

Actors & Strategies for Change - Towards Global Sustainable

Workshop Assignment Instructions

1. FEB 28 WORKSHOP: ACTORS AND STRATEGIES FOR CHANGE

AIM: The goal of this workshop is to evaluate the first course goal in relation to the literature and lectures so far. In addition, this workshop will provide some tools to help you structure your final project.


METHOD: The approach is similar to that used by scientist-engineers, when they reduce a problem/solution to its core (irreducible quality), then break down a complex process into its smaller parts from which they systematically analyze each element. In our case, the method involves a one-page framework where you will fill in your understanding of a particular problem. We will use this framework with the Jigsaw pedagogic approach (<http://serc.carleton.edu/sp/library/jigsaws/index.html>). The Jigsaw is a pedagogic method that aims to make the best of subjective differences in the classroom, i.e. to provide a structure where different views can add value instead of conflict (breakdown in communications).

EVALUATION CRITERION: You will be evaluated in terms of your capacity to understand the course material to the point where you can leverage it to make logical arguments or make explicit how your logic is failing. Furthermore, you will be evaluated on your capacity to critically engage the class material at a constructive level.

FORMAT: A) There will be a take-home assignment due before the workshop. B) Participation during the workshop and C) a take-home assignment after the workshop. In case you miss something you will be given a makeup assignment which will be much more substantial in terms of effort.

INSTRUCTIONS:

A) Pre-workshop assignment (due Sunday 24th @ 12.00)

1. Pick one case (problem/solution) from the 5 you submitted, or from a lecturer (e.g. Walk out Walk on project in Brazil, Writing for Change, Burma Project, Maj-Brit/research, etc.) or from the book *World Changing*.
2. Read "Pain in the Ass" (Chapter 5 & 6) to look at the given case, and critically examine and connect to lectures if possible.
3. Fill in the worksheet ( **ACTOR AND STRATEGY ANALYSIS FORM..pdf**), according to the instructions below, press the submit button (you need to be connected to the internet) and bring a printed copy to class (**make sure after you fill it in that you bring it to class and also press the submit button in the bottom right of the form; if you submit it before lunch time on Monday, we can print a copy of your worksheet for you**). It might be good or necessary to find other examples of people working in the same way for the same problem.



Worksheet instructions:

Fill in the worksheet based on your understanding of the problem/action you choose, i.e. translate that problem/solution into the worksheet (this is similar to developing a “UML Use Case or Representative Industry Analogy” (http://en.wikipedia.org/wiki/Use_case) which is part of the process that software and product developers go through when strategizing and trying to explain their product to investors). To get more explanation of how to fill in the blanks, click on the speech bubbles next to the boxes. Think of the final section of the worksheet (I, J) as a map of progress; which level and in what way did does the action(s) begin and how did that action evolve?

The idea with this worksheet is to help you account for more than one way to frame that problem/action, i.e. to force you see a problem in a counter-intuitive and systematic way. This will help you make explicit different parts of a problem and help you see the problem in a more holistic way. This is important as most people choose to frame their problem in particular and idiosyncratic ways (e.g. pollution is an economic problem, pollution is a psychological problem, pollution is a cultural problem, pollution is a technological problem, pollution is not a problem but a fact of life, etc.). As such, the way of defining the problem already begs the question of how to solve it (i.e. logic is the evolution of a particular paradigm (epistemic position)). The goal here therefore is to help make clear to others and yourself, how will your problem/solution work? Where might there be a problem? What are you missing?

B) Workshop assignment

During the workshop we will, as a class and in small groups, discuss the worksheet and what happens when we contextualize, problematize and change the context of this strategic “use case”. After the workshop, all of your peers’ answers will be available to you.

C) Post-Workshop Assignment (due march 4th @ 12.00)

You will be asked to identify at least two fallacies or problems with the assignment.

Contact Felix or Sanna with questions! Good luck! /CCs

Sanna Barrineau: sanna.barrineau@csduppsala.uu.se

Felix Peniche: felix.peniche@csduppsala.uu.se