

SYLLABUS Environmental Education

Course Number ENV 618

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Instructor: ERIK ASSADOURIAN

E-mail Erik.Assadourian@goucher.edu

Telephone (202) 271-3758

ON A CHANGING PLANET, HOW SHOULD EDUCATION EVOLVE?

This course will explore the field of environmental education and education for sustainable development (ESD) and then take a step further to rethink both of these for life on a changing planet. As well, we will explore the yet to be developed field of “resilience education.” With the rapid changes Earth is undergoing, what skills and knowledge should education provide?—this is a central question we’ll explore throughout the course. We will take a comprehensive tour of education—from preschool to professional schooling and every level in between. Students should finish the course with a stronger sense of education’s competing roles and its potential, and be versed in the many sub-disciplines relevant to a holistic Earth Education framework.

GOALS FOR STUDENTS

- Demonstrate a strong understanding of environmental education, ESD, and its journey up to the present.
- Explore the potential future arcs of sustainability education, particularly in the challenging century ahead.
- Write convincing essays and use these to actively engage in dialogue with audiences of that writing—including beyond the scope of the classroom.
- Show confidence in effectively using a variety of tools to communicate one’s ideas and views, including presentations, discussions, and writing in a variety of formats.
- Conceptualize, design, enact, evaluate, and communicate an Earth Education project

RANDOM BUT IMPORTANT NOTE

If you haven’t already installed [Adblock Plus](#) on your browser, please do. It’ll make your life easier, blocking ads and saving you time as you navigate the online world—including YouTube videos, news outlets, etc. And it’ll help preserve your brain from the mental pollution of advertising.

NOTE ON RECOMMENDED READING

I’ve assigned a lot of reading. The recommended reading is primarily for Module Discussion Leaders, and those who want to delve deeper in a topic. You are not expected to read the recommended reading unless you have the time and interest to do so. However, referring to recommended readings in forum and essay writings is certainly welcome!

Books you will need to borrow or buy (used, ideally)

- [EarthEd: Rethinking Education on a Changing Planet](#) by the Worldwatch Institute (about \$7.50 used on Amazon)

Videos you will need to rent

- [Play Again?](#) (\$4.99 rental fee)
- [School's Out](#) (\$3.99 rental fee)

Recommended

[*Actions Speak Louder Than Words: Community Activism as Curriculum*](#), Celia Oyler

(Other sources are free online and are hyperlinked below.)

GRADING

You will be graded on a combination of mastery of the material, original thinking, and effective communication—in a variety of contexts: class discussions, forums, essays, and so on. (Effective communication means, at its foundation, accurate spelling and grammar, and coherent well-written sentences, but more than that it means writing in a way that educates and persuades audiences that there is merit in your position—using a mix of storytelling, facts, data, and so on.)

The breakdown of grading is as follows:

40% Final Project: Pre-proposal (5%); Written proposal (10%); Video Presentation of results (15 minutes) (13%); Final report (12%)

20% Two Essays: Both essays should be in the range of 1500 words and fully cited, drawing from class materials and beyond.

15% Discussions: 15% for leading discussions

15%: Three Forums, responding to the question prompt and replying to other students' posts and drawing in materials from the course.

10%: Participation (including attendance and engaged responses in class and in forums)

Each of the modules will be assigned a class leader. During Zoom discussions, the assigned group leader will present on her module for 10-15 minutes (drawing on both required and recommended readings and compiling visual aids when useful) and then field questions from classmates before moving to broader discussion. Attending Zoom discussions are required. Module Discussion Leaders will be responsible for recommended readings as well as required reading.

FINAL PROJECT

Each student will design and implement an Earth Education project in their local community, and present the results of their projects (in both a recorded video presentation and written form). The goal is to engage a community sub-population (school kids, nursing home members, local parents, teachers, or whoever you'd like to work with) with some of the ideas we've engaged in in this course. This could be a straight ecoliteracy lesson, an ecocentric leadership exercise, a home economics/community resiliency or whatever else you are inspired to design. The lessons can be overtly ecocentric, if that's strategic or intentionally not if that's more adapted for the audience. We will all discuss with the class our projects before implementation and then students will present their findings to the class after completion.

ON PLAGIARIZING

Plagiarizing is easier to do than one thinks. Copying a sentence from an article into your notes and then adding it to a paper thinking it's your own is one version I've seen many times, even in the article submissions of professional writers. Do not plagiarize. This lesson is an essential one—if I find even small amounts of plagiarism in any essays I will have to give that essay an F. If I find significant plagiarism or a second case, I will feel bound to bring this to the Dean.

One Last Note

This is an elaborate document, one that I kept changing right up until I uploaded it to Canvas. There might be an inconsistency with reading lists or other elements on Canvas. If so, please don't hesitate to ask me for clarification (e.g. which version you should adhere to).

Module 1: Introduction to the course and setting the context

Class orientation, introductions, expectations and navigating the course.

Discussion

Class orientation, introductions, and expectations.

Readings

[Meet Generation Hot](#), Mark Hertsgaard, *Huffington Post*, 23 September 2010

[Can Generation Hot Avoid Its Fate?](#), Mark Hertsgaard, *The Daily Beast*, 5 April 2014

Recommended Reading (if you feel unfamiliar with basic global sustainability trends, or the term 'resilience'):

[The 2016 Living Planet Report](#), WWF et al.

[Resilience: Navigating toward a Sustainable Future](#), Joseph Fiksel, Iris Goodman and Alan Hecht, *Solutions Journal*, October 2014

MODULE 2: What is Education For?

What is education's current role? What is its traditional role? How did this role evolve?

Watch

Lecture: What is Education For?

Videos: [Alison Gopnik on Babies Learning](#)

Readings

["Teaching: Natural or Cultural,"](#) David Lancy

["The Kids Are Alright,"](#) Interview with David Lancy, *Sun Magazine*, 2016

["The Startling Amount That Children Can Learn From Play,"](#) Peter Gray, *Huffington Post*

[“Literacy”](#), Wikipedia

[“What is Education for?”](#) David Orr

“Against School: How Education Cripples Our Kids, and Why,” John Taylor Gatto, *Harper’s*, 2003.

[Uploaded]

Chapter 13, “Reining in the Commercialization of Childhood,” *EarthEd: Rethinking Education on a Changing Planet*

[“Climate Change Skeptic Group Seeks to Influence 200,000 Teachers,”](#) Katie Worth, *Frontline*, 28 March 2017.

Forum 1: What do you see as education’s current role? Optimal role? How does the optimal role change on a warming planet?

MODULE 3: Environmental Education and ESD

When did environmental education appear on the scene? What is it? And what is Education for Sustainable Development? And Climate Change Education? And how do all these relate?

Watch

Videos: [Preparing for the Future - Education for Sustainable Development](#)

[Judy Braus: Environmental Education, a Brief Overview](#)

Discussion

Zoom discussion for Modules 2 & 3

Readings

US EPA: [What is Environmental Education?](#)

[“Environmental Education,”](#) Wikipedia

[“Education for Sustainable Development,”](#) Wikipedia

[“Climate Change Education,”](#) Wikipedia

[“Early Childhood Education to Transform Cultures for Sustainability,”](#) by Ingrid Pramling Samuelsson and Yoshie Kaga

Recommended:

[“The Concept of Environmental Education,”](#) William B. Stapp

[“Education for Sustainable Development Goals: Learning Objectives,”](#) UNESCO

MODULE 4: Rethinking Education on a Changing Planet

Is supplemental environmental education enough? Or do we need a total reboot?

Watch

[EarthEd overview presentation](#)

[Two-Minute Presentation by Michael Maniates](#) (State of the World 2013)

Video: [XQ Super School](#)

Readings

Chapter 1 of *EarthEd: Rethinking Education on a Changing Planet*

[“Teaching for Turbulence,”](#) Michael Maniates, Chapter 24, *State of the World 2013*

Pre-proposal for Project: Jot down some of your ideas in a forum. Respond to others’ ideas and suggest ways to improve them.

MODULE 5: The Foundation of EarthCore: Teaching Earth-Dependence

Ecoliteracy, nature education, and planetary obligation.

Watch

Videos: [Presentation by Michael Stone](#)

[Conversation with David Sobel](#)

Richard Louv on Nature Deficit Disorder: [on NPR](#) and [this short video](#)

[Kids Gone Wild](#)

[School’s Out](#) (\$3.99 rental fee)

Discussion

Zoom discussion for Modules 4 & 5

Readings

Chapters 2, 3, 4, and 5 in *EarthEd*

[“Preschool in the Forest,”](#) *FUTUREPERFECT*, August 2017.

[“Beyond Ecophobia,”](#) David Sobel, *YES! Magazine*, November 2, 1998.

MODULE 6: Teaching Interdependence

Moral education and social emotional learning as centerpieces of life in a conflict-heavy future

Watch

Lecture: Teaching the Art of Living Together

Videos:

[Marvin Berkowitz Animation](#)

[Pamela Barker Presentation](#)

Listen: [“The One-Room Schoolhouse That's A Model For The World,”](#) *NPR*, 9 June 2016.

Readings

Chapter 7 and 8 of *EarthEd*

[“5 charts that explain the future of education,”](#) Adam Shirley, *WEF*, 18 May 2016.

Laurie Levy, [“You Can Say, “You Can’t Say You Can’t Play,” at School,”](#) *Huffington Post*, 9 April 2014.

Recommended Reading:

Vivian Gussin Paley, [You Can’t Say You Can’t Play](#)

PROPOSAL DUE FOR EARTH EDUCATION PROJECT

MODULE 7: Creativity, Systems Thinking, and Deep Learning

What analytical skills are necessary to deal with the challenges ahead?

Watch

Lecture: Playful Preparations

[“Learning In Depth,”](#) Kieran Egan

[David Lancy on the Anthropology of Play](#)

Discussion

Zoom discussion for Modules 6 & 7

Readings

[“Play as Preparation for Learning and Life: An Interview with Peter Gray,”](#) *American Journal of Play*, Spring 2013.

Chapters 9, 10, 11, and 12 of *EarthEd*

MODULE 8: Where Does Technology Fit In?

Is it the enemy? A savior? A double-edged sword? Or something else?

Watch

[Build a School in the Cloud](#), TED Talk by Sugata Mitra

[Play Again?](#) (Rent for \$4.99)

[Sherry Turkle’s TED talk](#)

Readings

[“Technology is transforming what happens when a child goes to school,”](#) *The Economist*, 22 July 2017.

[“Technology in schools: Future changes in classrooms,”](#) Jane Wakefield, *BBC*, 2 February 2015.

[“Sherry Turkle: 'We're losing the raw, human part of being with each other'”](#) Catherine de Lange, *Guardian*, 4 May 2013.

[“Hello Barbie, Your Child's Chattiest and Riskiest Christmas Present,”](#) Lauren Walker, *Newsweek*, 15 December 2015.

ESSAY 1: The education technology discourse runs deep. Write an assessment of optimal integration of technology in Earth Education. What pitfalls should be avoided? Which types of technologies should be prioritized? How should it be integrated?

MODULE 9: Teaching Life Skills

Without skills, can you survive the turbulent future?

Watch

Lecture: Life (or Death) Skills

Video: [Comprehensive Sexuality Education](#), Presentation by Robert Engelman

Discussion

Zoom discussion for Modules 8 & 9

Readings

Chapters 14, 15, 18 of *EarthEd*

[“The Chore Curriculum,”](#) David Lancy

[“Media Literacy, Citizenship, and Sustainability,”](#) by Robin Andersen and Pamela Miller

[“Rethinking School Food: The Power of the Public Plate,”](#) by Kevin Morgan and Roberta Sonnino

[“Why Bilinguals Are Smarter,”](#) Yudhijit Bhattacharjee, *New York Times*, March 17, 2012

Recommended:

[“The Bilingual Advantage,”](#) Claudia Dreifus, *New York Times*, May 30, 2011.

[“The Economic Imperative of Bilingual Education,”](#) Melinda D. Anderson, *The Atlantic*, November 10, 2015.

MODULE 10: Earth-centric Leadership

The pinnacle of Earth Education: Earth- and society-centric leadership

Watch

Lecture: Cultivating Earth-Centric Leaders

Video: Melati Wijsen and Isabel Wijsen, "[Our Campaign to Ban Plastic Bags in Bali](#)," TED Talk, January 2016

Readings

[Actions Speak Louder Than Words: Community Activism as Curriculum](#), Celia Oyler [Skim through the available pages: Introduction and Chapter 1 in particular.]

"['Biggest Case on the Planet' Pits Kids vs. Climate Change](#)," By Laura Parker, *National Geographic*, 17 March 2017.

Forum 2: What experiences did you have in primary and secondary school with any of these EarthCore principles or their many components? Did your school cultivate Earth-centric leadership? Ecoliterary? SEL? Describe some examples where your education succeeded and failed, and how it could be improved.

MODULE 11: Education in Insecure Settings

Can prisons be at the heart of the Earth Education Revolution?

Watch

Security & Sustainability Forum Webinar: [Melissa Nelson and Joslyn Rose Trivett](#)

[Sustainability Education in Prisons](#), Joslyn Rose Trivett

[School to Prison Pipeline](#), Inside Out Ptv

[Turning prisons into schools: John L. at TEDx Monroe Correctional Complex](#)

Discussion

Zoom discussion for Modules 10 & 11

Readings

Chapter 19 of *EarthEd* (and reread Chapter 4 focusing on themes of "dystopia")

"[Shaping Community Responses to Catastrophe](#)" Chapter 33, Paula Green, *State of the World 2013*

Essay 2: A term that has yet to be well-defined is "Resilience Education." And yet, it will be essential in the turbulent times ahead. What should Resilience Education consist of? How should it be developed? How should it be best integrated into curricula?

MODULE 12: Higher Education Reimagined

What strategies are necessary to get us to a sustainable future? How do we transform today's consumer cultures into cultures of sustainability?

Watch

[Higher Education Overview](#)

[Ecological Economics](#), Presentation by Josh Farley

[Agricultural Education](#), Presentation by Laura Legnick

[Higher Education Reimagined Panel](#)

Readings

[“What Is Higher Education for Now?”](#), David W. Orr

Chapters 16 and 17 of *EarthEd*

Recommended:

Chapters 20, 21, and 22 of *EarthEd*

MODULE 13: Professional Education

What about professional education? Should medical, business, and law school be Earth-centric?

Watch

Professional Education Lecture

Discussion

Zoom discussion for Modules 12 & 13

Readings

Chapters 23 and 24 of *EarthEd*

[Earth Jurisprudence: From Colonization to Participation](#), Cormac Cullinan, *State of the World 2010*

MODULE 14: The Future of Education

What could education look like in 2030?

Watch

Lecture: The Future of Education

[“Solar Powered Floating Schools in Bangladesh”](#)

Readings

Chapter 25 of *EarthEd*

[“5 Big Ways Education Will Change By 2020,”](#) Samantha Cole, *Fast Company*, 10 March 2015.

[“Learning unleashed,”](#) *Economist*, 1 August 2015.

[“Bridge International Academies gets high marks for ambition but its business model is still unproven,”](#) *Economist*, 28 January 2017.

[“Climate Change: ‘Floating schools’ in Bangladesh creating awareness, taking education to villages,”](#) Indian Express, 21 August 2016.

[XQ Super School Case Studies](#) (Read one. Recommended: read more.)

Recommended: [“School Days in 2040: Rima’s Day at École Gardiens de la Forêt \(Montreal, Canada\) ”](#)

[“School Days in 2040: Lakshmi’s Day at Bunker Hill High”](#)

Forum 3: Write your own vision of school in the future. Support the trends you project.

Module 15: Discussing Projects and Wrapping Up

Watch

Classmates’ Video Presentations

Discussion

Zoom discussion of project findings and experiences

Plus final class discussion of the course experience. How can I improve it?

Final Project Reports Due