

Global Challenges & Sustainable Futures

CEMUS | Centre for Environment and Development Studies | Fall 2018

Make Up Task | Introduction – Sep 4

In order to make up for your absence to the Course Introduction, answer the questions below and submit a document by email to gcsf@cemus.uu.se by **Tuesday, Sep. 11th 16:00**.

The session covered, among other things:

- A short lecture about ‘The role of utopias & dystopias in sustainability’
- Important information and requirements for completing the course
- Sharing course expectations and getting to know each other
- Introduction to the first assignments, ‘30 Day Challenge’ and ‘Student-led Sessions’

1. Read your classmates’ course expectations on the padlet at the bottom of the course website (<http://www.web.cemus.se/gcsf/>), and share your course expectations to us (in a few sentences). We will then add your responses to the wall as well.

- a. Why did you take this course?
- b. What questions do you want answers to by the end of the course?

2. Go through the slides ‘The role of utopias & dystopias’ on the course website, and answer below (Maximum 200 words).

- a. When have you had dystopic thinking? When have you had utopic thinking?
How did that make you feel/do?
- b. What do you think is the role of dystopias and utopias in sustainability?

3. Go through the slides ‘Sep 4 Introduction – What are (our) sustainable futures?’ (including the embedded videos), and read the instructions to the assignment ‘30 Day Challenge’, both on the course website.

- Brainstorm examples of 30 day challenges related to 1) lifestyles, and 2) being a citizen, and motivate shortly why they could be important for sustainability. (3 examples each)

Make Up Task | Systems of Global Challenges – Sep 11

In order to make up for your absence for this session answer the questions below and submit in the Make Up Task assignment folder on Studentportalen by **Sunday October 14th 23.59**

The session covered, among other things:

- A two part lecture about Planetary Boundaries and the Sustainable Development Goals
- Important information and requirements for completing the course
- A diving in discussion on the Planetary Boundaries and the SDGs and getting to know each other
- Group Formations for 'Student-led Sessions'

1) Please sign up for a group on Studentportalen (under section at the left called 'Student-led Session groups'). For more information about the assignment, you can find instructions on our course website: <http://www.web.cemus.se/gcsf/>

2) Read through the weekly literature, go through the lecture slides and answer the guiding questions in a 300 word response. Reference the literature in your response:

- How can we make sense of today's global challenges and their complexities and interconnections?
- How do the Planetary Boundaries and Sustainable Development Goals guide current and future understandings of and actions in the world?

3) Go through the slides from Hanna Wätterstrand's lecture and answer the following questions (200 - 300 words):

- What do the images in the first part of the slide make you feel?
- How should we understand the successes of today (poverty reduction, maternal death reduction) in face of our global challenges?

Make Up Task | How we make sense of the world – Sep 18

In order to make up for your absence for this session answer the questions below and submit in the Make Up Task assignment folder on Studentportalen by **Sunday October 14th 23.59**

The session covered, among other things:

- An introduction to ethics and ethical theory
- A demonstration SLS on intergenerational ethics from Sachiko and Laila
- Questions regarding the 30 Day Challenge and Student Led Sessions

1) Read through the weekly literature, go through the lecture slides and answer the guiding questions in a 300 word response. Reference the literature in your response:

- How do ethics and values influence our relationship to the world?
- How should we make decisions?

2) Read the Case Reports and Case Literature for the week.

- a) Choose and answer ONE of the discussion questions in the case report (300 words).**
- b) Include references.**

Make Up Task | Climate Change - Oct 2

In order to make up for your absence for this session answer the questions below and submit in the Make Up Task assignment folder on Studentportalen by **Sunday October 14th 23.59**

The session covered, among other things:

- A diving in activity to introduce climate change, drivers and impacts
- An introduction from Kevin Anderson on Climate Change
- An SLS with two case reports

1) Read through the weekly literature, go through the lecture slides and answer the guiding questions in a 300 word response. Reference the literature in your response:

- How can we reach a 1,5°/2° future?
- What are the wider implications of a fossil free future? (land-use, impact on food systems, resource extraction, transportation)
- Why do we do so little when we know so much?

2) Read both case Case Reports and both Case Literatures for the week.

- Choose and answer ONE of the discussion questions in ONE of the case reports (300 words).
- Include references.

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Make Up Task | Eating the Planet - Oct 9

In order to make up for your absence for this session answer the questions below and submit in the Make Up Task assignment folder on Studentportalen by **Sunday October 14th 23.59**

The session covered, among other things:

- A diving in activity to introduce food and agriculture
- A lecture on food systems
- An SLS with two case reports

1. Read through the weekly literature, go through the lecture slides and answer the guiding questions in a 300 word response. Reference the literature in your response:

- What are the environmental impacts of our food systems?
- How do we feed 9 billion sustainably? What will we be eating?
- How will climate change affect our ability to farm?

2. Read both case Case Reports and both Case Literatures for the week.

- Choose and answer ONE of the discussion questions in ONE of the case reports (300 words).
- Include references.