

Global Challenges & Sustainable Futures 2018

BACK TO THE FUTURES WE WANT

“Creating a shared vision of a sustainable and desirable future is the most critical task facing humanity today. This vision must be of a world that we all want, a world that provides permanent prosperity within the Earth’s biophysical constraints in a fair and equitable way to all of humanity, to other species, and to future generations.”

Robert Costanza and Ida Kubiszewski

Four Stages of the Project

- 1) Seeds for Sustainable Futures **Deadline: 21st October**
 - a) Describe your choice of region and why you chose it (your personal relationship to the place)
 - b) Research region
 - c) Identify 3 Seeds for Sustainable Futures in the region today
 - 2) Envision 4 Sustainable Futures **Deadline: 11th November**
 - a) Envisioning exercise of four different futures (in class: Workshop 2, Oct 23)
 - b) Describe these sustainable visions
 - c) Peer review- Give & Receive feedback on Parts 1 & 2 (Workshop 3, Nov 13)
 - 3) Backcasting Your Critical Future Vision **Deadline: 2nd December**

**Graded Assignment*

 - a) Critical reflection on one vision.
 - b) Redevelop this vision.
 - c) Backcasting: How do we get there? (Workshop 3, Nov 13)
 - d) Peer review of Part 3
 - 4) Presentations of final project **Workshop 4: 11th December**
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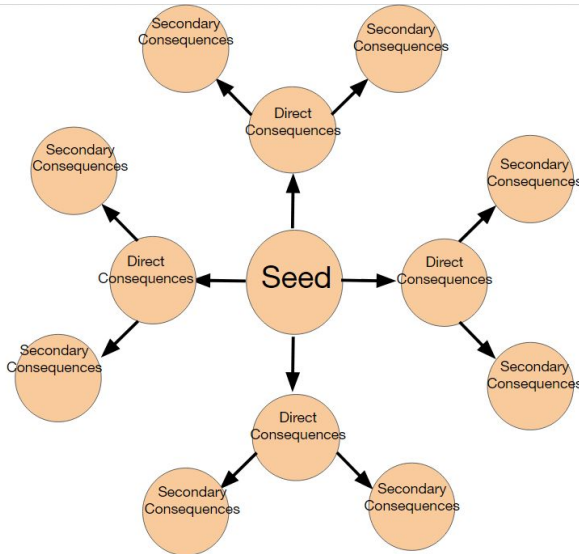
-Welcome to Part II: Envisioning 4 (Sustainable?) Futures-

What could a sustainable future look like, according to you? What happens when the ‘seeds for sustainable futures’ that you identified in Part I became the mainstream in the future? In Part II, we ask you to identify possible impacts of your seeds becoming mainstream, envision four future scenarios, and discuss how each of these scenarios could be understood as sustainable. Depending on what we do today, there is a different tomorrow. What is the future you want?

Based upon Workshop 2 (October 23) and your *Part I: Seeds for Sustainable Futures*, submit to Studentportalen by **23.59 11th November**.

Instructions:

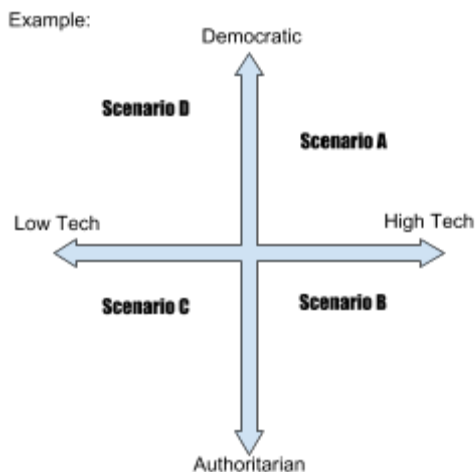
1) Future Wheel: What might happen when the ‘seeds’ become mainstream?



Constructing Futures Wheels is a method to identify direct, secondary, and further impacts of emerging changes or future possible decisions - in this case, seeds. Here we want you to explore what might happen when the ‘seeds’ you identified became mainstream in the future of your region. We encourage you to also think about the impacts to regions outside of your chosen region. You don’t have to cover all the different spheres, but consider environmental, social, and economic dimensions as well as the 5 lenses for inspiration.

Draw and submit **an illustration of a future wheel for each of the three seeds** that you identified, and give **a short description** of the direct and secondary impacts that you identified (Approx. 200 words each). If you hand draw the illustration, take a photo or scan and include it in the same document.

2) Scenarios: Envision 4 future visions, with the given set of axis. How could each of these scenarios be understood as sustainable?



Develop four different future scenarios of year 2040 of your chosen region (from assignment *Part I: Seeds for Sustainable Futures*). Base these different futures on the quadrants of your given set of axis (each Student-led Session group will be given a different set of axis to work with in class; see list below). Using insights from question 1), imagine that your seeds have grown mature in different ways across all four different scenarios. We encourage you to look into different materials that discuss trends of your axis in the world and in your region.

Envision what your region might look like in 2040, and explore in each of these four different scenarios:

- How have the seeds from today in your region grown or changed in 2040?
- How is the state of the environment and our relationship to it look?
- How is society structured?
- What does everyday life look like - what tools might they be using, what could their day at work/studying look like?
- It is ten years after the end of Agenda 2030 (The Sustainable Development Goals). How could the region be understood as “sustainable” in your four scenarios, and in what ways? (Look at Hopwood (2005) in Course Reader for different understandings of sustainable development)

You can choose the format of how you write and describe each of the four futures: it can be a prose narrative like from a novel, journalist writing from the (future) newspaper, (mock) interviews with different (future) inhabitants, etc. Get creative! Keep in mind that you will read each other’s visions in your SLS group in connection with Workshop 3 (Nov 13). (2-3 pages - feel free to format it how you like). Don’t forget to Include the axis that you used.

See Costanza (1999) in the Course Reader for an example. For some parameters, you can find more ideas and information in the readings of the related lecture.

SLS Groups	Set of Axis
1: Film Discussion: Sustainability and Economy	<ul style="list-style-type: none"> • High economic growth - Low economic growth • High biodiversity loss - Low biodiversity loss
2: Climate Change and the Future of Energy	<ul style="list-style-type: none"> • High consumption - Low consumption • Democratic (Participatory) - Authoritarian (Elitist)
3: Eating the Planet: The Structures of Foods	<ul style="list-style-type: none"> • Globalization - Regionalization • High tech - Low tech
4: Health Quiz	<ul style="list-style-type: none"> • Globalization - Regionalization • Socio-economic equality - inequality
5: Power, Inequality and Justice	<ul style="list-style-type: none"> • Socio-economic equality - inequality • High migration - Low migration
6: War, Conflict, Peacebuilding and Sustainable Development	<ul style="list-style-type: none"> • High migration - Low migration • Land use change high - low
8: Participation and Corruption in the Democratic Regime	<ul style="list-style-type: none"> • Democratic (Participatory) - Authoritarian (Elitist) • Culturally diverse - Culturally homogenous
9: Technology: The “Solution” to all our global challenges?	<ul style="list-style-type: none"> • High tech - Low tech • Democratic (Participatory) - Authoritarian (Elitist)
10: Biodiversity and the Degradation of the Natural World	<ul style="list-style-type: none"> • Land use change high - low • High consumption - Low consumption



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Submission Requirements

Submit on Studentportalen by **23.59 11th November**. Include at least 2 references using the [Harvard Anglia Reference System](#). **We encourage you to also use visuals**, but include the source/reference if you are using someone else's work.

You can find helpful resources in the Course Reader. Further instructions about the Peer Review process is on its way!

Welcome BACK to the Future!

Sachiko & Laila