

# Proposal for a Tailor-made Course within the Master's Programme Sustainable Development

## **Degrowth Futures:**

Constructing degrowth scenarios through self-organised learning

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# 1. Course description

This tailor-made course is designed by a group of students to be taken as an elective within the Sustainable Development Master's Programme (SUSD) at Utrecht University (UU). Its main goal is to **explore and construct post-growth futures**, with a particular focus on **degrowth**, through an **innovative pedagogical approach**. We, the students who take the course, arrange the organisation, administration, and content of the course. The course is designed and described below according to three foundational elements: content, process, and audience.

## Content

One of the main content-related goals of this course is to cover research areas and topics related to degrowth in-depth. In order to explore how different aspects of degrowth could impact, practically, the way societies and communities function, we will use scenario building as a core tool to explore alternative futures. Focusing on degrowth in particular we intend to engage with peripheral voices, spoken from non-Western places, spaces of environmental activism and degrowth approaches to social changes to ensure socio-economic and ecological equitability. For a week-by-week overview of the content of the course, please refer to Section 4.

## Process

The most innovative aspect of the course is the approach to the process, which is fully student-led, allowing us to take ownership of our education. The course aims to create a horizontal power structure by, for example, using discussion groups rather than lectures as the main vehicle of knowledge transfer and creation. Moreover, the course places emphasis on putting the covered concepts and topics into practice through excursions, activities, and projects. This practical aspect is as important as the theoretical parts of the course, if not more.

Weeks 1-2 are dedicated to introducing key concepts of the course, as well as establishing a language and communication framework to be used throughout the course. This will be followed by delving into degrowth in Weeks 3-7 (Section 4). Weeks 8-10 are reserved for project presentations and a reflection on the course. Each week, there will be a 'levelling session,' which is a session covering key theoretical topics related to the theme of that week, ensuring all students have a similar foundational understanding of the theme. This will be followed by a 'case study / practical session,' in which we will apply the theoretical concepts from the levelling session in practice through excursions and/or exercises.

As part of the student-led nature of the course, Weeks 1-7 will each be hosted by 2-3 students, who will be in charge of preparing the content of that week. This includes assigning readings and/or other preparation, facilitating the levelling session, and organising the practical session.

The allocation of weeks to students will be decided prior to the start of the course to ensure all students have sufficient time to prepare for their respective weeks. Moreover, in this course, we will experiment with the notion of a 'classroom' by hosting sessions outside of the traditional classroom setting. Our 'classrooms' might include outdoor areas, such as parks, as well as people's homes, where the session may be accompanied by a potluck dinner. This will help to blur the line between 'work' and 'play,' which can contribute to reframing education from something that is seen as a chore, separate from other aspects of life, to something that is inspiring, fun, and integrated into daily life.

Another important aspect of the process of the course is its reflexive nature. Being attentive to the power dynamics emerging within the group and intervening in these is an example of how reflexivity will be woven into the process of the course. This will be supported by reflection sessions throughout the course, contributing to one of the main outputs of a jointly written essay reflecting on the process of organising and implementing the course (see Section 5 for details). The course will include reflection sessions every other week, each of which will include a group reflection followed by an individual reflection/journaling session. These sessions will allow for us to note and address aspects of the course that may not be working as well as they could be, as well as acknowledge and continue implementing the things that are working well. Moreover, in the first week of the course, we will set individual learning and group learning goals (see Section 2), which we will use to guide the reflection sessions. At this point, we will also distribute roles and responsibilities (e.g., taking minutes, coordinating with external parties, booking rooms and events, etc.) among ourselves to ensure a fair and equitable distribution of the workload. The reflection sessions will also be a moment to reflect on each student's contribution to the course and address potential issues with free-riding and/or insufficient contributions. We will first attempt to resolve these problems within the group through open communication; however, if the issues persist, we will take them up with Dr Koen Wessels (the process supervisor) to determine what would be the appropriate steps.

The experience of designing this tailor-made course has been an enriching challenge, yet one which would have benefited greatly from more support and guidance. Since the tailor-made course is more often used as a project-based class, rarely do students come together to design a class of their own inspiration. We hope to develop a template that can be used by students in the future to develop tailor-made courses on similar or other topics. Moreover, while the reflection sessions can be considered an end in themselves, valuable independent of their future use, there could be further benefits from using the reflections of the course process. Given the experimental nature of the tailor-made course undertaken in this 'student-as-teacher' setting, by establishing regular moments to reflect on the process, the final group reflective essay - formed from these

sessions - can be used to create a guide for future students wishing to undertake a tailor-made course in this way.

Regarding the process of course organisation, we have already started developing a structure for the group. One element of this is establishing decision-making processes that achieve consent amongst all students in an efficient manner. Therefore, to avoid situations where decisions cannot be made since not everyone is present, students in meetings are given the trust to make decisions on behalf of the group. Furthermore, the outline and structure of the described course were already developed through a discursive process to identify the students' areas of interest and modes of learning we would like to explore. However, the course intentionally leaves plenty of space for flexibility and freedom, as we expect that much of the course will be shaped along the way due to its process-oriented nature.

While we have thus far addressed the content and process of the course separately, it is important to note that these aspects are, in practice, very much entangled, emphasising the reflexive nature of the course. For example, by taking more direct responsibility for the class creation, the course allows students to practise the implementation of a distributive ownership structure. The core themes of the course, relating to alternative societal futures, must engage with cross-cutting power dynamics, such as establishing ownership structures in which power isn't concentrated with select individuals, but, rather, equitably distributed across the group. These power dynamics also relate to gender, age, and sources of authority based on perceptions of who has knowledge. Through these, we use the course as an experiment for putting degrowth into practice.

### Participants

The audience of the course is in most cases the same group of students that chooses the elective, with several exceptions relating to the final products as well as some of the sessions. First, several sessions will have experts within the fields invited to take part in the discussions. Ideally, these would then be opened to the public, allowing other people to learn from the ideas being discussed in the course. Furthermore, the final outcomes of the course will also be presented publicly to engage a wider audience in degrowth discourses. This relates to the reflection essay being used as a guidance tool for future students wishing to undertake a tailor-made course in similar ways to this. Similarly, the scenario-building assignment will be presented to engage and communicate the themes of the course to a wider, non-academic audience. This outcome will have a form that makes distribution also outside of a live event possible, in order to communicate our ideas to as large and diverse an audience as possible.

## 2. Intended learning outcomes

Throughout taking this course, the students will continuously reflect on the following key learning questions:

1. What does a degrowth future look like?
2. How can we achieve such a future?
3. How can we learn about degrowth and how to achieve it?  
→ How can we do so through self-organised education?

While in most courses, the learning outcomes and course aims are formulated as end products (i.e., 'after the completion of the course, the student is able to...'), the present course seeks to offer an alternative to shifting away from such a product-oriented approach to one that is more process-focused. Therefore, the learning outcomes for this course are mainly focused on developing process-oriented skills related to constructing and taking the course. In this way, we implement 'learning-by-doing' rather than striving for an end product or deliverable.

Throughout the process of taking this course, the students will continuously practice and collectively become adept in the following skills:

- **1. (Self-)organising** by attuning to personal and group strengths and weaknesses and applying them to role distribution, building a community of practice, and creating a group structure that is transparent, collaborative, democratic, regenerative, and horizontal;
- **2. Hosting and effectively communicating with diverse groups** by establishing a vocabulary that enables and facilitates open dialogue and developing communication tools to bridge knowledge and disciplinary boundaries;
- **3. Imagining, visioning, and constructing degrowth futures** by gaining deeper insight into key degrowth themes, constructing scenarios based on these themes, and implementing these themes in practice;
- **4. Critically exploring forms of knowledge creation and distribution** by evaluating what 'knowledge' is, making use of both academic and non-academic sources of knowledge, and crafting new knowledge through (non-)academic and (non-)material products.

The above are four broad learning outcomes of the course. Along with these, in the first week of the course, we will take an inventory of skills and concepts we would like to learn individually

and as a group throughout the course. We will revisit this inventory, evaluating how the various skills are engaged with and developed throughout the reflection sessions and in the final reflective essay. While students will not work on the precisely same skills, or be fulfilling the same role throughout the course, each student is expected to invest an equal amount of hours engaging with their personalised learning objectives which will contribute to the final product. For example: all students will invest an approximately equal amount of hours for preparing and attending the event. However, distributing the tasks will aim to allocate students in roles which will best compliment the skills they wanted to learn. As such, while everyone will be contributing equal time, the responsibilities for logistical aspects with the location, communicating with attendees, or preparing follow-up interactions - for instance - will be differentiated.

### 3. Relation of learning outcomes to master's programme degree requirements

This tailor-made course intends to take a critical approach to both the concept of sustainability as well as development. Students will be invited to question the material basis for economic growth, the dependency that development pathways have on extractivist economies, and the socio-economic implications of degrowth futures. This will require an interdisciplinary approach, which is one of the key features of the SUSD programme. The group creating this tailor-made course is composed of students from all four programme tracks, ensuring interdisciplinarity and reflecting the structure of the programme.

The course will be a project of collaborative self-organisation, combining knowledge of themes, concepts of sustainable development discourse and their practical application. This reflects the goal of the SUSD programme, which aims to provide the students with theoretical knowledge and strategies for real-life intervention.

The course aims to fill several gaps currently existing within the SUSD programme, such as the content of classes currently on offer. Introduced to the concept of degrowth within the obligatory Perspectives on Sustainable Development (GEO4-2301) course as well as the limits to growth within Systems Thinking, Scenarios, and Indicators (GEO4-2331), students will be provided with the opportunity here to gain a deeper understanding of degrowth discourses. While the courses mentioned above engage with the biophysical material basis for economic growth, they greatly underrepresent the extent to which growth-oriented patterns of development have influenced ideals of social flourishing, as well as practices of social relation.

Second, the pedagogical form of the course is unique in the context of the SUSD programme. Students will be encouraged to embrace alternative forms of knowledge production, distribution, and collaboration which are often constrained by nature of scale and demands for institutional efficiency. This includes encouraging a creative curiosity about what assessment could be and emphasising the value of co-creation. Specifically, rather than basing assessment solely on producing papers and/or exam results, this course explores how to conduct an assessment by celebrating the processes of collaboration and navigating self-organisation.

#### 4. Short description of activities

week		Topic	Persons Responsible	Leveling Session	Reflection Session	Case Study/ Practical Session	Key Questions	Resources
1	Introduction	Common Ground	<b>Julia, Alex</b>	September 5: 9:00-12:00  Map the content path for the course, collect expectations, and identify social infrastructure needed for self-organisation  <b>Dr Wessels &amp; Dr Avelino present</b>	n/a	September 8  Potluck	What is the content pathway for the course? How do we want to pay attention to process elements: regenerativity, transparency, democratic? What channels of communication do we want to establish with one another? What are skills that you would like to nurture throughout the course?	D'Alisa G. Demaria F. & Kallis G. (2015). Degrowth : a vocabulary for a new era. Routledge Taylor & Francis Group. <a href="https://vocabulary.degrowth.org/wp-content/uploads/sites/4/2014/11/Degrowth-vocabulary-Introduction-Degrowth-Kallis-Demaria-Dalisa.pdf">https://vocabulary.degrowth.org/wp-content/uploads/sites/4/2014/11/Degrowth-vocabulary-Introduction-Degrowth-Kallis-Demaria-Dalisa.pdf</a>  Lehtonen, A., Österlind, E., & Viirret, T.L. (2020). Drama in education for sustainability: Becoming connected through embodiment. International Journal of Education & the Arts, 21(19). Retrieved from <a href="http://doi.org/10.26209/ijea21n19">http://doi.org/10.26209/ijea21n19</a>
2		Scenario building/futuring	<b>Anya, Gen</b>	September 12: 9:00-12:00  Workshop scenario building / exemplary scenarios: Background post-growth scenario building	September 12: 13:00-14:00  <b>Dr Wessels present</b>	September 15: 9:00-12:00  Session relating to the personal projects to be undertaken: Look at various scenarios & explore them (scientific and non-scientific examples)	How do we envision alternative futures and what do they mean in practice? What assumptions are made regarding growth in other scenarios? How to relate own projects to a scenario perspective?	Stoddard et al. (2021). Three decades of climate mitigation: why haven't we bent the global emissions curve? Annual review of environment and resources. Vol 46: 653-689. Section 5.3 (pp. 674-676): <a href="https://www.annualreviews.org/doi/10.1146/annurev-environ-012220-011104">https://www.annualreviews.org/doi/10.1146/annurev-environ-012220-011104</a>  Article about the Carbon Ruins exhibit: <a href="https://www.fastcompany.com/90384799/its-2053-and-we-saved-the-planet-how-will-we-look-back-at-the-time-before-we-abandoned-fossil-">https://www.fastcompany.com/90384799/its-2053-and-we-saved-the-planet-how-will-we-look-back-at-the-time-before-we-abandoned-fossil-</a>

								<p><a href="#">fuels</a></p> <p>2050 - An Energetic Odyssey:  <a href="https://scenariojournal.com/article/2050-an-energetic-odyssey/">https://scenariojournal.com/article/2050-an-energetic-odyssey/</a></p> <p>Carbon Brief (2018). Explainer: How 'Shared Socioeconomic Pathways' explore future climate change.  <a href="https://www.carbonbrief.org/explain-r-how-shared-socioeconomic-pathways-explore-future-climate-change/">https://www.carbonbrief.org/explain-r-how-shared-socioeconomic-pathways-explore-future-climate-change/</a></p>
3	Discussing degrowth	Context of degrowth discourse	<b>Sabine, Anya, Gen</b>	<p>September 19: 9:00-12:00</p> <p>Introduction to degrowth concepts and limits to growth</p>	n/a	<p>September 22</p> <p>Practices of growth alternatives: organisation which could be visited, Grounded, MediaMatic, 7 Billion Presidents</p>	<p>What are the key themes and concepts related to degrowth?</p> <p>How has inequality evolved over periods of growth? (What kind of inequality, and what kind of growth?)</p>	<p>Hickel, J. (2020). What does degrowth mean? A few points of clarification. Globalizations, 18(7), 1105–1111.  <a href="https://doi.org/10.1080/14747731.2020.1812222">https://doi.org/10.1080/14747731.2020.1812222</a></p> <p>Hickel, J. and Kallis, G., 2020. Is green growth possible?. New political economy, 25(4), pp.469-486</p> <p>McGreevy, S.R., Rupperecht, C.D.D., Niles, D. et al. Sustainable agrifood systems for a post-growth world. Nat Sustain (2022).  <a href="https://doi.org/10.1038/s41893-022-00933-5">https://doi.org/10.1038/s41893-022-00933-5</a></p>

4		What does a degrowth economy look like?	<b>Jana, Alex, Julia</b>	September 26: 9:00-12:00 Ecological economics societal functioning and biophysical dependency, provisioning systems,	September 26: 13:00-14:00 <b>Dr Wessels present</b>	September 29: 9:00-12:00 Equitable socio-economics for degrowth futures	What assumptions are made about economic growth within climate goals and targets? How can human needs be met within biophysical limits? What do practices of moving beyond growth look like?	Barlow et al. (2022) Degrowth & Strategy. Chapter 18: Money and finance, p. 351-366; <a href="https://mayflybooks.org/wp-content/uploads/2022/07/Degrowth-n-Strategy-2022.pdf">https://mayflybooks.org/wp-content/uploads/2022/07/Degrowth-n-Strategy-2022.pdf</a>  Living well within limits: Interview with Julia Steinberger <a href="https://open.spotify.com/episode/16R3K1aP8mavzwOxCwAH7P">https://open.spotify.com/episode/16R3K1aP8mavzwOxCwAH7P</a>
5		The role of decolonisation in degrowth	<b>Jana, Pia W</b>	October 3: 9:00-12:00 Degrowth critiques of conventional development discourse	n/a	October 6: 9:00-12:00 Pluriversal technologies as a example of alternatives to conventional development	What are the material dependencies manifesting within in development? How do the anti-/decolonial approaches view development (extending to the teaching of development)? How do indigenous perspectives provide alternatives to growth orientation? What can be done in practice to actively choose alternative pathways?	Interview – Walter Mignolo/Part 2: Key Concepts <a href="https://www.e-ir.info/2017/01/21/interview-walter-mignolopart-2-key-concepts/">https://www.e-ir.info/2017/01/21/interview-walter-mignolopart-2-key-concepts/</a>  "Grassroots innovation for the pluriverse: evidence from Zapatismo and autonomous Zapatista education" <a href="https://link.springer.com/content/pdf/10.1007/s11625-022-01172-5.pdf">https://link.springer.com/content/pdf/10.1007/s11625-022-01172-5.pdf</a>
6		Human-nature relationships in a degrowth society	<b>Sabine, Pia H, Merel</b>	October 10: 9:00-12:00 Human-nature relationship within a (de)growth perspective	October 10: 13:00-14:00 <b>Dr Wessels &amp; Dr Avelino present</b>	October 13 Field trip to the Oostvaardersplassen	How can humans coexist with, and leave space for, other species? How to listen to the needs of the (socio-ecological) community? What would rewilding in Europe look like? What leverage does connection to nature have for	Salmón, E. (2000). Kincentric ecology: Indigenous perceptions of the human-nature relationship. <i>Ecological Applications</i> , 10(5), p. 1327-1332. <a href="https://esajournals.onlinelibrary.wiley.com/doi/pdf/10.1890/1051-0761%282000%29010%5B1327%3A%5D%2D0.CO%3B2">https://esajournals.onlinelibrary.wiley.com/doi/pdf/10.1890/1051-0761%282000%29010%5B1327%3A%5D%2D0.CO%3B2</a>

							<p>creating change?</p> <p>Haraway, D. (2007). 1. When species meet: Introductions. In: <i>When species meet</i> (p. 3-5 + p. 35-42).  <a href="https://ebookcentral.proquest.com/lib/uunl/detail.action?docID=328400">https://ebookcentral.proquest.com/lib/uunl/detail.action?docID=328400</a></p> <p>Prior, J., &amp; Brady, E. (2017). Environmental aesthetics and rewilding. <i>Environmental Values</i>, 26, p. 31-51.  <a href="https://www.ingentaconnect.com/content/whp/ev/2017/00000026/0000001/art00004?crawler=true&amp;mimetype=application/pdf">https://www.ingentaconnect.com/content/whp/ev/2017/00000026/0000001/art00004?crawler=true&amp;mimetype=application/pdf</a></p> <p>Walking meditation:  <a href="https://www.youtube.com/watch?v=HRuqe26F8SU">https://www.youtube.com/watch?v=HRuqe26F8SU</a></p> <p>Barkham, P. (2018). Dutch rewilding experiment sparks backlash as thousands of animals starve. <i>The Guardian</i>.</p> <p>Weston, P. (2022). 'We make nature here': Pioneering Dutch project repairs image after outcry over starving animals. <i>The Guardian</i>.</p> <p>How This Depleted Land Was Transformed into Wilderness - Rewilding Britain:  <a href="https://www.youtube.com/watch?v=SvKQVv1LCI">https://www.youtube.com/watch?v=SvKQVv1LCI</a></p>
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7		Ethics and Intentionality of the future	<b>Pia H, Merel, Pia W</b>	October 17: 9:00-12:00 Coordinating Crises	n/a	October 20 Field Trip/case study	How do we navigate crisis situations? How does our perception of the future influence the way we move towards that future?	<p>Whyte, K. (2021). Against Crisis Epistemology. Handbook of Critical Indigenous Studies. Edited by A. Moreton-Robinson, L. Tuhiwai-Smith, C. Andersen, and S. Larkin, 52-64. Routledge. Available at SSRN: <a href="https://ssrn.com/abstract=3891125">https://ssrn.com/abstract=3891125</a></p> <p>Radical ecological democracy: <a href="#">Kothari, A. (2014). Radical ecological democracy: a path forward for India and beyond. Development, 57(1),36-45</a></p> <p>Environmental authoritarianism: <a href="#">Beeson, M. (2010). 'The coming of environmental authoritarianism'.</a></p> <p>Deliberative democracy: <a href="#">Niemeyer, S. (2013). Democracy and climate change: What can deliberative democracy contribute?</a></p>

8	Outputs	Prep time end projects		<p>October 24: 9:00-12:00</p> <p>Bringing together of individual project parts which will contribute to the larger group scenario</p>	<p>October 24: 13:00-14:00</p> <p><b>Dr Wessels present</b></p>	<p>October 27: 9:00-12:00</p> <p>Second scenario building exercise related to personal project</p>	<p>How do the different stories of degrowth encounter each other?</p> <p>What new whole emerges from the part coming together?</p>	
9		Finalising and Presenting Scenario project		<p>Event: October 31 (afternoon)</p> <p><b>Dr Wessels &amp; Dr Avelino present</b></p>		<p>Deadline: November 4 at 23:59</p> <p>Finalising Scenario Project</p>		
10		Reflection on course		<p>November 7: 9:00-13:00</p> <p>Reflection on course and scenario project</p> <p><b>Dr Wessels &amp; Dr Avelino present</b></p>		<p>Deadline reflection essay: November 10 at 23:59</p>	<p>What went well?</p> <p>What would we have done differently?</p> <p>Favourite parts, biggest learnings?</p> <p>Implications of experience for future study years</p>	

## 5. End products

At the end of the course, we intend to deliver the following products:

The process innovation aspect will be covered in the group reflective essay. It will allow verifying whether the individual, as well as group learning outcomes, were achieved (see Section 2). We will write reflections on the course, including descriptions of personal experiences, what participation meant and what has been learnt. The end product will collect these reflections, examining the emerging themes from throughout the course, and synthesising them into a group reflection essay. As well as, reflecting on the facets of the process of designing, organising and taking part in a student-led seminar group. Reflecting on how the form of the course influenced our individual process of gaining knowledge, critical reflection as well as the application of the gained knowledge to create the scenario. Also, it will include the group functioning and the identification of personal strengths and weaknesses and their communication in this group setting.

The content-related deliverable will be a co-created scenario project, based on the scenario-building projects undertaken individually. In the first week, each student will make a statement specifying the intended learning goals of the scenario assignment. The aim is to provide the freedom to undertake deep dives into personal interests and expressive outlets which students wish to explore. This will be an aspect of how the course is flexible to be personalised by students, while also sharing this experience with the group in coordinating how the different scenarios will come together. In Weeks 2 and 3, we will process and discuss our ideas with each other and our supervisors, finalising the statement. From the third week on, we will work on the content and the form of the individual scenario projects. We intend to give ourselves the freedom to experiment with the form, i.e. the scenario can be presented in written form, as well as in a podcast, film, artwork, or an exhibition. This assignment will enable us to verify our knowledge and understanding of the topics covered in the course. Building a coherent scenario requires identifying the key factors of the topic being visioned as well as effectively integrating each individual scenario into a larger, coherent, whole. It is this collaborative, group scenario from each individual project which will be the final delivered end product. The aim of this is to communicate the degrowth futures which we have collectively constructed, accessible to a wider audience within, and outside of, academia.

Ideally, this end product could be shared with fellow students and the interested public through an event such as a symposium. This could be open to a wider audience, from and outside of academia, where we could present the outcomes of the course and share what we have learnt. Constructive cooperation and self-organisation are essential for organising such an event, which

would relate to the process innovation aspect and learning outcomes of the course. It would require us to be able to communicate our findings and engage in a dialogue with a wider audience. However, especially due to uncertainties surrounding Covid measures during winter, the main focus lies on creating something that can be shared in various ways, e.g., through online distribution.

## 6. Mode of assessment

In line with the process- rather than the product-based format of this course (see Section 2), this course overall will be graded as pass/fail (with no partial credit). This moves the emphasis away from aiming to achieve a good grade to be able to truly focus on experimenting with the various themes of the course and stepping outside one's comfort zone. To reconcile the institutional requirements and the desired nature of this course, only one assignment, i.e., the reflective essay will be graded with a mark on a scale from 1 to 10, from unacceptable to excellent, respectively (Appendix 1. Group Reflective Essay Rubric). A mark of 5,5 is considered a minimum passing grade. The remaining assessments will be evaluated based on three categories: excellent, good, and fail (Appendix 2. Scenario Project Rubric & 3. Event Rubric).

The three assignments, a scenario-building project, a reflective essay and a symposium will contribute with different weights to the total P/F grade. The **scenario-building project** will stand for 50%, as it is a key theme of the course and students will devote a significant amount of time throughout the whole course to its preparation. The specific form of the scenario-building project is decided on by the students by the third week of the course. The only requirement is that it needs to be something that can easily be presented in week 9. The main supervisor, Dr Flor Avelino, will provide intermediate evaluation and be responsible for the grading of the final outcome. The former will be in the form of feedback on a one to a two-page long proposal of the final project in which individual projects come together in a coherent manner into one more extensive scenario. In addition, an hour long feedback session would take place in week 6 at which the main supervisor will be present. This will take place on October 10th from 13:00 to 14:00. For more information on the grading, and assessment - see appendix 2. Scenario Project Rubric.

The **reflective essay** will stand for 40% of the final grade. It will reflect the process innovation part of the course and will be developed in parallel to the content-related scenario-building exercise. However, it is considered to require less effort and time. Dr Koen Wessels will supervise and grade this assignment. The final statement will be delivered in Week 10 and will combine reflections from the sessions organised throughout the duration of the course, in which the

supervisor will participate, and a concluding reflection on the entire experience of preparing and participating in the course.

For details on the grading of the reflective essay, see Appendix 1. Group Reflective Essay Rubric.

Contents of the group reflective essay (2000-4000 words):

Prompt: How did we experience the course and what did we learn from it?

### Introduction

Write a short description of the experience(s) that you will discuss and how it will be introduced to the readers. It is also important to specify what aspects of this experience you will be discussing.

### Main \_\_\_\_\_ paragraphs

These paragraphs should present a detailed discussion of the experience(s) mentioned in the introduction. It is important to show (with examples) how the experiences changed you, your behaviour, or generally altered your perception of things or life. Additionally, reflect on how this could be useful to a future career (if applicable).

### Conclusion

Summarise the reflections and look ahead to how this might affect you in the future.

The remaining 10% of the final grade is assigned to the **presentation of the scenario-building project**. This small percentage was allocated to it, as the form of the presentation is left to still be decided on. Depending on the circumstances (coronavirus), it may require less effort and time than other assignments. The main supervisor is responsible for grading this part of the course. In case it takes the form of an event, both supervisors will be invited to participate. A rubric for the assessment of an event is added to the appendix.

It is important to emphasise that, as stated above, the feedback from both supervisors will be given regularly, throughout the course (Week 2, 4, 6, and 8, for Dr Wessels and Week 5 and 6 for Dr Avelino, see Section 7). It will be done so to ensure focus on the process rather than on the final products only.

## 7. Time planning

<i>Study Load</i>	Week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8	week 9	week 10	n.a.	<b>Total (hours)</b>
<b>contact with organised group meeting</b>												
leveling sessions	4	4	4	4	4	4	4					<b>28</b>
in-depth case study		3		3	3							<b>9</b>
field trip/ excursion session	4		4			4	4					<b>16</b>
reflection / evaluation		1		1		1		1		4		<b>8</b>
<b>self-organised/ autonomous meetings</b>												
self-study (course literature/media)	10	10	10	10	10	10	10					<b>70</b>
facilitation preparation											10	<b>10</b>
preparing reflective essay		0,5		0,5		0,5		0,5		5		<b>7</b>
preparing scenario project					5	4	6	11	12			<b>38</b>
preparing event						2	2	10	10			<b>24</b>
<b>Total (hours)</b>	<b>18</b>	<b>18,5</b>	<b>18</b>	<b>18,5</b>	<b>22</b>	<b>25,5</b>	<b>26</b>	<b>22,5</b>	<b>22</b>	<b>9</b>		<b>210</b>

### Important dates and deadlines

- Deadline for deciding on form of scenario project: week 3
- Deadline for scenario project proposal/plan (one pager): October 7, 2022 at 23:59 (will be sent to Flor Avelino by email)
- Tentative date for the event: October 31, 2022 (afternoon)
- Deadline scenario project: November 4, 2022 at 23:59 (will be sent to Flor Avelino by email)
- First draft reflective essay deadline: November 7, 2022, before the start of the final reflection session
- Final reflective essay deadline: November 10, 2022 at 23:59 (will be sent to Koen Wessels by email)

# Appendix

## 1. Group Reflective Essay Rubric

<b>Degrowth Futures</b>					
<b>GROUP REFLECTIVE ESSAY</b>				<b>FINAL MARK:</b>	
Name Student(s): Name Supervisor(s):				Date:	
	<b>Unacceptable (&lt; 4)</b>	<b>Insufficient (4-5.5)</b>	<b>Acceptable (5.5-7)</b>	<b>Good (7-8.5)</b>	<b>Excellent (8.5-10)</b>
<b>Completeness</b>	Does not address the assignment prompt at all.  <input type="checkbox"/>	Does not sufficiently address the assignment prompt.  <input type="checkbox"/>	Partially addresses the assignment prompt. Adheres to required length.  <input type="checkbox"/>	Almost completely answers the assignment prompt. Adheres to required length.  <input type="checkbox"/>	Clearly and completely answers the assignment prompt. Adheres to required length.  <input type="checkbox"/>
<b>Identification and description of process</b>	No description of how the self-organisation of the course worked.  <input type="checkbox"/>	Insufficient description of how the self-organisation of the course worked.  <input type="checkbox"/>	Sufficient description of most aspects of the self-organisation of the course.  <input type="checkbox"/>	Good description of most aspects of the self-organisation of the course worked.  <input type="checkbox"/>	Excellent description of all aspects of the self-organisation of the course worked.  <input type="checkbox"/>
<b>Emotional response and personal thoughts</b>	No expression of thoughts and personal feelings on the course.  <input type="checkbox"/>	Scant expression of thoughts and personal feelings on the course.  <input type="checkbox"/>	Some expression of thoughts and personal feelings on the course.  <input type="checkbox"/>	Good expression of thoughts and personal feelings on the course.  <input type="checkbox"/>	Excellent expression of thoughts and personal feelings on the course.  <input type="checkbox"/>
<b>Discussion of acquired information or skills</b>	No reflection on learned information or skills.  <input type="checkbox"/>	Insufficient reflection on learned information or skills, no reflection on implementation in personal life or career.  <input type="checkbox"/>	Sufficient reflection on learned information or skills. Lacking reflection on implementation in personal life or career.  <input type="checkbox"/>	Critical reflection on learned information or skills. Good reflection on implementation in personal life or career.  <input type="checkbox"/>	Excellent critical reflection on how learned information or skills can be implemented in personal life or career.  <input type="checkbox"/>
<b>Connection to the learning outcomes</b>	No connection to the learning objectives of the course.  <input type="checkbox"/>	Insufficient connection to the learning objectives of the course.  <input type="checkbox"/>	Sufficient connection to some learning  <input type="checkbox"/>	Clear connection to most learning objectives of the course.  <input type="checkbox"/>	Excellent connection to all learning objectives of the course.  <input type="checkbox"/>

			objectives of the course.		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall quality of writing</b>	Many mistakes and typos.	Text is not very well structured and difficult to read.	Generally, text is well structured. Some grammatical mistakes.	Text is well written and easy to read.	Text is very well written and a pleasure to read.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Additional remarks</b>					

## 2. Scenario Project Rubric

<b>Degrowth Futures</b>			
<b>SCENARIO PROJECT</b>			<b>FINAL MARK:</b>
Name Student(s): Name Supervisor(s):			Date:
	<b>Fail</b>	<b>Good</b>	<b>Excellent</b>
<b>Coherence</b>	Individual projects and parts do not form a coherent narrative. Lacking collaboration between students.	Most individual projects and parts are woven together into a coherent narrative. Shows good collaboration between students.	All individual projects and parts are seamlessly woven together into a coherent narrative. Shows excellent collaboration between students.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Identification of relevant factors</b>	There is a significant lack of relevant factors identified or discussed.	Most relevant factors to the scenario(s) are identified and discussed.	Relevant factors to the scenario(s) are identified and discussed comprehensively.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Viability of future imaginations</b>	Future imaginations are unreasonable and are poorly communicated.	Future imaginations are somewhat viable.	Future imaginations are viable and excellently communicated.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Relation to the theme of the course</b>	The content of the scenario project shows insufficient understanding on degrowth topics.	The content of the scenario project shows a good understanding on degrowth topics.	The content of the scenario project shows an excellent understanding on degrowth topics.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Creativity or innovation</b>	The form of the scenario project is not sufficiently imaginative or original.	The form of the scenario project is partly creative or original.	The form of the scenario project is imaginative and original.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall quality</b>	The project is poorly presented or communicated.	The project is clearly presented or communicated.	The project is well presented or communicated and a pleasure to read/watch/see/experience/listen to.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Additional remarks</b>			

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3. Event Rubric

<b>Degrowth Futures</b>			
<b>EVENT</b>			<b>FINAL MARK:</b>
Name Student(s): Name Supervisor(s):			Date:
	<b>Fail</b>	<b>Good</b>	<b>Excellent</b>
<b>Content</b>	Content is not sufficiently organised or relevant.  <input type="checkbox"/>	Content is relevant and adequately organised.  <input type="checkbox"/>	Content is tightly focused and clearly organised.  <input type="checkbox"/>
<b>Delivery</b>	Low volume or energy, and either too slow or fast pace.  <input type="checkbox"/>	Presented with adequate visual aids, volume, and energy. Some distractions may be present.  <input type="checkbox"/>	Presented with good volume, pace and energy. Visual aids were used effectively.  <input type="checkbox"/>
<b>Interactions or discussion</b>	Students do not incite relevant and interesting interactions or discussion through their presenting/screening.  <input type="checkbox"/>	Students sometimes incite relevant and interesting interactions or discussion through their presenting/screening.  <input type="checkbox"/>	Students incite relevant and interesting interactions or discussion through their presenting/screening.  <input type="checkbox"/>
<b>Organisation</b>	Symposium/event/screening is poorly organised.  <input type="checkbox"/>	Symposium/event/screening is adequately organised.  <input type="checkbox"/>	Symposium/event/screening is well organised and pleasant to attend.  <input type="checkbox"/>
<b>Accessibility</b>	Project is not presented in an accessible way or open to a non-academic audience.  <input type="checkbox"/>	Project is mostly presented in an accessible way and open to a non-academic audience.  <input type="checkbox"/>	Project is presented in an accessible way and engages with a non-academic audience.  <input type="checkbox"/>
<b>Additional remarks</b>			

