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Karl Bruckmeier ECONOMICS AND SUSTAINABILITY Social-Ecological Perspectives

Palgrave Macmillan, 2020, 467 pgs

The book by Karl Bruckmeier, a professor of economics, entitled "Economics and Sustainability: Social-Ecological Perspectives" published by Palgrave Macmillan in 2020, demonstrates the importance of economic knowledge for a broader discourse of environmental sustainability, broadening the subject matter of environmental policy.

The book provides the reader with an overview of economic perspectives on sustainability. It establishes a social-ecological framework and an economic framework. Through the three temporal spectra, it integrates the past, the present and the future into the said framework, covering economics, ecology and other interdisciplinary studies and research necessary to ensure sustainability.

The book "Economics and Sustainability: Social-Ecological Perspectives" offers a broad base of the knowledge of the social, economic, political, cultural and ecological transformation processes necessary to achieve sustainability. The necessity of carrying out the collective actions of the entire society and formal institutions in the form of global governance, which above all requires a knowledge of modern society and how it interacts with nature, is also pointed out in the book.

The book is primarily intended for researchers in the field of sustainability and economics, students in master's studies and PhD students, as well as experts in sustainable management.

Karl Bruckmeier is a professor at the Department of Sociology of National Research University – The Higher School of Economics, Moscow, Russia. Before this position, he was a professor at the University of Gothenburg, Sweden, where he taught human ecology.

The book is organised into three parts with 10 chapters. The core chapters of the first part of the book entitled "The Sustainability Process: Context and Scope" are "The Policy Context of the Sustainability Discourse" (Chapter One), "The Historical Context: Sustainability in Modern Society" (Chapter Two), and "The Knowledge Context of the Sustainability Discourse" (Chapter Three). In this part of the book, the author introduces various themes by which he shapes the base of the knowledge needed to understand the concept of sustainability and creates the platform of economic, ecological and interdisciplinary research. The policy context of sustainability addressing its political and historical context is given in this part of the book.

The second part of the book entitled "Economic and Ecological Knowledge in the Sustainability Process" is structured into the following chapters: "Economics Outright: Management of Natural Resources" (Chapter Four), "Environmental Economics: Orthodox Perspectives" (Chapter Five), "Ecological Economics: Critical Perspectives" (Chapter Six), and "Conflict, Relapse and Failure in the Sustainability Process: Neglected Problems" (Chapter Seven). This part is dedicated to the presentation of an overview of the core economic subject matter important for sustainable development, such as natural resource management, environmental economics and ecological economics, as well as the topics covering crises, conflicts and disasters, which are considered to be impediments to sustainability.

The third part of the book entitled "The Future: Sustainability Transformation" consists of the following chapters: "Science and Practice in the Sustainability Process" (Chapter Eight), "Re-Thinking Temporal Perspectives of Sustainability Transformation" (Chapter Nine), and "Recreating Sustainability: Conjectures and Conclusions" (Chapter Ten). This part of the book is focused on the future of the sustainability process. In the chapters of this part of the book, the nature of the relationships between science and empiric is discussed, the problems of and reasons for failures in the processes of transformation towards sustainability are analysed, and how to ensure the sustainability process in the long run is sought.

The author states the necessity of combining economic and ecological types of knowledge with scientific and practical knowledge within socioecological transformation, a process which started 30 years ago but has not been quite successful so far due to various reasons not explained best in the existing literature on sustainability nor in official analyses.

The author also emphasises the existence of problems pertaining to the integration and synthesis of interdisciplinary knowledge and the controversy in knowledge and power between scientists, on the one hand, and decision-makers, i.e. participants in the transformation process, on the other. The issues mentioned were both practical and methodological motivation for the author to write the book, and the book itself gives solutions to these problems in the form of identifying gaps in knowledge and perceiving the limitations of knowledge. It also emphasises the importance of interdisciplinary cooperation

in "the production, integration, dissemination and application of knowledge".

The author consulted important academic sources while writing this comprehensive book and explaining the processes that have been going on for three decades now, since the late 1980s, when the global discourse of sustainable development began. The references are primarily, but not exclusively academic, which further enriches the results obtained and increases the importance of the book itself. The chapters are additionally accompanied by case studies and illustrations (in boxes), which attributes to it the quality of a useful textbook for different subjects linking economics and sociology with sustainability taught in master's and PhD studies (for example, sustainability science, ecological economics, social and political ecology). The book also offers important lessons for experts and practitioners in the field of sustainability and for policy makers. Students, postgraduates and sustainability practitioners are quite important for the process of transformation towards sustainability and the above-mentioned "interdisciplinary teaching", which this book has a great potential for, to be successful.

The author's rich academic, scientific and practical experience reflected in the approach he chose, the framework, choice of topics and structure of the book, as well as the selected references, illustrations, examples and projections of the future situation, and necessary actions all give special importance to this work and single it out from other books on sustainability.

The book covers numerous topics and angles of observing sustainability. Environmental and sustainability ethics and ontological issues are left as an area to be further researched as well.

The book entitled "Economics and Sustainability: Social-Ecological Perspectives" systematically depicts the past, the present and the future of sustainability, its interdisciplinarity and the connection between science and practice. Because of the perspective it offers, the specific framework

and interdisciplinary approach, it is a useful read for researchers, postgraduate students and practitioners of sustainability governance.

Thanks to the rich academic experience of the author, who has spent his working life researching global environmental governance, the use of natural resources, rural sustainable development and social and economic ecological transformation, the book entitled "Economics and Sustainability: Social-Ecological Perspectives" has a great scientific and practical value. Due to its representativeness, it offers a specific insight into the context of sustainability, interpreting the present and projecting the future of sustainability and the ongoing transformation process we are participating in.

Milena Ilić, Dušan Stojaković

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Kirsti Lonka **FENOMENALNO** **UČENJE IZ FINSKE**

Naklada Ljevak, Zagreb, 2020., 231 str.

Godine 2020. u izdanju Naklade Ljevak i u uredništvu prof. dr. sc. Anite Peti-Stantić, a u prijevodu Vedrane Gnjiđić, objavljeno je hrvatsko izdanje knjige "Phenomenal learning from Finland". Naslov ove knjige u hrvatskom prijevodu glasi "Fenomenalno učenje iz Finske". Autorica knjige, Kirsti Lonka, sveučilišna je profesorica, koja se u svojem radu posvetila području psihologije obrazovanja. Profesorica Lonka ima bogato radno iskustvo u svojoj domovini Fin-

skoj i inozemstvu te su joj, kao što sama navodi u predgovoru knjige, osobito važni inovativni načini učenja, poučavanja i okoline za učenje. Njezino kontinuirano profesionalno usavršavanje autentično se prelijeva u jednu od osnovnih poruka ove knjige: "... ako se ne razvijaš, počet ćeš kliziti unatrag. Ako se uspiješ promijeniti, ponovno ćeš moći postati iznimno uspješan" (str. 13-14). Na primjeru Finske, to bi značilo da se ona preobrazila iz siromašnoga društva u razvijeno i miroljubivo društvo, i to zahvaljujući promjenama finskog obrazovnog sustava. Stoga je ova knjiga usmjerena upravo na prikaz finske odgojno-obrazovne prakse koja se razvila na temelju znanstvenih spoznaja o čovjekovu doživljavanju i ponašanju i koja se prilagođava duhu vremena.

Osim predgovora i uvoda, knjiga ima 11 poglavlja, a započinje poglavljem "Ukratko o finskoj povijesti, jeziku i obrazovnom sustavu". U ovom poglavlju autorica opisuje događaje i pojave koji su obilježili finsku povijest, poput "malih ledenih doba", siromaštva i gladi, ropstva te zarobljenosti između dviju sila, Švedske i Rusije. U poglavlju se navodi citat "Tišina je zlato, a govor srebro", kojim se dočarava finska nesklonost razgovorljivosti i sklonost jezičnoj pragmatičnosti. Navodi se i da je finsko osnovno i srednje obrazovanje besplatno, kako bi učenici raznih socioekonomskih statusa imali jednake mogućnosti. Na visokoškolskoj razini, s obzirom na ključnu ulogu učitelja u obrazovnom sustavu, naglasak se stavlja na kvalitetno obrazovanje budućih učitelja, a učiteljska profesija vrlo je cijenjena u Finskoj.

U drugom poglavlju, koje je naslovljeno "Pouke iz psihologije obrazovanja", profesorica Lonka opisuje na pristupačan i široj javnosti razumljiv način relevantne spoznaje iz psihologije. Autorica opisuje funkcioniranje procesa ključnih za uspješno učenje, poput pamćenja, motivacije i emocija, a paradigma kroz koju razmatra učenje predstavlja suvremen, diljem svijeta prihvaćen pristup obrazovanju. Ta se paradigma naziva sociokonstruktivizam te se njome po-