



# COMPARATIVE ANALYSIS ASSIGNMENT

*“The world as we have created it is a process of our thinking.  
It cannot be changed without changing our thinking.”*  
– Albert Einstein

## Assignment Overview

In this final assignment, you are required to assess the actor(s) that you have been following during the actors-in-action-research and make a comparison with an actor of your choice that has been welcomed to the course during Module 2. In that way, you are able to reflect on the strengths and weaknesses exhibited by both actors and discuss the scope for impact that each actor(s) can achieve in their chosen role.

## Task

- Compare your chosen actor in action with one of the actors involved in Module 2
- Compare their underlying theories and strategies. Are they the same? Are they different? How do they differ? Are the actors aware of these theories and strategies?
- Where do the actors have an impact? What could they learn from each other?
- How do they relate to an individual/systemic perspective?
- How do they work with sustainable development?
- Relate your thoughts to the book and the additional literature that you have been reading throughout the course.
- Write a personal note on what you learnt from undertaking this comparison. Have you been inspired to becoming an active change agent? Why or why not? Where do you see challenges?

## Module 2 Actors

- Karl Andreasson
- Robin Rushdi Al-Sálehi
- Joakim Medin
- Louise Brown
- Ida Berg
- Wanjiku Kaime Atterhög
- Vane Aminga & Karolina Eklöv
- Lisa Farnström & Paolo Zuccotti
- Tim Ohlund
- Brian Palmer

## Instructions

### Formal Requirements

- The paper should follow the rules and meet standards of **academic writing**  
Word count: 2000 (+/- 10%)
- Font Size: 12. Spacing: 1.5. Font: Times New Roman. Margins: 25mm
- Write your name on top of every page (in the header)
- The submission must be in WORD or PDF format.
- Name the file in the following way: `firstname.lastname.final` (example: `guy.finkill.final.pdf`)
- Upload file(s) on Studentportalen

## References

### References to course literature and other literature

1. You will have to refer to course literature when writing your article, even if you focus on problems and challenges not mentioned in the course. **Make at least two references to your chosen course book and one reference to the recommended literature provided in the week relating to your chosen actor.** Beyond this you are free to refer to lectures and other literature. Don't forget to include a bibliography.
2. Support your claims with reasons and evidence. Make sure to make it clear to the reader when you express your own ideas and opinions, and reference your sources when you write about other people's opinions or ideas. Be aware to use only credible sources. The [Harvard College Writing Program](#) provides a useful overview on how to evaluate your sources.

## Deadline

**Final Submission: Friday 7<sup>th</sup> of June, 23:59**

## Assessment Criteria

The following grading criteria will be used for assessment (alongside the critical thinking criteria). Note that this paper is graded and will determine your grade for the course. For attaining a higher grade than 3, the criteria should be met to a high degree or a very high degree. For attaining a pass/3 the criteria should be sufficiently met. When assignments are graded U-345, the ability of the student to meet the assignment deadline is part of the assessment.

- **Analysis and discussion:** Coherent argumentation, with relevant arguments that are supported by the literature and/or other relevant sources. Relevant different perspectives and interpretations are analysed and discussed. The student shows capacity of independent analysis and critical reflection on referenced material.
- **Connection to theory and literature:** Sufficient connection to core/central theoretical frameworks. There are relevant references to the literature and/or lectures or other relevant sources. Key perspectives and viewpoints are discussed.
- **Originality and creativity:** Expression of original connections between (and/or development of) different (scientific) perspectives and experiences. The student argues well for his/her opinions and choices.
- **Completeness, clarity and precision:** The language is clear and comprehensible. References and other formal aspects of the text are satisfactory and in accordance with the requirements of the assignment. The course goals that the assignment relates to are met. The student answers the question(s) fully.

### Related course goals:

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