



Laurea / B.A. in Global Governance

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1. **The Bachelor of Arts in Global Governance – as you can see from our Courses described in the booklet** - offers interdisciplinary teaching, which aims to prepare professionals to face global challenges that require specific legal and socio-economic competencies, as well as a wide range of technical and scientific knowledge and soft skills to manage cultural integration, mediation and team dynamics. Do you have similar Bachelor programs at your University? What is your personal opinion about such type of (Liberal Arts and Sciences) programs?

“We do not have exactly that kind of programme at my university. However, we have a programme that has economics, management and law which allows you to have a better understanding of the world compared to the tools that a specialization can give you.

For instance, I’m teaching in one of those programs and it’s pretty interdisciplinary because it’s about China and I am sharing the course with a sociologist who knows the history of China and other functional aspects. Interdisciplinary teaching is very useful because it prevents students from being too narrow in their knowledge and it stimulates creativity.”

2. **One of the main goals of the 3-year B.A. in Global Governance is to support the academic education of our students with a series of professional trainings so as to better identify their potential work opportunities after they graduate. For this reason, Global Governance encourages training programs and internships within institutions, firms and organizations, both in Italy and abroad, selected on the basis of their prestige and quality of the experience. Do you think that these activities are important for the placement of our students in a University/Master program like yours or is it too early to do them during a Bachelor?**

"I do not have much experience with internships, but my conjecture is that it's good to do them. It also depends on how you do it. I think it's important because otherwise students, at the end of their bachelor program, would feel isolated from the world and the job market."

3. **Global Governance is implementing the so-called "Mentors Project". The main purpose of the project is to provide advice to students regarding choices on future studies and/or careers by putting them in touch (throughout the duration of the course) with a professional for advice and counsel. Does your University/program use Mentors or something similar to enrich your students' knowledge of the world? If so, are they effective?**

"As far as I know we do not have it but it would be definitely useful for students."

4. **In order to help our students select an appropriate academic pathway to follow after they have completed the B.A. in Global Governance, the course offers three majors to choose from: Economics and Philosophy; Political Science, Law and History; Science and Technology. Do you think it is advisable to offer majors, or in other words, subject areas that students specialize in, in a Bachelor Degree? Would you give a greater attention to a candidate from one of those three paths or would you look only at other dimensions of their Bachelor studies? In case yes, which one of the 3 majors?**

"They are all interesting! Of course, being a professor of Economics, the major Economics and Philosophy is the one that strikes me the most. I'm really glad they could find economists who can analyze their discipline in an interdisciplinary way. The other majors are also very interesting. It would also be important to have economics and history especially when it comes to political economy. Science and Technology sounds very interesting, too."

5. **Do you think that the Global Governance graduates that the course intends to train will be in demand by the labour market and/or University graduate programs over the next ten years? If not or only partly, what do you think is missing?**

"That's a very difficult question to answer without responding quantitatively with some data."

What may happen in the next 10 years is that many **jobs will be at risk**. There is the artificial intelligence which will probably be challenging less skilled people. There will be transformations as the world is changing, therefore a defensive reaction would be to hyper-specialize and bet on being the best in one specific field.

And **your option is probably more realistic**. Option will be a bit like trying to diversify among different fields and explore the synergies between them and what every field can give you. Although you might need a bit of extra knowledge, maybe at some point you're going to specialize at the master level or so, and you will get this extra ability to incorporate new things in contrast to people who have only studied one field.

I must say that it looks like sometimes, both by introspection in my own experience as a student, but as a teacher (because I've been teaching several first and second year courses), that a part of our teaching in economics is sort of confining the boundaries of your knowledge and kind of making the students less intelligent. We could say that we are in a way forcing the students to think within a narrow element, this narrow game or our top set of moves to say so. Therefore I think this is putting them at a disadvantage. In the advanced classes we try to make them aware that there is more to the field and I think **you are maybe learning more harmoniously**.

In conclusion, considering that the world is changing fast and that we need competencies in different fields to decipher what will be going on, **I think this could put you in an excellent position.**"

6. What are the competencies, skills and abilities that in general your University (or, if applicable, your Master) cherishes in an applicant?

"I can speak more for my own fields. In the fields of economics, I would say **the ability to learn**. Probably because with students coming with very different backgrounds and we are trying, for example, at the master level to specialize them. In a way, we accept the idea that they sort of start at different levels of knowledge. They could have huge gaps here and there, but it's important that they really want to study, learn and specialize.

Of course, I have to add that **mathematical proficiency** is always helpful because we are doing economics and we hope that students don't have to spend too much time in redoing the mathematical problems from zero, but that they are rather able to go directly to the concepts. Therefore, some technical skills are very welcome.

Of course, intelligent students can do it. For example, this year I have a graduate from the PP in Oxford. Initially I was a bit unsure because that's not the typical student. I hired her as an assistant, and she did an amazing job and was involved in the research project I will talk about on Friday. She even became one of the co-authors of our report and she has been writing some of the most brilliant parts. Students **need to be able to learn**. That's the most important thing."

7. Do you think that the Global Governance graduates that the course intends to train may perform well in graduate programs at your University? Please specify the names of the programs.

"We have our favorite master, **MEcon**, which is a **master in economics**. Therefore, if students don't freak out when they see mathematical optimization and the things you have done in calculus and statistics, then you might find it interesting. Another possibility is that the students panic once they see the first econometrics course. I guess, a student who wants to become an economist, then there is also a **master in Finance and Banking**. This is for those more specialized in financial mathematics and financial econometrics. This master appreciates those kinds of

students, but I would suggest MEcon, but only to those who have gained some extra knowledge in mathematics and statistics.”

8. What kind of extra training would you offer to our Bachelor students so that their skills and competences can better respond to the requirements of the graduate programs at your University?

“Try to get the feeling of dynamic models, difference and differential equations. When I was an undergraduate student, I used to study from Gandolfo’s books on Economic dynamics which are still the best. Maybe because I am a bit attached to them since I also graduated with him in the end. But I first got to know the books and then the person. Either way he is a God in my mind and does a fantastic job. His books are nice because they start from the simple and then gradually increase in complexity. In the end you will completely understand what was going on. One can study it as a hobby and I would follow something like that. So in your spare time, do a little bit of mathematics and maybe a little bit of econometrics. It's important that you study something simple because once we understand the simple, then the complication is not so difficult.

Additionally, I would, for example, read as much as well. Also I know something that might be interesting for some of you. A student of mine a few days ago told me that he is attending a MicroMaster online and that MIT is doing MicroMasters in economics and econometrics with free attendance. So you can see the videos and watch lectures, get some lecture notes and so on. I think the the only moment when you have to pay is when you want to get a certificate. I think this is the way to strengthen your muscles and also facilitate your thesis. Eventually, you can start glancing at econometrics without fear.“

9. Would you suggest any specific/special activity/project carried out in undergraduate programs at your University that could be included in the Global Governance BA?

“Well, I have a research project that I'm doing, but maybe it's not what you're looking for. It could be interesting because my projects on elite quality could have lots of potential developments with your program. What we are doing is that we are trying to collect the established indexes and to interpret them in order to understand through them if those who are directly or indirectly running the country are doing a good job. So if they are more in increasing the value for the country, so increasing the size of the pie or increasing their slice of the pie.

This is by definition appealing for PP sort of students because you are theoretically meant to become a part of this new generation that could intersect the project statistically speaking. This is not going to be difficult, but the project is still very embryonic. We started looking for some funding, at the moment. I want to make it big. So maybe then I could keep in touch with your guys’ experiences. I don't know any other projects that could be included...”

10. Would your University be interested in an Erasmus/Overseas program with the Global Governance BA? If yes, are there any specific prerequisites or competences that our students should have in order to participate?

"I'm not exactly involved in the selection and so on. So I will help by not saying anything wrong. But since we are a business school and we like interdisciplinary approaches, I guess you could be the perfect candidates for these exchanges. I would be very optimistic."

11. Please report here any other comment or suggestion regarding the structure and contents of the Global Governance BA

"I don't know the whole offer, but I glanced through the courses. Again, the only thing that struck me as a macro economist, but also in general is **the lack of macroeconomics**. I told you the message is the same as before. It's important to take the models which are still very useful, especially after the great financial crisis. These concepts are very popular and they become more popular it's important to know these methodologies so you can interpret them as you wish. You can be fully in a classical facility, but you should know them. Usually the elites as the throats of the central banks use those models in the back of their minds. Even though we appreciate advanced macroeconomic theory and models which are more complicated and so on, the beauty of the simple macro is that it can be easily understood.

Therefore, I would recommend to have a course of macro in the second year with the Blanchard book as it is probably the best around in this stuff. It is not an old-fashioned approach and you can reinterpret economics in a very modern way. The book is super reader- friendly and students used to love it. Some colleagues, from time to time complained that the book is too simple, but I think this is a weird complaint. We don't want students to spend times doing, hundreds of derivatives if you can get straight to the, to the result with a single class."