since they historically had a harder time achieving the so-called American dream

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The Future of American Exceptionalism

- This chart shows how people feel about the US as of 2020
- Current events have caused people's emotions to get high
- Both sides are becoming more extreme in their viewpoints

How average people view the US as of 2020

12

12
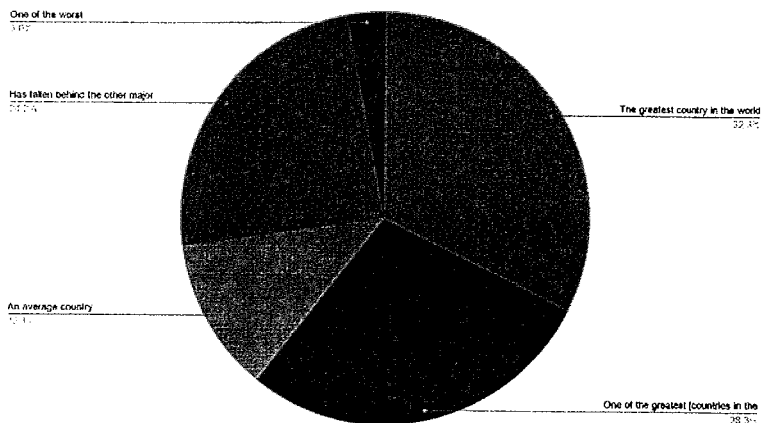
Part 1 Summary

- Individualism
- Spirituality/Conscience
- Diversity
- Equality Before the Law
- American Exceptionalism

Unless we take stock of our values and clearly define what they mean, they are doomed to be open to interpretation and become useless through exploitation

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Government and Governance: Challenges for the Next Decade

Ahmed Wiqar, Alex Kaiser, Ella Meyer, Lydia Cleaver-Bartholomew, Nicholas Klein, and Zach Tillman

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Government vs. Governance

Government

- The institutions of government controlled by laws and policies
- Network, linear behavior
- As vulnerable as its weakest critical point

Governance

- Values and norms, subjects of the government
- System, nonlinear behavior
- Can fail at multiple points

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Potential Areas of Challenge

- Loss of trust in the government
- Loss of trust in expertise and shared facts
- Declining political participation
- Increasing polarization
- The urban/rural divide
- Money and the political process
- Demographic changes and immigration
- Rise of white nationalism and authoritarianism

- Advanced technology
- Climate change
- Changing international power dynamics and foreign relations
- Cybersecurity
- Cryptocurrency
- Social media
- Regulation versus deregulation

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Loss of trust in institutions
- The government
- The media
- Expertise and facts

Government
- Legitimacy
- Ability to handle future crises and changes
- Regulation of information sources
- Staffing and funding

Governance
- Faith in democracy
- Separation of fact from "fact"
- Cooperation across ideological lines

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Increasing Polarization
- Bipartisanship
- Dialogue
- Media

Government
- Making an effort to work across the aisle
- Compromising for the good of the union
- Showing strength and devotion set forth by their oath in times of crisis

Governance
- Working towards peaceful discourse
- Abstaining from slander of other political parties and participants
- Realizing the different approaches and solutions to an issue

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Social Divides

- Urban/Rural
- College/Non-College
- Liberal/Conservative
- Wealthy/Poor
- Networked/Isolated
- Race and Ethnicity

Government

- Avoiding sluggish responses to economic hardship
- Addressing wealth and health inequities
- Navigating polarization and policy short circuits

Governance

- Metro areas and rural communities have never been further apart
- Level of education is an increasingly important indicator for political ideology
- Increased social isolation despite a connected world
- Defeating systemic racism

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Demographic Changes

- Immigration
- Age
- Majority-Minority
- Racism
- White Nationalism

Government

- A growing need for comprehensive national immigration legislation
- Renewal and reaffirmation of Social Security, Medicare is a must
- Effectively combating white nationalism

Governance

- The population is aging, and so is the workforce
- We will soon be a true multiracial majority-minority society

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Technology

- Exponential growth
- Automation
- Advanced AI

Government:

- Effective regulation with technological advancements
- Financial system: cryptocurrency, monetary policy

Governance:

- Equity and accessibility
- Healthcare systems
- Social acceptability of new tech

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Social Media

- Data Privacy
- Individual and governmental impact
- Global problem

Government:

- Should social media be regulated?
- Data privacy
- Interference in political institutions

Governance:

- Increasing polarization
- Convergence of social, economic, and political life
- Increasing class divide

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Irreversible Climate Change
- **Technology**
- **Politicization**
- **Global Impact**

Government:

- Need for quick action in a system designed to move slowly; favor the status quo and incrementalism
  - Green New Deal / investment in green energy
- The massive initial cost of climate change
- Need for stricter regulations

Governance:

- Extreme difficulty of effectively combating climate change through individual action & specific industries
- Politicization and misinformation around the existence of climate change

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Foreign Relations
- **Diplomacy**
- **National Security**
- **Trade**

Government

- Strengthening diplomatic ties with allies and warding off challengers
- Vulnerability of US cyber-structure and election integrity
- Opting for trade liberalization versus protectionism or a balance

Governance

- Democratic versus authoritarian ideals
- Sense of security from foreign attacks of any kind
- Employment and consumer choice possibilities

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Three Possible Futures

- Worst Case Scenario
  - Crumbling of American democracy and civil conflict, common values dissolve, racial and ethnic conflict, irreversible climate damage and resource conflicts
- Middle Road
  - American democracy is salvaged, uneven distribution of technology and climate change, distrust of diversity, polarization and loss of trust halted but not reversed
- Best Case Scenario
  - Democracy is strengthened, technology improves people's lives, embracing diversity, reaffirming common values, robust reaction to climate change

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Thank You!

Questions? Comments?

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All Courses ▼

Sent

☐ May 1, 2021   1
○ Sheila Ronis (ronis.9), Ahmed ...

   Best Wishes
   Dear Students: We want to congratu...   ☆

☐ Apr 29, 2021   1
○ Sheila Ronis (ronis.9), Ethan ...

   SP21 PUBAFRS 5193 - Individu...
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○ Sheila Ronis (ronis.9), Ella Me...

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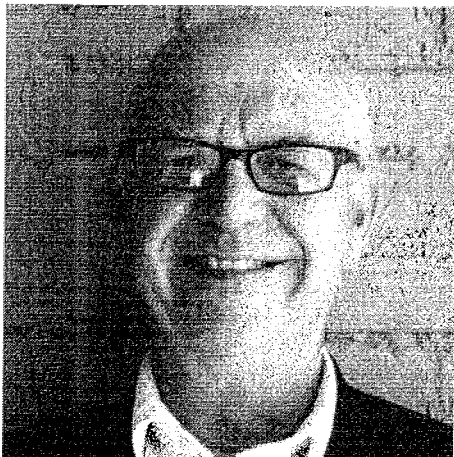   [recording available] ----------------------...

☐ Apr 29, 2021   1
○ Sheila Ronis (ronis.9), Nichola...

Best Wishes   ↩ ⚙ ▼

May 1, 2021 at 12:04pm
↩ ⚙ ▼

Dear Students:

We want to congratulate you on your presentation before the panel of guest experts, on Thursday. A number of the panelists have written to us, expressing praise for the scope and maturity of your effort. That is our opinion as well. We think that you demonstrated a capacity for thinking about American democracy as a complex, adaptive system -- and we hope that you will find this accomplishment to be of durable value as a form of "Education for Citizenship." That phrase, you will remember, is the official motto of The Ohio State University. It is both a promise and a challenge.

With kind regards and all best wishes in your future endeavors.

Leon Fuerth and Sheila Ronis

Panel Biographies

James Burke

James (Jim) Burke is the Foresight and Solutions Navigator at DeepDive Foresight. He acts as the Vice Chair at Ascent Virginia, Inc., a non-profit organization that focuses on facilitating economic development, job creation, and technological innovation in Virginia. Burke has a long history of working on futures and forecasting, technology assessment, innovation, and change management. His initial career was in the Air Force, followed by a long stint at TASC, Inc., a leading provider of enterprise systems engineering, mission-enabling architectures, and value-based solutions for the national security and public safety markets. Burke received an M.S. from Virginia Tech in science and technology studies and an M.P.A. from the University of N. Colorado.

Jerome C. Glenn
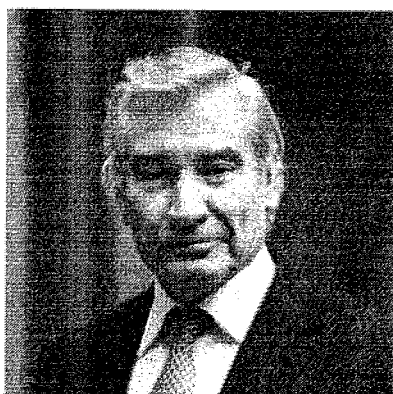
Jerome C. Glenn is the Co-founder (1996) and CEO of the Millennium Project (on global futures research) and lead-author with Elizabeth Florescu and the Millennium Project Team of the **State of the Future 19.1** report, as well as 18 other **State of the Future** reports over the past 20 years. He was the Washington, D.C. representative for the United Nations University (UNU) as executive director of the American Council for the UNU from 1988 until 2007. He has over 40 years of futures research experience working for governments, international organizations, and private industry in science and technology policy, environmental security, economics, education, defense, space, futures research methodology, international telecommunications, and decision support systems. Glenn has a B.A. in philosophy from American University, an M.A. in teaching social science from Antioch Graduate School of Education (now Antioch University New England), and was a doctoral candidate in general futures research at the University of Massachusetts.

John F. Meagher

John F. Meagher is a Certified Industrial Hygienist with over 30 years of experience in occupational and environmental health and currently working to provide strategic and technical support for manufacturing plants within the U.S. Federal government to ensure worker health and regulatory compliance. Mr. Meagher is a current member of the Federal Foresight Community of Interest, a forum based on the discipline and application of foresight. He previously worked with TASC, Inc. in the areas of risk management, industrial base analysis, international management systems, futures analysis, strategic planning, and homeland security. He was a core contributor to the Project on National Security Reform Vision Working Group Report and Scenarios (2010) and was Past-President (2000–2002) for the Washington DC Metropolitan Chapter of the World Future Society. He has been active in a variety of futures studies for many years. Mr. Meagher received his B.S. in chemistry from Kent State University.

Jos C.N. Raadschelders

Jos C.N. Raadschelders is a professor of public administration at the John Glenn College of Public Affairs. He has worked at three universities (University of Leiden in the Netherlands, 1983-1998; University of Oklahoma 1998-2011; and Ohio State since 2011). His Ph.D. is in public administration, his MA in history with minors in public administration and international relations. He has taught at the undergraduate, graduate and doctoral levels, but also since 1987 in various programs tailored for mid-career professionals (legislators, diplomats, career civil servants, police, military, social workers, teachers). At the John Glenn College he serves as associate dean for faculty development and as faculty director of professional development programs. His research interests include history of government, the nature of the study of public administration, comparative government, and civil service systems. In recent years his writing has focused increasingly on what it means to govern in a democracy: what are the rights and duties of citizens, of political officeholders, and of career civil servants? Democracy is the best kind of political system humanity has developed, but we have seen that it can be fragile. And it is fragile because it is difficult to escape those ingrained habits, heuristics and biases all humans have, and difficult because people need to learn how to balance emotional gut-reactions to societal trends with more thoughtful responses. Between 2006 and 2011 he served as the managing editor of *Public Administration Review*, and was elected Fellow in the National Academy of Public Administration (2014). He has a joint appointment as affiliate at the University of Leiden since 2011.

Charlotte Resing

Charlotte Resing is a Policy Analyst focusing on criminal justice for the American Civil Liberties Union (ACLU). Her work there focuses on criminal justice reform, including the overcriminalization of marijuana and drug law reform. Previously, she has worked on political campaigns and as a legal and legislative aid. Resing has a J.D. from the University of the District of Columbia and a B.A. from Tulane University.

Allen Sessoms
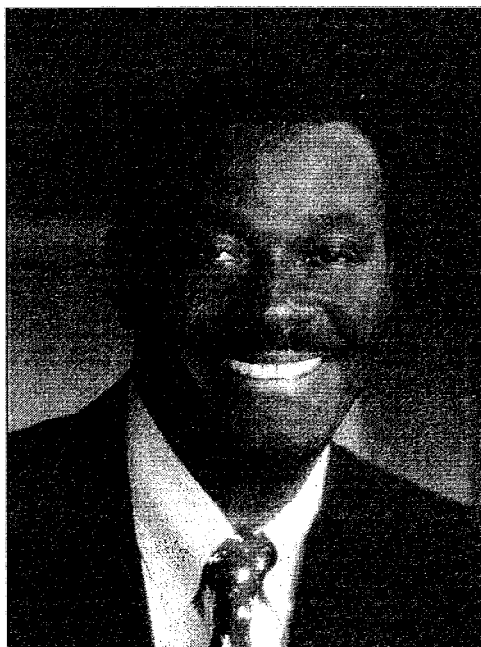
Allen Sessoms is the Managing Partner of Higher Education Innovation Group, LLP. Sessoms is a physicist, a former diplomat, and a seasoned education administrator. Sessoms served as the ninth president of Delaware State University prior to his appointment as president of the University of the District of Columbia in 2008. Sessoms began his career as a scientific associate at the European Organization of Nuclear Research (CERN). He joined the U.S. State Department as a senior technical advisor in the Bureau of Oceans and International Environmental and Scientific Affairs, subsequently serving there as Director of the Office of Nuclear Technology and Safeguards before becoming the Counselor for Scientific and Technological Affairs at the U.S. Embassy in France. Sessoms was then assigned to Mexico, where he served as its Deputy Chief of Mission (Deputy Ambassador). Following his government service, Sessoms became the Executive Vice President and Vice President for Academic Affairs at the University of Massachusetts. He left UMASS to accept an appointment as president of Queens College of the City University of New York. He later spent time at Harvard University as a visiting scholar, then as a fellow of the Belfer Center for Science and International Affairs, and as a lecturer in public policy. He was recently a senior vice president with The Hollins Group, an executive search firm, where he managed the higher education practice. Sessoms received a B.S. in physics from Union College, an M.S. in physics from the University of Washington, and both a Master of Philosophy (M.Phil.) and a Ph.D. from Yale University.