

The Global Economy 2019




**SAVE THE
ECONOMY**

©2013 BarProducts.com


The Global Economy (GEC)

Today

- Getting to know each other
- The CEMUS education model
- Course information




The Global Economy
– Environment, Development and Globalisation
15 credits



What is the real wealth of nations? How is the global economic system performing under increasing ecological and social pressures? Which institutions and actors have the best opportunities to work towards building desirable and sustainable economies?


The course aims to present a variety of theoretical perspectives on issues of political economy in the context of sustainable development. Throughout the semester, different theories and historical examples are analysed and discussed in sessions with knowledgeable and inspiring guest lecturers in order to offer a multidisciplinary understanding of the global economy's role in today's world. Keeping a good balance between abstract and concrete, as well as particular and general, the course constitutes a basic toolbox to understand economies in the 21st century. Embarking on this journey of discovery, international and Swedish students will reflect critically on the past and current state of the economy in order to imagine alternative economic futures.



UPPSALA
UNIVERSITET

www.cemus.uu.se

CEMUS | Villavägen 16, 752 36 Uppsala | 018-471 27 08
daniel.mossberg@cemus.uu.se | www.cemus.uu.se



SLU

Contemplating Thinking about Education

This world we live in, with all its shortcomings in relation to resource use, pollution, extinction of species etc., is not a result of the actions of uneducated people, but rather the effect of the actions and decisions of people with prestigious university degrees.

- Orr (1991)

Write down in your own words
your definition of education?

**EDUCATION
REFLECTS
SOCIETY**

**SOCIETY
REFLECTS
EDUCATION**

**EDUCATION
SHAPES
SOCIETY**

**SOCIETY
SHAPES
EDUCATION**

What is CEMUS?



Check out <http://www.web.cemus.se> and come to events!

You are now a part of the CEMUS network!

cemus

The Center for Environment and Development Studies, Cemus, is unusual in that it is a student-initiated and student-run university center with the expressed ambition of contributing to a sustainable and more equitable world. For over 15 years, Cemus has offered interdisciplinary courses and a creative forum for undergraduates, PhD students, researchers and teachers at Uppsala's two universities.

The Meeting Place

One of the fundamental principles of Cemus has been to provide a meeting place for extracurricular activities and to actively encourage students to act on their own as an integrated part of the teaching process. It should be easy to move from theoretical insights to real engagement on the basis of one's own insights, points of view, and values—whatever they may be. In a deeper sense, Cemus should probably be regarded as a democratic project, rooted in the academic basis of knowledge-seeking and critical thinking. It urges students to take responsibility by acting on their knowledge and conviction—through the support of other students, a building and infrastructure, and an attractive social environment. Students without Borders, voluntary organizations for Burma and Sudan, study groups, student newspapers, student conferences and a number of individual initiatives and collaborations have been born and have made use of Cemus as a meeting place over the years.

Research

Toward the end of the 1990s, the idea of a research dimension at Cemus grew stronger and stronger. Earlier generations of students who had been active at Cemus were approaching the end of their undergraduate studies and were considering education—and its business—issues to which they had provided the foundation for courses and for Cemus earlier on. Where could one find the opportunity to tackle the big, ignored issues that did not fit into any established discipline? Once again, a student-driven initiative arose which formulated, discussed, and drew out a model for something different—a research school for exactly the type of action-focused and interdisciplinary students who had found their way to Cemus. Students came and went for many years before Cemus' Research School, Goto, could finally be established in 2008. Since its inception, around 50 research students have been affiliated with Goto and made use of and developed its interdisciplinary environment. Over the past several years, several Cemus employees have also been working for innovative and interdisciplinary research projects.

A FINISHED cemus COURSE

IS USUALLY STRUCTURED WITH GUEST LECTURES, SEMINARS OR WORK SHOPS, CURRENT LITERATURE AND EXAMINATION IN A VARIETY OF WAYS.

MAIN CHARACTERISTICS

FORM	CONTENT
STUDENTS ARE SEEN AS PRODUCERS AND NOT JUST CONSUMERS OF KNOWLEDGE	AN INTERDISCIPLINARY APPROACH
PARTICIPATORY AND A WIDE VARIETY OF TEACHING METHODS	CRITICAL AND CREATIVE THINKING
RECIPROCITY AND LITTLE HIERARCHY BETWEEN STUDENTS AND TEACHERS	SYSTEMIC THINKING
A WIDE RANGE OF LECTURES FROM DIFFERENT ACADEMIC FIELDS	ETHICS AND VALUES
	POWER RELATIONS
	PROBLEM-BASED LEARNING

For each course, a work group is formed which consists of researchers, lecturers and sometimes also practitioners from different fields and subjects. The course coordinators work in close collaboration with the work group throughout the planning process. The work group comes with suggestions for literature and possible lectures, and gives feedback on the course coordinator's proposed structure, literature and schedule. The course work group is responsible for the examination of the course.

EDUCATIONAL MODEL

CEMUS' MODEL FACILITATES A CREATIVE AND STUDENT-DRIVEN UNIVERSITY EDUCATION

Education for sustainable development involves substantially more than simply supplementing existing educational programs with a few new perspectives or bits of content. It also demands in-depth changes within the form and organization of education. We are forced to challenge traditional conceptions about how education is best organized, what subjects should be covered, and the role of students and teachers in this context. This opens for greater experimentation, for moving outside existing areas of expertise and envisioning ways in which education (and research) can be fun, intellectually sharp and deeply meaningful. Through the years, Cemus has developed a model for creative university education that transcends boundaries not only between students and faculty but also between different academic disciplines. The model makes it possible to organize interdisciplinary, participatory processes of education in which students have the opportunity to practice their skills in communication, collaboration, critical analysis and creative thinking; skills which are crucial to doing well not only in a Swedish knowledge-based economy, but also to be able to contribute to a sustainable and fair development on a global scale.



HOW A COURSE IS FORMED

COURSE FORUM: STUDENTS, EMPLOYEES AT CEMUS AND THE PUBLIC ARE INVITED TO SHARE IDEAS AND SUGGESTIONS FOR NEW AND CURRENT COURSES



A NEW **cemus** COURSE TAKES FORM WITH A COURSE PLAN, EXAMINATION FORMAT AND GOALS



STUDENTS

TWO STUDENTS ARE HIRED AS COURSE COORDINATORS

TO PLAN, ADMINISTER AND RUN THE COURSE AS A PROJECT. THEY OFTEN WORK WITH A COURSE WHICH THEY THEMSELVES HAVE ALREADY TAKEN. THE COURSE COORDINATORS PLAN THE GENERAL STRUCTURE OF THE COURSE, PUT TOGETHER A READING LIST, AND INVITE GUEST LECTURERS. THEY LEAD SEMINARS AND HANDLE THE ADMINISTRATION OF THE COURSE, AND TO THEIR HELP AND SUPPORT THEY HAVE A



Consists of a Director of Studies, an Educational Coordinator, Project Assistants, and a Program Director with experience from both teaching and research.

WORK GROUP AND CEMUS' ORGANIZATION



HOW A COURSE IS FORMED

COURSE FORUM:

STUDENTS, EMPLOYEES AT CEMUS AND THE PUBLIC ARE INVITED TO SHARE IDEAS AND SUGGESTIONS FOR NEW AND CURRENT COURSES

REVISION
AND
DEVELOPMENT



A NEW **cemus** COURSE TAKES FORM WITH A COURSE PLAN, EXAMINATION FORMAT AND GOALS

NEW
COURSE



For each course, a work group is formed which consists of researchers, teachers and sometimes also practitioners from different fields and subjects. The course coordinators work in close collaboration with the work group throughout the planning process. The work group comes with suggestions for literature and possible lecturers, and gives feedback on the course coordinator's proposed structure, literature and schedule. The course work group is responsible for the examination of the course.

TWO STUDENTS ARE HIRED AS

COURSE COORDINATORS

TO PLAN, ADMINISTER AND RUN THE COURSE AS A PROJECT. THEY OFTEN WORK WITH A COURSE WHICH THEY THEMSELVES HAVE ALREADY TAKEN. THE COURSE COORDINATORS PLAN THE GENERAL STRUCTURE OF THE COURSE, PUT TOGETHER A READING LIST, AND INVITE GUEST LECTURERS. THEY LEAD SEMINARS AND HANDLE THE ADMINISTRATION OF THE COURSE, AND TO THEIR HELP AND SUPPORT THEY HAVE A



Consists of a Director of Studies, an Educational Coordinator, Project Assistants, and a Program Director with experience from both teaching and research.

WORK GROUP AND CEMUS' ORGANIZATION



UPPSALA
UNIVERSITET



A FINISHED **cemus** COURSE

IS USUALLY STRUCTURED WITH
GUEST LECTURES, SEMINARS
OR WORK SHOPS, CURRENT
LITERATURE AND EXAMINATION
IN A VARIETY OF WAYS.

MAIN CHARACTERISTICS

FORM

STUDENTS ARE SEEN AS
PRODUCERS AND NOT
JUST CONSUMERS OF
KNOWLEDGE

PARTICIPATORY AND A
WIDE VARIETY OF
TEACHING METHODS

RECIPROCITY AND LITTLE
HIERARCHY BETWEEN
STUDENTS AND
TEACHERS

A WIDE RANGE OF
LECTURERS FROM
DIFFERENT ACADEMIC
FIELDS

CONTENT

AN INTERDISCIPLINARY
APPROACH

CRITICAL AND CREATIVE
THINKING

SYSTEMS THINKING

ETHICS AND VALUES

POWER RELATIONS

PROBLEM-BASED
LEARNING

Active student participation

Who is responsible for students' learning
in higher education?

Faculty



Students

Should students have influence in every area of
higher education connected to learning?

Yes



No

The very first day

When should students be invited as co-creators
of higher education?



Never

Who are we?

Course Coordinators



Aaron Tuckey



Nick Fitzpatrick

Who are you?

Name Juggle

Say your name and pass the object through the group

- *Rules*
- **1.** Everyone must touch the object once.
- **2.** They must be touched in the same sequence.

How fast can we do this?

BREAK

Course Information

Communication

- 1) Studentportalen
 - Uploading assignments, news and updates, check your course progress
 - www.studentportalen.uu.se/
- 2) CEMUS Course Portal
 - General course information, messages from us
 - www.cemus.uu.se/gec/
- 3) Facebook/WhatsApp Group
 - FOR EXAMPLE: 'The Global Economy Course CEMUS 2019'
- 4) Email us or visit GEC office @ CEMUS
 - gec@cemus.uu.se
 - aaron.tuckey@cemus.uu.se
 - nickofitz@hotmail.com (PENDING)

Student Representative

- Common responsibilities
 - Be a focal point for student suggestions and concerns
 - E.g. through online discussion/meetings
 - Communicate these concerns and help find ways to address them through discussion with course coordinators
 - Additional roles and responsibilities up to you!

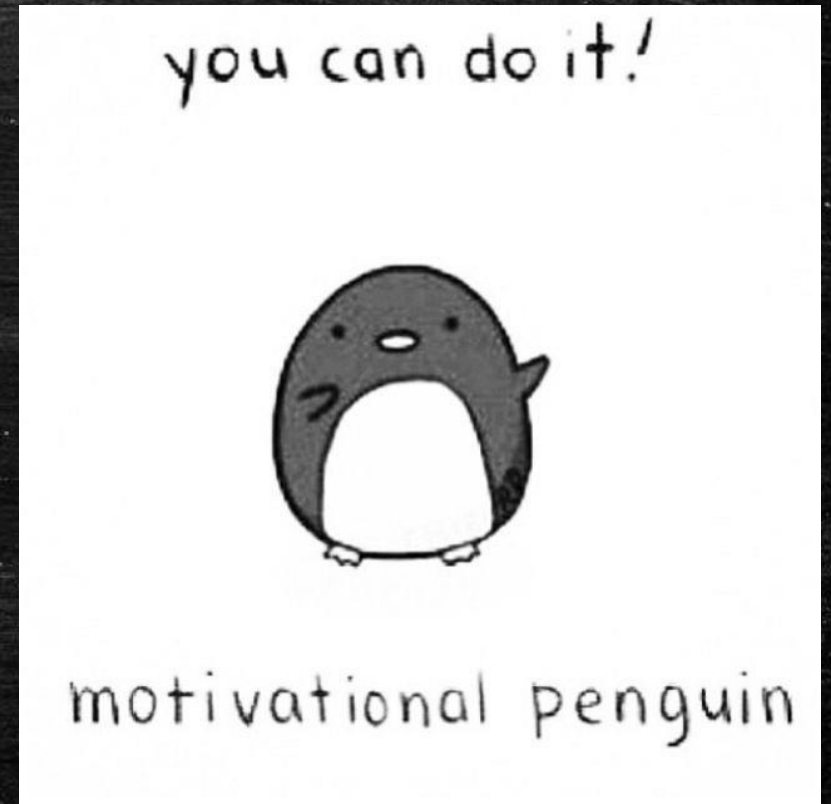
Literature

- Literature Compendium
 - A set of readings compiled by guest lecturers and course coordinators
 - Available on [GEC Course Page](#)
 - Please report broken links
- 4 Course Books
 - 1) Economix – Michael Goodwin
 - 2) This Changes Everything (Parts I and II) – Naomi Klein
 - 3) The Divide – David Hickel
 - 4) Prosperity Without Growth – Tim Jackson



How to read academic articles

- If done correctly, you don't have to read every page, every article, every week!
- New topics can be dense (and sometimes boring) to read so follow this method to save time!
 - Conclusions + Abstract
 - Introduction
 - Figures!
 - Skim read structure (pick and choose)
 - Read rest of paper



Schedule

- Setting the Anthropocene
- Economy
- Environment
- Globalisation
- Development

Lecture Format

- Academic quarter (all classes start at quarter past)
- Lecture - 45 minutes
- BREAK
- Quick Recap - 5 mins
- Discussion - 35 minutes
- Self-Reflection - 5 minutes

Mandatory Sessions

- 4x Literature Seminars (pass/fail)
- 1 x Informal Debate Session (pass/fail)
- 1 x Collab Exam (pass/fail)
- 1 x Final presentation (pass/fail)

- TOTAL = 7

Final Examination

- “Becoming a social-ecological economist”
 - Oral presentations (5mins) + discussion (10mins)
 - Peer review feedback process (2-3 each)
 - Individual written report (~2000 words)
 - **GRADED:** Fail, 3, 4, 5

QUESTIONS?



BREAK

Sign up for Academic Writing Class

- We have organised an academic writing class that is open to all CEMUS students. **Wednesday 4th September 10.15 - 12.00 in Smålands, Geocentrum.** Please encourage your students to sign up.
-
- The following topics are covered in the lecture:
 - How to structure an argument
 - How to reference
 - Academic writing styles
 - How to structure an essay
- Sign up is available here: <https://forms.gle/QnHctfWF9Vbne61e6>

*What do you expect from us
as course coordinators?*

*How can we help achieve
your goals during the
course?*

What can we expect from
you as students?

Thursday – Welcome to the Anthropocene

Owen Gaffney

- Writer , communicator and public speaker
- Earth's System Science over geological time periods
- Great Acceleration
- Future Scenarios (roadmaps and pathways)

*Stockholm Resilience Centre, Royal Swedish
Academy of Sciences and Singularity University*



Next Week

- **Tuesday 10th (14-17:00)**
 - What is the Economy? (workshop)
 - **Location:** Kollaboratoriet
- **Thursday 12th (15-17:00)**
 - The Value(s) of the Economy (lecture)
 - **Location:** Norrland 1, Geocentrum



Open Cemus Events

Sustainability themed public lectures and seminars in Uppsala, Fall 2019

September 2: Rights of Nature as a tool for transformational change with Pella Thiel
Hambergsalen, Geocentrum, 18-20

September 4: Academic writing with Academic Services, 10-12
Location to be advised. Keep up to date via the cemus webiste

September 5: Welcome to the Anthropocene with Owen Gaffney
Hörsal 1, Ekonomikum, 10-12

September 12: Environmental Psychology and Communication with Karin Kali Andersson
Hambergsalen, Geocentrum, 9-12

September 12: Spirituality, Sustainability and the Future of the Earth – Moving Mountains
University Main Building, 9-15.30 (registration required– see CEMUS website)

September 19: CEMUS Project Café
CEMUS Library Lounge, Geocentrum, 17-19

September 25: Framtidsakademin: Aktiv användning av solenergi i framtidens energisystem with Charlotte Platzter Björkman
Mallas sal, Stadsbiblioteket, 18-19

September 29: Bio-relations Uppsala, an afternoon workshop with the Uppsala Art Museum
Uppsala Art Museum, 13.1630, register here: tinyurl.com/y2tp8qgr

October 1: Learning to live with a lively planet: the renewal of the university's mission in the era of climate change with Keri Facer
Sal X, University main building, 18-19:30 (mingle from 17.15)

November 19: Neocolonialism and Ecological Marxism with Alf Horborg
Hambersalen, Geocentrum, 15-17

November 21: Displaced in a Warming World with Shora Esmailian
Hambergsalen, Geocentrum, 10-12

November 27: Framtidsakademin: Framtidsstudier som verktyg i omställning till hållbar konsumtion with Åsa Svenfelt. Mallas sal, Stadsbiblioteket, 18-19

December 4: Framtidsakademin: Miljökollaps eller hållbar framtid? With Kajsa Kramming
Mallas sal, Stadsbiblioteket, 18-19



ANYBODY WANT TO GRAB A DRINK?

Straight after class
OR
Tuesday 10th September @ 5pm

