INIR083NABB – Business opportunities - Narratives

Spring Semester, Academic Year 2024/2025

Course leader:	József Veress
Lecturer(s):	József Veress, Tamás Veress
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Course type:	Elective
Prerequisites:	Submitting the completed Expectations Questionnaire. Pre-session: Consultation on the course timetable, milestones, assignments, deliverables, group work, and the focal issues within the assigned readings, as well as the outcomes of the Expectations Questionnaire.
Credits:	6
Number of hours per semester	Lectures: 1 (90 min) x 13 = 13 Seminars: 1 (90 min) x 13 = 13 Total: 26 hours per semester
Time of lecture:	
Time of seminar:	

Aims and objectives and description of the course:

The course aims to collaborate with unconventional business models in order to facilitate "green digitalization" capable of addressing both challenges: the social impacts of technological advancement and the climate crisis that propels the emergence of the Anthropocene. Through the combined utilization of various analytical methods, the course assists in identifying intricate patterns of innovative business solutions while examining a wide array of real-life cases.

The practical solutions developed by teams, following regenerative approaches, extend beyond the scope of the Sustainable Development Goals (SDGs). Leveraging the widespread adoption of digital technologies, these teams craft regenerative business models employing "Blue Ocean" strategies. These strategies enable them to achieve a competitive edge without causing externalities, while simultaneously effectively addressing the fundamental drivers of climate change associated with the Anthropocene.

The course's objective is to serve as a platform for robust and in-depth dialogues among a smaller group of active participants. This fosters the identification of trends and patterns that reshape the broader context of business activities. Encompassing a longer time horizon also allows for the exploration of synergies and overlaps among diverse approaches employed in other courses. Participants in the course attain a profound comprehension of the origins of digital technologies and their far-reaching transformative effects. They delve into the enduring tendencies that define the emerging Anthropocene.

This understanding is facilitated by examining a panoramic view of the major dynamics of narratives and power during the 20th and 21st centuries. This exploration incorporates multiple perspectives, including those critical of mainstream Economics. Discussions on the shifting relationships among business, politics, academia, the environment, and society empower participants to develop projects that combine digital technologies and social innovations. These projects aim to shape and implement a regenerative praxis.

This goal is achievable through the systematic deployment of analytic skills, utilizing techniques such as backcasting, scenario building, narrative framing, citizen juries, and more. These techniques enable the exploration and co-creation of unconventional business models that simultaneously leverage economic, technological, social, cultural, media, and other elements. These models facilitate the generation and capture of intricate value patterns, harnessing the advantage of newcomers as pioneers in an emerging regenerative economy.

Learning outcomes of the course:

Knowledge	***Skills***	***Attitude***	***Autonomy and responsibility***
The students acquire the knowledge to: • Analyze the role and effects of digitalization in complex phenomena similar to the Fourth Industrial Revolution. • Explain the interplay between digitalization and social distribution. • Recognize the human-induced nature of the environmental and social disruptions that digital technologies trigger. • Explain how digitalization can simultaneously facilitate disempowerment and emancipation. • Explore potential feedback loops among innovative business models, technical/ engineering solutions, and social innovations. • Compare and establish connections between institutional and technological changes. • Conceptualize technology as objectified human relationships. • Identify the sources and mechanisms of digitalization's disruptive capacity. • Conceptualize the Anthropocene and its interplay with dominant patterns of technology enactment. • Identify longer-term interfering tendencies	The students will gain the skills to: • Integrate digitalization as a crosscutting trend within the context of various subjects. • Utilize digital technologies to enhance their ability to collaborate with teammates and community partners. • Employ concepts of embeddedness and enactment as analytical tools. • Develop narratives and implementation mechanisms for complex projects (proposals). • Conceptualize non-trivial business models that facilitate addressing climate change through profitable activities.	The students will develop the attitude of: • Readiness and ability to collaborate with teammates and community partners. • Acceptance and tolerance of diverse views and opinions. • Practice digital inclusion.	The students will develop autonomy and responsibility to: • Participate in or initiate efforts aimed at using digital technology to address global challenges at the local level, such as addressing climate change through agency. • Aspire to enhance quality of life by leveraging the often controversial effects of digitalization-related trends.

and analyze their feedback loops that can serve as frameworks for non-traditional business models.			

Methodology to be used (student activities to achieve skills):

Student activities	*Intended Learning Outcomes*	*Extra-curricular student workload needed (A student hour is equal to 45 minutes according to ECTS)*
Lectures & readings	Lectures and readings are utilized to impart knowledge, specifically to introduce concepts that will be employed during classwork and the tasks that teams need to complete.	30% of the total
Classroom education provides	Classroom education offers assistance for students' individual learning. In this context: -Lecture slides and additional course materials will be accessible on the course's Moodle interface. Students are expected to review and process these materials individually before the class. Additionally, they are required to complete three individual tasks or essays connected to these materials and submit them via Moodle during the semester. -The instructor will provide in-person consultations during class time. -Students' group work and research comprise the third element. A portion of the group work should be presented live to the instructor in front of the class."	30% of the total
Group assignments	Group assignments presented and discussed in the classroom are designed to cultivate skills, specifically the ability to apply acquired knowledge. The teams are tasked with preparing a project as a concluding assignment.	40% of the total

Assessment, grading:

Attendance for both the theoretical class and the subsequent seminar is mandatory, as the seminar builds organically on the information covered in the first class. It is also crucial to effectively collaborate with your teammates during the seminar to implement the knowledge shared in the lecture.

The course implements a **weighted system of assessments:**

TASKS:	**Task Score:**
Essays	30
Backcasting	10
Citizen jury	30
Project work - Business Modell	30
TOTAL SCORE	100

Grades are **earned** by the students based on their class attendance, class participation, their participation during the class debates, and the presentation of a selected task. If the student completed its presentation and its "defence", the subject can only be closed with a grade.
Grades are not negotiable. Any attempt at negotiation may potentially result in official disciplinary action!

Compulsory readings:

- Arthur, W.B. (2011) The second economy. McKinseey Quarterly, October 2011. https://www.mckinseyquarterly.com/Strategy/Growth/The_second_economy_2853
- D'Alisa,G., Demaria, F., & Kallis, G. (reds.) (2016). Degrowth: Vocabulary for a New Era, Rutledge, E-Book
- Granovetter, M. (1985). Economic action and social structure: the problem of embeddedness. The American Journal of Sociology. 91 (3): 487. doi:10.1086/228311
- - Heikkurinen, P., Ruuska, T., Wilén, K., & Ulvila, M. (2019). The Anthropocene Exit: Reconciling Discursive Tensions on the New Geological Epoch. Ecological Economics, 1-33, https://eprints.whiterose.ac.uk/150606/3/The%20Anthropocene%20Exit.pdf
- Korten, D. (2019) A New Economics for a New Civilization. https://davidkorten.org/a-new-economics-for-a-new-civilization-cor/
- Orlikowski, W. J. (1992) The duality of technology: rethinking the concept of technology in organizations. Organization Science, 3(3): 398-427.
- Orlikowski, W. J. (2000). Using technology and constituting structures: a practice lens for studying technology in organizations. Organization Science, 11(4): 404-428
- Raworth, K. (2017) Seven Ways to Transform 21st-Century Economics - and Economists. Economics matters enormously for the future, but its fundamental ideas are centuries out of date. http://evonomics.com/seven-ways-transform-21st-century-economics-economists/
- Scholz, T. (2016) Platform Cooperativism: Challenging the Corporate Sharing Economy. Rosa Luxembourg Stiftung NY Office. http://www.rosalux-nyc.org/wp-content/files_mf/scholz_platformcooperativism_2016.pdf

Recommended readings:

- Ahmed N. (2021) MIT Predicted in 1972 That Society Will Collapse This Century. New Research Shows We're on Schedule. https://www.vice.com/en/article/z3xw3x/new-research-vindicates-1972-mit-prediction-that-society-will-collapse-soon
-Barton, D. (2011) Capitalism for the Long Term. Harvard Business Review, Jan/Feb2011, Vol. 89 Issue 1/2, p. 62-77, http://hbr.org/2011/03/capitalism-for-the-long-term/ar/1
-Benkler, Y. (2011) The Penguin and the Leviathan Can the Internet Bring the Beginning of the End of Selfishness? Crown Business. New York.
-Benkler, Y. (2018) The Role of Technology in Political Economy. Part 1-3
https://lpeblog.org/2018/07/25/the-role-of-technology-in-political-economy-part-1/
https://lpeblog.org/2018/07/26/the-role-of-technology-in-political-economy-part-2/
https://lpeblog.org/2018/07/27/the-role-of-technology-in-political-economy-part-3/
-"Case bank" available in course Moodle

- Chase R. (2012) The Rise of the Collaborative Economy. Available from: http://www.themarknews.com/articles/the-rise-of-the-collaborative-economy/#.UHQn-6cayc3
-Climate Assembly UK (n.d.) The Path to Net Zero. https://www.climateassembly.uk/report/
-Csikszentmihályi, M. (1990) Flow: The Psychology of Optimal Experience. New York: Harper and Row.
-Economy for the Common Good (n.d.) Common Good Matrix 5.0 https://www.ecogood.org/apply-ecg/common-good-matrix/
-Economy of Francesco (n.d.) https://francescoeconomy.org/
-Escobar, A. (2015) Degrowth, postdevelopment, and transitions: a preliminary conversation. http://www.degrowth.org/wp-content/uploads/2015/07/ESCOBARDegrowth-postdevelopment-and-transitions_Escobar-2015.pdf
-EU JRC (2020) The Canvas for Social Economy, a design method for regenerative economies. https://policy-lab.ec.europa.eu/news/canvas-social-economy-design-method-regenerative-economies-2020-03-13_en
-Fath, B.D. – Fiscus D.A. Goerner, S. J. - Berea A.- Ulanowicz R.E. (2019) Measuring regenerative economics: 10 principles and measures undergirding systemic economic health. Global Transitions. Volume 1, 2019, Pages 15-27. https://reader.elsevier.com/reader/sd/pii/S2589791819300040?token=075662C25AC798B04EAD95B198ED8F1097105584F5EA5F5FF83DBCB81AC49520FB140E86F621DDA0096328A80D1971E6&originRegion=eu-west-1&originCreation=20210731195221
-Galbraith, J. (2021). The Death of Neoliberalism Is Greatly Exaggerated. https://foreignpolicy.com/2021/04/06/death-neoliberalism-larry-summers-biden-pandemic/
-Geissdoerfer, M.- Pieroni, M. P. P. - Pigosso, D. C. A., - Soufani, K (2020) Circular business models: A review. Journal of cleaner production, 277, [123741] https://doi.org/10.1016/j.jclepro.2020.1237 https://backend.orbit.dtu.dk/ws/portalfiles/portal/222423121/1_s2.0_S0959652620337860_main.pdf
-Herrington, G. (2021) Update to limits to growth Comparing the World3 model with empirical data. https://advisory.kpmg.us/articles/2021/limits-to-growth.html
-IPCC (2018) Summary for policy makers – Global warming of 1.5 °C. https://www.ipcc.ch/sr15/chapter/spm/
-IPCC 2021 The Physical Science Basis – SUMMARY. https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPCC_AR6_WGI_SPM.pdf
-Iredale, R. (2020) What is a Citizens' Jury? Rachel explains all! https://www.youtube.com/watch?app=desktop&v=H5XyIJB3SAA
-Joly, J. (2021) Four-day week: Which countries have embraced it and how's it going so far? https://www.euronews.com/next/2023/02/23/the-four-day-week-which-countries-have-embraced-it-and-how-s-it-going-so-far
-Köves, A. (2015) Back from the future: defining sustainable employment through backcasting. pp.83-89. http://phd.lib.uni-corvinus.hu/832/1/Koves_Alexandra.pdf
- Mazzucato, M. & Collington, R. (2023) Consultants and the Crisis of Capitalism https://www.project-syndicate.org/commentary/consultants-bring-more-problems-than-benefits-by-mariana-mazzucato-and-rosie-collington-2023-03
-Muradova, L., Walker, H. & Colly, F. (2019) Climate Change Communication and Public Engagement in Interpersonal Deliberative Settings: Evidence from the Irish Citizens' Assembly. https://www.researchgate.net/publication/341131562_Climate_Change_Communication_and_Public_Engagement_in_Interpersonal_Deliberative_Settings_Evidence_from_the_Irish_Citizens'_Assembly
- MIT (n.d.) EN-ROADS Climate Interactive. https://www.climateinteractive.org/en-roads/
-Nonaka, I. (ed.); Toyama, R., & Hirata, T.; in collaboration with Gigelow, S. J., Hirose, A., & Kohlbacher F. (2008) Managing Flow A process theory of the Knowledge-Based Firm, Palgrave Macmillan. London, New York.
-O'Really, T. (2017) What's the Future and Why It's Up to Us? Harper Business.
-Ostrom, E. (2009) Beyond Markets and states: Polycentric Governance of complex economic systems, Nobel Prize lecture, December 8, 2009. http://www.nobelprize.org/nobel_prizes/economics/laureates/2009/ostrom_lecture.pdf
-Page, N. & Czuba, C. E. (1999) 'Empowerment: What is it?' Journal of Extension. [Online] October 1999 Volume 37 Number 5 http://www.joe.org/joe/1999october/comm1.php

-Raworth. K. (2020) A methodological guide from the thriving cities initiative. https://doughnuteconomics.org/Creating-City-Portraits-Methodology.pdf
-Raworth, K. (2021) Creating City Portraits_Methodological Guide_v1_Supplementary Information. https://doughnuteconomics.org/tools-and-stories/14
-Rifkin, J. (2011) The Third Industrial Revolution: How Lateral Power Is Transforming Energy, the economy, and the World. Palgrave Macmillan.
-Shrivastava, P. – Smith, S. M. - O'Brien, K. – Zsolnai, L. (2020) Transforming Sustainability Science to Generate Positive Social and Environmental Change Globally, One Earth, Volume 2, Issue 4, 24 April 2020, pp. 329-340. https://reader.elsevier.com/reader/sd/pii/S2590332220301615?token=97759AF0A826FBE1C1F72DB7F618C8106CAE6977D34D8FD75FE153F38B4AC24C9707B2E253935BF30626AB7427E233A5&originRegion=eu-west-1&originCreation=20210801160516
-Smith,G. & Setälä, M. (2018) Mini-Publics and Deliberative Democracy. In Bächtiger, A., Dryzek, J.S., Mansbridge, J., Warren, M.(eds.) The Oxford Handbook of Deliberative Democracy. (pp 300-314) https://doi.org/10.1093/oxfordhb/9780198747369.013.27
- Torney, T. & O'Gorman, D. (2019) A laggard in good times and bad? The limited impact of EU membership on Ireland's climate change and environmental policy. Irish Political Studies 34(2):1-20. DOI: 10.1080/07907184.2019.1647174 https://www.researchgate.net/publication/334980727_A_laggard_in_good_times_and_bad_The_limited_impact_of_EU_membership_on_Ireland's_climate_change_and_environmental_policy
- USA Labour Office (2023) USA labor-compensation-labor-productivity-gap. https://www.bls.gov/productivity/
-Veress, J. (2017) Transformational dynamism of civil society organizations http://unipub.lib.uni-corvinus.hu/3169/1/VT_2017n11p12.pdf
-Vergragt, P. J.- Quist, J. (2011) Backcasting for sustainability: Introduction to the special issue. Technological Forecasting & Social Change 78 (2011) pp. 747–755. https://www.sciencedirect.com/science/article/pii/S004016251100062X?casa_token=aw3knLJE-HwAAAAA:yfR32zAfYGhobZtID4MEvB_iIQU0DsxlLneXY25iJJlDI74CjEjgH-oex02oEJZxahSoXm1T
-Zamagni, S. (2014) Political economy and civil-economy: a critical assessment of two economic paradigms. http://unipub.lib.uni-corvinus.hu/1911/1/kovasz_2014zamagni.pdf

Detailed class schedule, 1st – 15th week:

Date of class	Topics to be discussed, readings required for the class	Preparation before the class
Week 1	Kick off - course overview Regenerative business models for the Anthropocene	IPCC, 2018; Heikkurinen et al., 2019; Korten, 2019
Week 2	Citizen jury: From the Second Industrial Revolution till the consequences of the Great Depression	Iradela, 2020; https://www.youtube.com/watch?app=desktop&v=H5XyIJB3SAA ; Muradova et al., 2020; Torney, T. & O'Gorman, 2019;
Week 3	Citizen jury: The Golden Age and the Trickle Down Era	Climate Assembly UK, n.d.; Torney & O'Gorman, 2019;
Week 4	Citizen jury: From the 1980s till the emerging Anthropocene	Galbraith, 2021; USA Labour Office, 2023;
Week 5	Citizen jury: At the crossroads - the 2020s Policy Recommendations from the teams	Mazzucato & Collington, 2023; Joly, 2021;

Week 6	Back casting – Vision – Path finding	Köves, 2015, pp.83-89.; Vergragt and Quist, 2011; "I have got a nice new past";
Week 7	COP 28 Mini-Conference	MIT EN-ROADS; COP 27 and COP 28 documents
Week 8	Q&A Seminar Methodology: Ecological Economics, Degrowth, Climate litigation, Socially useful production,	Fath et al. 2019; Raworth, 2020, 2021; Shrivastava et al., 2020;
Week 9	Q&A Seminar Methodology: Economy of Francesco, Social Movements, Community Economy, Case Studies,	Economy of Francesco, https://francescoeconomy.org/; Case Bank – course Moodle page
Week 10	Team Conceptualization of the Regenerative Economy and Value Creation	Ostrom, 2009; Nonaka et al., 2008; Page -Czuba, 1999
Week 11	Elaboration of the Team Project Proposal	Economy for the Common Good Matrix https://www.ecogood.org/apply-ecg/common-good-matrix/; EU JRC, 2020;
Week 12	Consultation on Teams' Project Work	
Week 13	Wrap-up Session – Course Closure	
Week 14	-	
Week 15	Submission of Teams' Projects	

Class participation: Not to be confused with attendance, class participation is the practice of engaging your professor and fellow students during presentations and discussions with thoughtful and timely contributions. If you miss classes, it will have an impact on your participation points!

Opinions vary, civility is constant. You should feel free to question or disagree with other students; however, such disagreement must be based on the idea and not the person. Respect for your peers and professor is the sine qua non of great discussions and great learning experiences.

DO NOTE THAT EVERY POINT IS EARNED, NOT NEGOTIATED!

Plagiarism

Any and all statements contained in any assignment or paper that are based upon ideas or words of another must be properly credited to the original author or source. Paraphrasing the ideas or words of another is acceptable so long as the original author or source is cited. DO NOT quote words or expressions from existing works verbatim without designating the passage as a quote and crediting the source. Any student who plagiarizes the work of any other person (author, professor, student, parent, friend, etc.) is committing academic dishonesty and misconduct.
Any student caught committing plagiarism will automatically fail the course.

Grade Conversion Table for Programs and Courses taught in English				
Percentage achieved	*Hungarian Grade*	*ECTS Grade*	*International Grade*	*Explanation*
97-100	**5**	**A**	**A+**	**Excellent**
94-96	**5**	**A**	**A**	**Excellent**
90-93	**5**	**A**	**A-**	**Excellent**
87-89	**5**	**B**	**B+**	**Excellent/Very good**

84-86	**4**	**C**	**B**	**Good**
80-83	**4**	**C**	**B-**	**Good**
77-79	**4**	**C**	**C+**	**Good**
74-76	**3**	**D**	**C**	**Satisfactory**
70-73	**3**	**D**	**C-**	**Satisfactory**
67-69	**3**	**D**	**D+**	**Satisfactory**
64-66	**2**	**D**	**D**	**Low pass/Sufficient**
51-63	**2**	**E**	**D-**	**Low pass/Sufficient**
0-50	**1**	**FX/F**	**F**	**Fail, 0 credit**
	I		**I**	**Incomplete**