

Actors and Strategies for Change: Toward Global Sustainabilities Spring 2012

Course goals, examination and final project instructions

COURSE GOALS

At the completion of the course the student should:

- 1) have an up-to-date, interdisciplinary understanding of the issues of sustainable development;**
- 2) have reflected on his/her own role in the causes and solutions of issues of sustainable development.**
- 3) give an account of, and be able to evaluate, the strategies, room to maneuver and limitations of different societal actors in striving toward a sustainable society;**
- 4) be able to discuss individual/actors perspectives compared to structural/system perspectives on cultural change;**

SECTIONS / DUE DATES / THEMES / ASSIGNMENTS-TASKS

MEET UP IN UPPSALA. 2012-09-16, 10:15-16:00. One day course intro meet-up in Uppsala. Hamberg lecture hall, [Geocentrum, Villavägen 16, 752 36 Uppsala](http://www.geocentrum.se). We will have lunch between 12.00-13.00, so be sure to bring your own lunch.

SECTION 1. 2012-09-30: Theme: SUSTAINABLE DEVELOPMENT, ACTORS AND STRATEGIES (CG 1).

- **1.1. DUE 09-30 Read** the assigned literature in [World Changing 2011](http://www.worldchanging.com/)¹ (not 2006!) and watch the posted materials for week 1-2:
<http://cemusstudent.se/asc-distance/>
- **1.2. DUE 09-30 Upload** a short personal resume and photo (one page total in .pdf) at the student portal (Photo not mandatory if you feel uncomfortable).
- **1.3. DUE 09-30 Write and upload a small evaluation (2 pages)** of about climate change, resource depletion and natural resource degradation as it relates to you. (E.g., what is going on? How do you feel about it? Is there a problem? Is it your problem?) make sure it relates to the book.
- **1.4. DUE 09-30 Develop at least 3 good questions** related to the subject of the course which interest you and elaborate why. (E.g. I want to learn about strategy for SD in... because of... when....as was the case for...)

¹ <http://www.worldchanging.com/>

- **1.5. DUE 10.07. Make comments** on the reports **or try to answer** at least 2 questions from your peers.
- **1.6. DUE 09-30 Start preparing** (specifically discuss with your group part 1.a of) your final project. Also decide whether you want to work in a group or individually.
- **1.7. DUE 09-30 Develop and upload a list** of 5 possible targets and strategies that interest you/your group. In this list also specify what your group options are (in case you haven't done this during the meet up in Uppsala)

SECTION 2. 2012-10-14: Theme: ACTIONS VERSUS ACTIONS: ENVIRONMENTAL CRIMES AND SOCIAL RESPONSES (CG 1, 2, 3)

- **2.1. DUE 10-14 Read** the literature, assigned case study ([WASTE CRISIS IN ITALY](#)²) and watch the posted materials.
- **2.2. DUE Choose** a level of analysis from the worksheet (actor and strategy analysis form located in the course material folder in the studentportal) and analyze the case study from that perspective. (e.g., try to explain what happen from that perspective)
- **2.3. DUE 10-14 Make a list and conceptual model** ([visual representation](#))³ of the entities, relationships and structures in the waister crisis case study in Italy. If you feel it is an incomplete picture you can elaborate why and make suggestions, you can also look at their sources/resources. Keep in mind the purpose of this model is to communicate your mental representation/analysis to others, so try to make it clear. You could use the online software www.prezi.com or draw it in a paper and take a photo.
- **2.4. DUE 10-14 Give the case study a realistic ending** into 2050. Have at least 8 sources for your hypotheses, 4 of which must be from the literature. **Upload 3-6 written pages + conceptual model (a different model from 2.3).**
- **2.5. DUE 10-14 SECTION 2.1. Due 2012-10-21. Write an evaluation** of your personal role and feelings to that story today and for you in the future (realistically) in 2050. 2-4 pages
- **2.6. DUE 10-14 Take a photo** of your model and **upload it.**
- **2.7. DUE 10-21 Make Comments** on your peers models and analysis.

SECTION 3. 2012-10-28: SURVEY OF THEORIES AND CASE STUDIES: HISTORY, SOCIOLOGY, SOCIAL PSYCHOLOGY, MEDIA AND COMMUNICATIONS, POLITICAL SCIENCE, ETC. (CG 1, 3, 4)

- **3.1. DUE 10-28 Finish reading the book World Changing.**

² <http://www.ceecec.net/case-studies/waste-crisis-in-campania-italy/>

³

- **3.2. DUE 10-28 Answer four short essay questions (which will be focused on theory)**
- **3.3. DUE 10-28 Pass a quiz (based on current trends from the World Changing book). If you fail, complete a make-up assignment.**

SECTION 4. FINAL PROJECT:

1) Take part in an *action*⁴ related to sustainable development (individual or group work) and complete the following task bellow. *Obviously do not engage in any illegal activities and use common sense. Refer to [action research](#) if you have questions about this means. The action (application of measures or tactics towards a strategic goal for sustainable development) itself should involve at least 15 hours of work. I suggest you get started on this as soon as possible. For possible source of ideas (see link in footnote⁵ or look at the World Changing Book)

- **4.1. DUE 11-11. Identify and compare, then upload a short analysis of possible strategic goals (2-4 pages).** Here you should explain why you chose a particular action over another.
- **4.2. DUE 11-18. Fill in a short analysis for every box in the actor and strategy analysis form** (located in the course material folder in the studentportal).
- **4.3. DUE 11-18. Make a list and conceptual model** of the entities, relationships and structures. **Upload it** and make comments on your peers work.
- **4.4. DUE 12-2. Take part in the action.** Document it with audio visual materials.
- **4.5. DUE 12-10. Present** an evaluation of the strategy, tactics and operational constraints you experience in relation to the course goals and course materials. The format is optional, it can be a video essay, a written report, or a scientific paper, etc. If the quality of the report does not prove competence over course goals in relation to the course materials you will be given a more structured assignment.

TECHNICAL DETAILS

- A certain number of pages (see specific tasks) , 12 font, 1.5 spacing
- Relevant references from the course books and course reader. Use APA referencing style, see: <http://www.library.cornell.edu/resrch/citmanage/apa>
- Use pdf-format, and put your name and assignment title on file name:

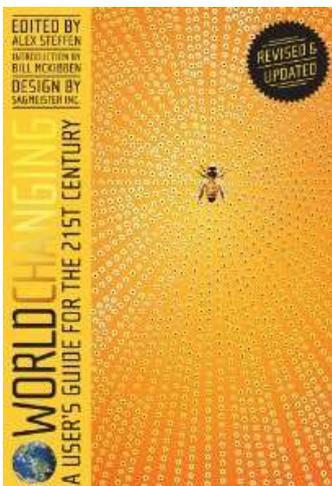
⁴ For example, writing letters to parliament, meeting a political representative, speaking at a city or higher level government function, or a newspaper, trying to buy environmentally conscious products, taking part in a 350.org campaign, etc.

⁵ <http://www.havocscope.com/environmental-crime/>
<http://www.corpwatch.org/article.php?list=type&type=183>

“Section.1.3.a.Peniche.Felix. pdf”

- Note that the course grade is from the scale pass (G) or fail (U). You cannot attain any higher grade than pass (which translates to C in the international system). Records will show that this is the highest grade possible.
- To pass the course you need to fulfill the course goals above. To do this you need to get the grade pass (from the scale pass (G) or fail (U)) on at least 75 % of the course activities and tasks.
- The due date means that the assignments and task should be completed by that date. In case you know you will not be able to complete something in time, send Felix an email. In case you forget to do submit it in time a make-up assignment will be given.
- **We will use the CEMUS course portal to make announcements and post information in case of changes: <http://cemusstudent.se/asc-distance/> and you will submit your assignments into the course portal <https://studentportalen.uu.se>**

THE LITERATURE

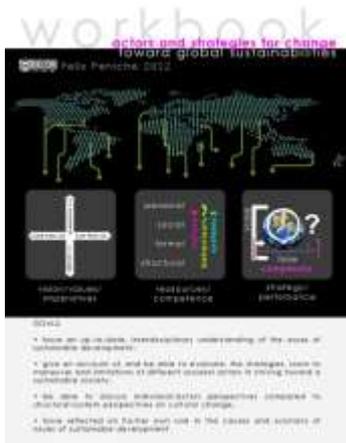


World Changing (Cost: 15 USD)

Five years after the initial publication of *Worldchanging*, the landscape of environmentalism and sustainability has changed dramatically. The average reader is now well-versed--even inundated--with green lifestyle advice. In 2011, green is the starting point, not the destination. This second edition of the bestselling book is extensively revised to include the latest trends, technologies, and solutions in sustainable living. More than 160 new entries include up-to-the-minute information on the locavore movement, carbon-neutral homes, novel transportation solutions, the growing trend of ecotourism, the concept of food justice, and much more. Additional new sections focus on the role of cities as the catalyst for change in our society. With 50 percent new content, this overhauled edition incorporates the most recent studies and projects being implemented worldwide. The result is a guided tour through the most exciting new tools, models, and ideas for building a better future.

Praise for Worldchanging, Revised and Updated Edition:

"If you haven't yet had an opportunity to take a look at this ambitious and impressively comprehensive how-to guide on sustainable living, now is an excellent time . . . it doesn't matter what catches your eye in *Worldchanging*--whether it's finding an online magazine that will give you ideas on how to re-use your old doorknobs, or joining an alliance of 'bridge bloggers'-you can find the resources to get you started, and the inspiration to make your Earth Day resolutions bigger, better, and greener." -NewsWatch, NationalGeographic.com



Includes exercises, learning tools, and a broad view of different theoretical approaches applied to explain strategy and change management.

The survey includes theories and writings for the following topics:

- 1) PHILOSOPHY OF CHANGE
- 2) CLIMATE CHANGE
- 3) CHANGE MANAGEMENT
- 4) COMMUNICATIONS
- 5) CRITICAL THINKING
- 6) FRAMEWORKS FOR ANALYSIS
- 7) POLITICS AND PSYCHOLOGY
- 8) STRATEGY

Cost: FREE

Best Wishes!

Felix Peniche

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and

Daniel Mossberg

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Appendix

Questions????

1. I am in a country which blocks access to all the wonderful environmentally minded videos which Daniel and Aines posted during the first 2 weeks. What should I do? **I would try to rent the materials.**
2. I did not attend the mandatory class in 16, can you put me in a group? **No sorry, you were supposed to organize yourselves that day and talk about possible ideas for the project. However allot of people will do it alone and there is a facebook group which you can make a call for <https://www.facebook.com/groups/AASHT2012/>**
3. I got the book now what? **Read all of it asap and no later than Oct 30.**

4. For the make-up assignment, what do you mean action-cases studies? I meant case studies viewed as actions
 - actions being, reorganization of people, things, or ideas, or other
 - case studies, historical accounts of how people reorganized things

5. What do you mean by strategy? There are 10+ schools on what strategy is and is not and this course is not supposed to be about strategy directly. Instead to help you evaluate the actions/strategies of people working for sustainable development. I will propose one way to define strategy below, but feel free to criticize it until your fingers hurt.

But basically a strategy basically involves a clear goal and a sequence well thought out actions (tactics) to get you there. A tactic in this case is not just an action, but an action-effect-action-effect-action. Try to think of it in terms of sports. Winning is not a strategy, having a list of plans based on possible outcomes is, e.g. if x fails then y, if y fails then z, if z fail then c, etc. If you like math more than sports, then:

Strategy = (Operational objective (Tactic 1 (task + task + task) + (Tactic 2 (task + task + task) + Operational objective 2 (Tactic 3 (task + task + task)) → GOAL

6. What do you mean by action-case study for the make up assignment? For the make-up I meant case studies viewed as actions, specifically: **case studies** being for example cradle to cradle design or GMO from the book, and **actions** being, reorganization of people, things or ideas
7. Regarding task 1.7: it says 5 possible targets and strategies and specify your options Does targets mean problems (e.g. too much food waste) so we are supposed to present 5 possible problems that we could think of working on for our action project? **YES!** but let me clarify, a target or list of targets make up your goal. They imply that there is a problem state or imperative to reorganize something. There will be multiple strategies or planned sequence of steps to reorganize things in order to achieve a goal.
8. Does strategies mean approaches – how could we think of approaching the problems (e.g. higher taxes on organic wastes)? There could be a plethora of tactics which together compose a strategy. Some focused on consumption, others in production, or social norms, other in international agreements. And any combination of which could target different steps in the development of public policy or waist. This why a conceptual map can be useful and also something that actors and strategy analysis is supposed to help with.
9. Is one strategy per problem sufficient? A strategy basically involves a clear goal and a sequence of actions to get you there. Obviously this is a limited assessment, so yes one tactic or action per strategy is enough.

10. Does options mean which of the approaches could we could think of realizing and evaluating for the final project? **Yes, what is the most feasible and productive strategy for your final project.**

11. Regarding main task 4: Are all sub-tasks related to our 'action project'? **Yes**

12. Regarding task 4.1 Do I understand it correctly that we choose one problem and one strategy on how to approach the problem and then identify and compare (evaluate) possible different measures of success for the chosen strategy (e.g. the strategy is a success or my end point that I am working

towards is that all my colleagues bike to work 3x a week, another success could be that I am taking the bus to work every day instead of the car and then I am comparing these end points)? **I would say that having your colleges take a bike is more of a tactic in a larger strategy to save the planet from GHG. You could think about it as you strategy consist of an end. And your measures or tactics involve how. A good strategy involves for example understanding the weaknesses of your measures and preparing for them. However you can also argue that it is a reflective cycle, you need to try things before you know what kind of end is possible. So in all keep in mind that there is no right way or correct definition of strategy. There in fact about ten radically different schools of thought on it. The point is to develop your critical understanding of this process hands on and in relation to the course goals, then share with the rest of the class what you learned.**

13. Regarding 4.3 The task relates to our 'action project' (we are supposed to do it for our action project)? **Yes everything in section 4 relates to your FINAL PROJECT**
14. Regarding 4.5 Does the task relate to our 'action project' or is it a general evaluation of what I've learned during the course? **Yes everything in section 4 relates to your FINAL PROJECT / the course materials, in order to show how you completed the course goals. So you can for example problematize your action with insights from the case study in Italy or the book.**