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## Global Challenges and Sustainable Futures

# Global Challenges and Sustainable Futures

7.5 credits



What are the challenges facing humanity today and in the future? How can we create and rediscover sustainable ways of living on this planet?

With accelerating trends such as climate change, water scarcity, energy depletion, social injustice, economic crisis, resource wars and other challenges, there is a growing need for sustainable alternatives. This course connects guest lectures that describe the severity of the challenges and workshops that discuss the possible sustainable responses and solutions to those challenges within the context of a specific global city or region. Students will have the opportunity to link global challenges to their own local and cultural backgrounds.

## 2019 Course Compendium

CEMUS, Geocentrum,  
Villavägen 16

[Arturo.vidal@cemus.uu.se](mailto:Arturo.vidal@cemus.uu.se)  
[Laila.mendy@cemus.uu.se](mailto:Laila.mendy@cemus.uu.se)

+46-18-471 27 08  
[www.cemus.uu.se](http://www.cemus.uu.se)



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## Welcome

Hello!

Welcome to Global Challenges and Sustainable Futures 2019! We are so happy to have you joining us this year as we explore the great sustainability challenges of our time. In this course pack you will find out all the vital information needed before starting the course. We recommend that you also look on Studentportalen for any further information you might need. Everything in this course compendium has been taken from Studentportalen.

Arturo and Laila are the coordinators of this course. We will be working closely with you to make sure to give you the best learning opportunities during this term. Laila has been working at CEMUS for almost two years. She originally comes from the UK, but has lived in Sweden for five years now. She is a crazy cat lady and loves to garden. Arturo is new to coordinating courses at CEMUS, he is a former CEMUS student and a master's student in Sustainable Development. He is originally from Peru, but has spent almost the last 15 years in Europe. He likes languages and sports, as well as meeting people from different parts of the world.

Please read this course compendium or Studentportalen carefully and make sure to register on Studentportalen in good time. We look forward to seeing you in Kollaboratoriet, Östra Ågatan 19, on the 3<sup>rd</sup> of September at 17.15!

Arturo and Laila



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## Schedule

	Location	17.15 – 18.00	18.15-19.00	19.15-20.00
3 <sup>rd</sup> Sep	Kollaboratoriet	<b>Course Coordinators</b> Course Introduction and Overview	<b>Ira Sundberg</b> Poverty and Sustainable Development	<b>Course Coordinators</b> Unemployment Session
10 <sup>th</sup> Sep	3312 Föreläsningssal	<b>Anna Jansson</b> Hunger: Insects as Food	<b>Course Coordinators</b> Oil and Hunger Session	Drop in and Further Discussions
17 <sup>th</sup> Sep	3312 Föreläsningssal	<b>Mats Målqvist</b> Health: Saving the Lives of Vulnerable Babies	<b>Course Coordinators</b> Antibiotic Session	Drop in and Further Discussions
24 <sup>th</sup> Sep	3312 Föreläsningssal	<b>Lovisa Håkansson</b> Education: Active Student Participation	<b>Course Coordinators</b> Futures Wheel	Drop in and Further Discussions
1 <sup>st</sup> Oct	Academic Main Building	<b>Keri Facer*</b> Climate: Learning to live in a lively planet	<b>Keri Facer*</b> Climate: Learning to live in a lively planet	Drop in and Further Discussions
8 <sup>th</sup> Oct	Kollaboratoriet	<b>Course Coordinators</b> Collapse Seminar	<b>Student Led Session</b> Water and Sanitation	Drop in and Further Discussions
15 <sup>th</sup> Oct	3312 Föreläsningssal	<b>Jonathan Feldman</b> Energy: and Energy Security	<b>Course Coordinators</b> Four Scenarios	<b>Course Coordinators</b> 30 Day Challenge Seminar
22 <sup>nd</sup> Oct	3312 Föreläsningssal	<b>Matilda Baraibar</b> Economy: Futures of Economic Growth	<b>Student Led Session</b> Economic Growth	Drop in and Further Discussions
29 <sup>th</sup> Oct	3312 Föreläsningssal	<b>Swaminathan Ramanathan</b> Infrastructure: India's Urban Future	<b>Student Led Session</b> Infrastructure	Drop in and Further Discussions
5 <sup>th</sup> Nov	3312 Föreläsningssal	<b>Magnus Lembke</b> Equality: Indigenous Peoples in Latin America	<b>Student Led Session</b> Equality	Drop in and Further Discussions
12 <sup>th</sup> Nov	3312 Föreläsningssal	<b>Josefin Wangel</b> Cities: and Urban Futures	<b>Student Led Session</b> Cities	Drop in and Further Discussions
19 <sup>th</sup> Nov	Kollaboratoriet	<b>Course Coordinators</b> Degrowth Seminar	<b>Course Coordinators</b> Final Project Workshop	Drop in and Further Discussions
26 <sup>th</sup> Nov	3312 Föreläsningssal	<b>BBC Film Screening</b> Gender	<b>Student Led Sessions</b> Gender	Drop in and Further Discussions
3 <sup>rd</sup> Dec	3312 Föreläsningssal	<b>TBC</b> Life in Water	<b>Student Led Session</b> Life in Water	Drop in and Further Discussions

CEMUS, Geocentrum,  
Villavägen 16

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[www.cemus.uu.se](http://www.cemus.uu.se)



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10 <sup>th</sup> Dec	3312 Föreläsningssal	Marie Kvarnström Life on land	Student Led Session Life on Land	Drop in and Further Discussions
17 <sup>th</sup> Dec	Kollaboratoriet	Course Coordinators Presentations	Course Coordinators Presentations	Drop in and Further Discussions
7 <sup>th</sup> Jan	Kollaboratoriet	Course Coordinators Partnerships	Student Led Session Partnerships	Drop in and Further Discussions
14 <sup>th</sup> Jan		Re-Seminar	Re-Seminar	Re-Seminar

### Colour Code:

Red: Examined Session, part of seminar examination

Green: Guest lectures based on themes of the course

Blue: Student-led or course coordinator-led discussion sessions. These sessions are part of examination for hosting group

White: Opportunity to extend discussion and ask questions to coordinators

\*This lecture requires a sign up in order to reserve seats.

### Locations:

Kollaboratoriet: Östra Ågatan 19, Gamla Torg Campus

3312 Föreläsningssal: Östra Ågatan 19, Gamla Torg Campus

## Seminars

### Introduction

In this session, students will be given an introduction to the course and examination. Students will be asked to actively participate in group discussions on the sustainable development goals, these groups will be used in other assignments during the course. Following a lecture from a guest, students will then be asked to focus on a close reading of a future scenario for Sweden. Literature for this session is outlined below.

### Collapse of Western Civilization and 30-Day Challenge

In this seminar, students will begin by discussing one of the course books. They will be asked to analyse some of the core concepts and messages using complementary chapters of the second course book. Discussions will be framed around concepts of utopia, distopia and futures thinking. Following this, students will then participate in a workshop where they explore the creative outcomes of their 30-Day Challenge. They will be asked to discuss key findings with course coordinators and classmates. These discussions should help towards a written assignment.

### Degrowth Seminar

This seminar will be looking at the second course book. Students will have been asked to complete close readings of chapters assigned to their study groups. They will be asked to complement the close readings

CEMUS, Geocentrum,  
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with supplementary articles or cases from other parts of the course. The discussions in this seminar will be critical and analytical, with aims to take the key points in to their written assignment.

## Presentations

In this session, students will present their work on the “Exploring Visions of Sustainable Futures” project. They will be expected to ask and respond to critical questions with their classmates. This session is an oral presentation of their final project work. It is also useful to finalise their written presentation of their final project work.

## Student-Led Sessions

Student-led sessions are the highlight of this course. Expanding on the CEMUS nature of student-led learning, students are given the unique opportunity to research case studies in groups, to present their case study and to facilitate a class wide discussion. These sessions are mandatory and examined only for the hosting groups. Classmates provide feedback on the cases and the structure of the session.

## Lecturers

**Ira Sundberg: Poverty and Sustainable Development.** Ira is a founder of “Another Development Foundation” and vice-director of the Uppsala Nature Conservation Society.

**Anna Jansson: Insects as Food – Something for the Future?** Anna is a researcher at SLU working in Food Futures. This lecture will be focused around the 2015 report.

**Mats Målqvist: Saving the lives of vulnerable babies.** Professor Mats works at the Medical Faculty of Uppsala University and is the program director of the Masters in Global Health.

**Lovisa Håkansson: Education and Active Student Participation.** Lovisa is a course coordinator at CEMUS, and also works at Uppsala University on a project called “Active Student Participation”.

**Keri Facer: Climate and learning to live in a lively planet.** Professor Keri Facer is the Zennström Chair in Climate Change Leadership. This lecture is her inaugural lecture to Uppsala University.

**Jonathan Feldman: Energy Security.** Jonathan Feldman is Docent at the Department of Economic History in Stockholm University. He researches green conversion and resilient cities.

**Matilda Baraibar.** Matilda is a researcher and lecturer at Stockholm University in the department of economic history. She researches development in Latin America.

**Swaminathan Ramanathan: Infrastructure and India’s Urban Futures.** Swaminathan is a visiting researcher based on Gotland Campus. His talk highlights the critical role of Indian sustainability.

**Magnus Lembke: Equality among Indigenous Peoples in Latin America.** Magnus is Director of Studies in Latin American Studies at Stockholm University.

**Josefin Wangel: Cities and Urban Futures.** Josefin Wangel is the previous director of CEMUS and researcher at SLU. Her research areas are on technologies and urban futures.

**BBC Film Screening: Gender.** This documentary was made in 2014 for a BBC project on equality. It contains perspectives of young women from four different countries on their futures.

## Life in Water

**Marie Kvarnström: Life on Land.** Marie works at the SLU where she researches traditional ecological knowledge. She also works at the Swedish environmental protection agency.



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**Course Coordinators: Partnerships.** In this session the class will be focused on what sorts of international partnerships exist to facilitate development and sustainability – and which hinder it.

## Literature

### Mandatory Course Books

There are two mandatory course books in this course. They are “Collapse of the Western Civilization” and “Degrowth”. These will be used during seminars throughout the course. There are many copies of these books available at CEMUS library. These copies can only be read in CEMUS library and cannot be loaned out. There are copies of the books available at the university library and online. We don’t recommend purchasing the books.

#### **Collapse of the Western Civilization: A View From The Futures, Oreskes N., Conway E., 2014**

The year is 2393, and the world is almost unrecognizable. Clear warnings of climate catastrophe went ignored for decades, leading to soaring temperatures, rising sea levels, widespread drought and — finally — the disaster now known as the Great Collapse of 2093, when the disintegration of the West Antarctica Ice Sheet led to mass migration and a complete reshuffling of the global order. Writing from the Second People’s Republic of China on the 300th anniversary of the Great Collapse, a senior scholar presents a gripping and deeply disturbing account of how the children of the Enlightenment — the political and economic elites of the so-called advanced industrial societies — failed to act, and so brought about the collapse of Western civilization.

In this haunting, provocative work of science-based fiction, Naomi Oreskes and Erik M. Conway imagine a world devastated by climate change. Dramatizing the science in ways traditional nonfiction cannot, the book reasserts the importance of scientists and the work they do and reveals the self-serving interests of the so called “carbon combustion complex” that have turned the practice of science into political fodder. Based on sound scholarship and yet unafraid to speak boldly, this book provides a welcome moment of clarity amid the cacophony of climate change literature.

#### **Degrowth: A Vocabulary for a New Era, D’Alisa, G., Demaria, F., Kallis, G., 2015**

We live in an era of stagnation, rapid impoverishment, rising inequalities and socio-ecological disasters. In the dominant discourse, these are effects of economic crisis, lack of growth or underdevelopment. This book argues that growth is the cause of these problems and that it has become uneconomic, ecologically unsustainable and intrinsically unjust. When the language in use is inadequate to articulate what begs to be articulated, then it is time for a new vocabulary.

A movement of activists and intellectuals, first starting in France and then spreading to the rest of the world, has called for the decolonization of public debate from the idiom of economism and the abolishment of economic growth as a social objective. ‘Degrowth’ (‘décroissance’) has come

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to signify for them the desired direction of societies that will use fewer natural resources and will organize themselves to live radically differently. ‘Simplicity’, ‘conviviality’, ‘autonomy’, ‘care’, ‘commons’ and ‘dépense’ are some of the words that express what a degrowth society might look like.

Degrowth: A vocabulary for a new era is the first English language book to comprehensively cover the burgeoning literature on degrowth. It presents and explains the different lines of thought, imaginaries and proposed courses of action that together complete the degrowth puzzle. The book brings together the top scholars writing in the field with young researchers who cultivate the research frontier and activists who practise degrowth on the ground. It will be an indispensable source of information and inspiration for all those who not only believe that another world is possible, but who work and struggle to construct it right now.

## Class Literature List

### Poverty:

- Agenda 2030
- Five Challenging Scenarios for Sweden: Scenario 2 “Weak Economy, High Unemployment, Social Unrest”
- Video: [The Power of the Poor](#)

### Hunger:

- Five Challenging Scenarios for Sweden: Scenario 3 “Accelerating Climate Change and Rising Oil Prices”
- Jansson and Bergren, (2015) Insects as Food – Something for the Future?

### Health

- Five Challenging Scenarios for Sweden: Scenarios 1 and 5
- Online Article: [Saving the lives of vulnerable babies](#)
- Video: [Child Mortality in a Global Perspective](#)

### Education

- Active Student Participation: Chapter 9 retrieved from: <http://urn.kb.se/resolve?urn=urn:nbn:se:uu:diva-376580>
- Orr, David. (1991). What is Education For? Six myths about the foundations of modern education, and six new principles to replace them. *The Learning Revolution (IC#27)*. Retrieved from <https://www.context.org/iclib/ic27/orr/>
- Manoa Method: The Future is not binary

### Climate Action

- Student-led Session: Case Reports and Resources
- Facer, K. (2019) Storytelling in troubled times  
<https://onlinelibrary.wiley.com/doi/full/10.1111/lit.12176>

### Energy

CEMUS, Geocentrum,  
Villavägen 16

[Arturo.vidal@cemus.uu.se](mailto:Arturo.vidal@cemus.uu.se)  
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+46-18-471 27 08  
[www.cemus.uu.se](http://www.cemus.uu.se)



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- Feldman, J. M., (2016), Technology, Power and Social Change: Comparing Three Marx-Inspired Views.
- Feldman, J. M., (2014) *Green Transportation*, in “Encyclopedia of Transportation, Social Science and Policy”
- Student-led Session: Case Reports and Resources

## Economic Growth

- Student-led Session: Case Reports and Resources
- *To be updated*

## Infrastructure

- Ramanathan S., (2019) From Sustainable Development to Sustainability as Development
- Student-led Session: Case Reports and Resources

## Equality

- Student-led Session: Case Reports and Resources
- *To be updated*

## Cities

- Höjer, M., and Wangel, J., (2014) Smart Sustainable Cities
- Student-led Session: Case Reports and Resources

## Gender

- Student-led Session: Case Reports and Resources
- *To be updated*

## Life in Water

- Student-led Session: Case Reports and Resources
- *To be updated*

## Life on Land

- IPBES Global Assessment: Summary for Policy Makers
- Student-led Session: Case Reports and Resources

## Partnerships

- Student-led Session: Case Reports and Resources
- *To be updated*

## Examination

### Overview

The student is examined through written preparation for (2 credits) and active participation in seminars and workshops (1.5 credits), and through written documentation (3.5 credits) and oral presentation (0.5 credit) of a project.



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Important deadlines on Studentportalen:

- 10<sup>th</sup> September, 16.00: 30 Day Challenge Project Proposal
- 29<sup>th</sup> September, 23.59: Student Led Session Group Submission
- 20<sup>th</sup> October, 23.59: 30 Day Challenge Reflection
- 24<sup>th</sup> November, 23.59: Exploring Visions of Sustainable Futures (draft)
- 29<sup>th</sup> December, 23.56: Student Led Session Group Reflection
- 19<sup>th</sup> January, 23.59: Exploring Visions of Sustainable Futures (final)

## Seminars

This examination relates to written preparation for and active participation in seminars and workshops. Please see previous section on “Seminars” for further information on seminar content. Dates of all mandatory sessions in the course are outlined in previous section on “Schedule”.

## Student Led Sessions

*This examination relates to written preparation for and active participation in seminars and workshops.*

By **September 29<sup>th</sup>** students should hand in as a **group submission** through Studentportalen:

- One case study;
- One suggested reading;
- One outline for the session.

Students will sign up to themed sessions they are interested in. In these groups they will research a case of a possible solution to a global challenge within the theme. Students will summarise this, provide suggested reading and design and run a critical discussion for their classmates.

What might be a possible solution to a global challenge within the theme?

This is a concrete and existing case where people have created a way to solve a global challenge related to the sustainable development goal from that week. For example, if you have signed up to the “Life on land” week, you might want to explore a case of “Community Based Natural Resource Management in Mondulkiri, Cambodia” as a solution to deforestation.

### Case Study:

In one page, please answer all of the following questions:

1. Shortly, what is the challenge you are looking at and where?
2. What is the creative solution you are presenting?
3. What are the wider positive outcomes of this solution?
4. What might some of the challenges be of this solution?

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5. Which **article** do you want your classmates to read to prepare for discussion?
6. Pose some guiding questions for your classmates to consider during their reading:

### Session outline:

Please explain what we will be doing during your session, why and for how long.

List of themes and dates:

8 <sup>th</sup> Oct	<b>Student Led Session: Water and Sanitation</b>
22 <sup>nd</sup> Oct	<b>Student Led Session: Economic Growth</b>
29 <sup>th</sup> Oct	<b>Student Led Session: Infrastructure</b>
5 <sup>th</sup> Nov	<b>Student Led Session: Equality</b>
12 <sup>th</sup> Nov	<b>Student Led Session: Cities</b>
26 <sup>th</sup> Nov	<b>Student Led Session: Gender</b>
3 <sup>rd</sup> Dec	<b>Student Led Session: Life in Water</b>
10 <sup>th</sup> Dec	<b>Student Led Session: Life on Land</b>
7 <sup>th</sup> Jan	<b>Student Led Session: Partnerships</b>

By **29<sup>th</sup> December**, (except for the partnerships group) please upload a group reflection of your student led session on to studentportalen. The Partnerships group will have a deadline of the **19<sup>th</sup> January**. This can be written, filmed or recorded. There is no word or time limit, but make sure that everyone in your group has clearly participated in the reflection. Answer the following questions:

1. What pleased you about the discussions that emerged from your session?
2. What surprised you about the ways your classmates discussed the case?
3. What was most challenging about this experience?

## The 30 Day Challenge

*This examination relates to written preparation for and active participation in seminars and workshops.*

What would an ecologically, socially, and economically sustainable society look like? This course is about trying to answer this question - or even better, trying to create new answers to this wicked question, collectively and creatively. But everything can start small, and a sustainable society can start from yourself and around you. How do you want to live? Is a 'good' life and a 'sustainable' life conflicting for you? Or do both go hand in hand – a life cannot be fulfilling and rich if not in harmony with nature and your surrounding environment? How could you engage politically? What does "acting for sustainability" mean? Push yourself to think about these questions. It is easy to criticize others. But what about you?

### Instructions: 30 Days of Acting for Sustainability

From the 15<sup>th</sup> of September to the 14<sup>th</sup> of October, choose something you will do differently every day that contributes towards 'sustainability'. Do it for 30 days ("[Try it for 30 days](#)", a TED Talk by Matt Cutts). At the end of the 30 days, we will have a workshop to share your experiences, and thus we ask you to visualise

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your experience in a creative way (e.g. video, poster, photolog, slideshow, sculpture, an art piece, etc.). Moreover, you are to submit a written reflection. We encourage you to do things together with your course-mates or (even better) friends or family outside the course. Doing a challenge together can be a great way to explore different meanings of sustainability.

1. Submit a brief **Project Proposal** (no more than 300 words) on Studentportalen by **Tuesday 10<sup>th</sup> September at 16.00.**

Include:

- What will you do for your 30 Day Challenge?
- How is your challenge connected to sustainability?
- Why do you think this would be challenging for you (or not)?
- How do you want to interact with other people about your challenge?
- How do you plan to creatively visualise your experience?

2. Bring your **Creative Outcome** with you to the mandatory session on the **15<sup>th</sup> of October.**

3. Submit your **Reflection** (around 500 words) on Studentportalen. Hand it in latest by **20<sup>th</sup> of October at 23:59.**

Include:

- How can societal structures hinder sustainable behaviors and actions?
- How can personal actions lead to sustainability on a larger scale?
- How did this experience enable you to relate your own role to the causes and to pathways towards sustainability? How did it feel to be the “lone nut”?
- What happened when you inspired (or didn’t manage to inspire) someone else to make changes for sustainability?

Please note that this assignment is focused on your actions for sustainability so try to keep your activity going every day during the 30 days. The purpose of this assignment is for you to act and to focus on the process. The purpose is not to write a detailed analysis of a specific situation. For example, researching a specific sustainability challenge is not a suitable 30 Day Challenge.

Tools and Questions to get you started:

- <http://www.earthday.org/footprint-calculator>
- [http://wwf.panda.org/how\\_you\\_can\\_help/live\\_green/footprint\\_calculator/](http://wwf.panda.org/how_you_can_help/live_green/footprint_calculator/)
- [www.wwf.se/vart-arbete/ekologiska-fotavtryck/1127697-ekologiska-fotavtryck](http://www.wwf.se/vart-arbete/ekologiska-fotavtryck/1127697-ekologiska-fotavtryck)
- Water footprint calculator: <http://waterfootprint.org/en/water-footprint/>
- Made in a Free World’s slavery calculator: <http://slaveryfootprint.org/>
- Carbon Footprint calculator: <http://www.carbonfootprint.com/calculator.aspx>

## Exploring Visions of Sustainable Futures

*This examination relates to written documentation and oral presentation of a project. This paper will make up your final grade.*

Deadline: **19<sup>th</sup> January**

Total word count: 2500 +/-10%

The full examination instructions for this assignment will be handed out later through studentportalen and in class.



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## Studentportalen

Studentportalen, or “The Student Portal”, is the location wherein you will find all course information. The course compendium you are reading now is a compliment to studentportalen, and sent out only before students have registered on the course. Once you have registered on the course, **you should consult studentportalen for all information**. This includes information on lecture and seminar resources, examination instructions and submissions, as well as any updated information on extra events we think you might be interested in attending. We will not be updating any other platform, website, or document after the start of the course.

Studentportalen, while a very useful platform, can be tricky to navigate. If you are having trouble with access please contact student services here: <http://www.uu.se/en/students/support-and-services>. Below is a list of the menu on studentportalen and where you can find what types of information. The colours used below are the same in studentportalen.

### Materials and Instructions

This has information on registration, the course schedule, examination instructions, readings, videos and lecture slides.

### Progress

This is updated by the course coordinators. It will show you which sessions and examinations you have completed. You need to pass, attend, or complete everything within the progress section in order to complete the course.

### Assignments

This is where you will submit your examinations on studentportalen. You will also find that each assignment submission folder also has the instructions attached to it. Please pay special attention to the deadlines in this folder.

### Department Information

This section is organised by the department. It provides you with information about interesting activities or important notices.

## CEMUS

Welcome to CEMUS, the centre for environment and development studies. CEMUS is a 26-year-old institution where students are given unique opportunities to shape their education and learning. You can find more information about [CEMUS here](#).

There are many exciting ways to get involved with CEMUS, including by being employed to coordinate courses. You should follow CEMUS on facebook and on twitter to get regular updates. Below is a list of upcoming activities that we encourage you all to join.

2<sup>nd</sup> September, 18.15 - 20.00: CEMUS Opening Lecture with Pella Thiel, Hambergsalen

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3<sup>rd</sup> September, 13.15 - 15.00: History of Sustainable Development, room tbc

4<sup>th</sup> September, 10.15 - 12.00: Academic Writing Open lecture, room tbc

5<sup>th</sup> September, 15.15 - 17.00: Great Acceleration Open lecture, room tbc

11<sup>th</sup> September, 9.15 - 10.30: Open Seminar with Derrek Jensen, CEMUS library

12<sup>th</sup> September, 10.15 - 12.00: Environmental Psychology and Communication, room tbc

12<sup>th</sup> September, 15.30 - 17.00: Re-Emergence Walk

Registration: <https://goo.gl/forms/W9guH6a3Yw7sHxdb2>

19<sup>th</sup> September, 17.15 - 19.00: CEMUS Project Café

1<sup>st</sup> October, 17.00 - 19.30: Inauguration of Zennström Chair in Climate Change Leadership,  
Professor Keri Facer.