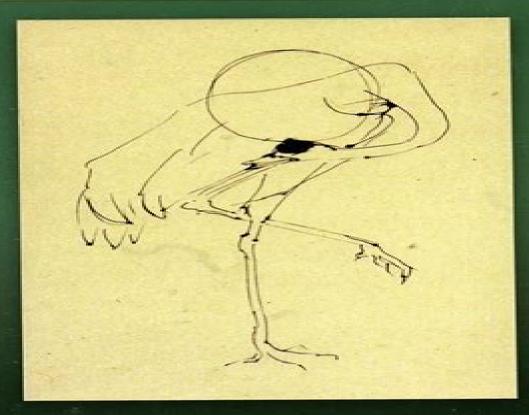
University Reform in an Era of Global Warming

C.A. BOWERS



"C. A. Bowers' distinguished and penetrating work reaches its culmination in this important book."

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University Reform In An Era Of Global Warming

Audrey M. Dentith, Wendy Griswold

University Reform In An Era Of Global Warming:

University Reforms in an Era of Global Warming C. A. Bowers, 2011 This book is especially timely for reasons related to the current efforts on the part of several national organizations to promote sustainability reforms in courses in all academic disciplines The American Association for Sustainability in Higher education is in the forefront of this reform effort Replacing an inefficient campus infrastructures was easy when compared to the challenges of engaging faculty in discussions of how the content of their courses continue to reinforce the deep cultural assumptions that gave conceptual direction to the individualistic consumer dependent lifestyle that that is now widely recognized as unsustainable The chapters address a number of especially daunting challenges with the main one being that many faculty who were graduate students in the last decades of the 20th Century continue to think within the same conceptual frameworks they acquired from their mentors Their mentors were unaware of environmental limits as well as the metaphorical nature of language that reproduces the ecologically problematic cultural assumptions that in turn have become part of today's students taken for granted world Several chapters address such limitations of these 20th Century conceptual frameworks as the way academic freedom in now being use by many faculty in the social sciences humanities and professional schools to justify ignoring not only the ecological crisis and the failure to ask whether such traditional areas of inquiry such as the thinking of Western philosophers and other abstract theorists will be useful to students as they face the life changing environmental impacts of climate change Two other key issues that must be taken into account if sustainability reforms are to be introduced in courses across the academic disciplines include the need for faculty to understand the many ways in which the emphasis on print based theory fosters abstract thinking thus further strengthening the long held myth of individual intelligence The need to understand cultures as ecologies and the difference between individual and ecological intelligence are also discussed The book also contains a discussion of the university administrators essential role in holding faculty accountable for engaging in extended discussions of the language issues such as the linguistic colonization of the present by the past the recursive cultural patterns that are being represented as the latest progressive ways of thinking that are the basis of many of today s conceptual double binds and how to foster the students awareness of the different ways that ideologies technologies and silences are undermining what remains of the cultural and environmental commons The critique of current misconceptions that underlie different disciplines as well as the resistance of many faculty to taking the ecological crisis seriously are balanced with extended discussions of alternative ways of thinking about language the connections between print storage which is amplified by computer mediated learning and communication and the ways in which oral traditions foster awareness of contexts and patterns of moral reciprocity and thus ecological intelligence In effect the book provides the conceptual framework that needs to be the focus of faculty discussions if these discussion are going to help faculty avoid the misconception that adding a couple of readings by environmental writers or learning about ecologically sustainable

community practices will enable students to make the transition to a post industrial way of thinking University Reform in an Era of Global Warming and Other Essays C. A. Bowers, 2008 The Way Forward: Educational Reforms that Focus on the Cultural Commons and the Linguistic Roots of the Ecological/Cultural Crises C. A. Bowers, Curriculum, Environment, and the Work of C. A. Bowers Audrey M. Dentith, David Flinders, John Lupinacci, Jennifer S. Thom, 2021-06-25 This edited volume extends ecological approaches to curriculum theory by recognizing and building on the contributions of the late Chet A Bowers to curriculum and ecological studies globally Chapters provide in depth explanation of Bowers central contributions to the field including his identification of the linguistic roots of ecological degradation the need for school curricula to support sustainability and the principles of cultural commons eco justice and ecological intelligence Building on these ideas and emphasizing the links between curriculum studies social justice and environmental education the text illustrates how Bowers ideas must now inform future approaches to schooling teacher education research and Indigenous communities to guard against the global ecological crises we now face This text will benefit researchers academics and educators with an interest in curriculum studies sustainability education and environmental studies in particular Those interested in the sociology of education educational change and school reform will also benefit from the book Ideological, Cultural, and Linguistic Roots of Educational Reforms to Address the Ecological Crisis C. A. Bowers, 2018-05-04 In this volume C A Chet Bowers whose pioneering work on education and environmental and sustainability issues is widely recognized and respected around the world brings together a carefully curated selection of his seminal work on the ideological cultural and linguistic roots of the ecological crisis misconceptions underlying modern consciousness the cultural commons a critique of technology and educational reforms to address these pressing concerns In the World Library of Educationalists series international scholars themselves compile career long collections of what they judge to be their finest pieces extracts from books key articles salient research findings major theoretical and practical contributions so the world can read them in a single manageable volume Readers will be able to follow the themes and strands of their work and see their contribution to the development of a field as well as the development of the field itself Contributors to the series include Michael Apple James A Banks Joel Spring William F Pinar Stephen J Ball Elliot Eisner Howard Gardner John Gilbert Ivor F Goodson and Peter Jarvis The Nine Elements of a Sustainable Campus Mitchell Thomashow, 2016-02-12 A former college president offers a framework for sustainability on campus describing initiatives that range from renewable energy to a revamped curriculum to sustainable investment Colleges and universities offer our best hope for raising awareness about the climate crisis and the other environmental threats But most college and university administrations need guidance on the path to sustainability In The Nine Elements of a Sustainable Campus Mitchell Thomashow a former college president provides just that Drawing on his experiences at Unity College in Maine he identifies nine elements for a sustainability agenda energy food and materials aspects of infrastructure governance investment and wellness aspects of community and

curriculum interpretation and aesthetics aspects of learning He then describes how Unity put these elements into practice Connecting his experiences to broader concerns Thomashow links the campus to the planet reminding us that local efforts taken together can have a global impact Teaching and Learning Strategies for Sustainable Development Enakshi Sengupta, Patrick Blessinger, Taisir Subhi Yamin, 2020-05-27 This timely book explores the sustainable development goals how well universities have been able to integrate them into their curriculum and how universities can institutionalize the goals and sustainable development into their strategic plans and institutional culture **Digital Detachment** Chet A Bowers, 2016-01-29 The digital revolution is changing the world in ecologically unsustainable ways 1 it increases the economic and political power of the elites controlling and interpreting the data 2 it is based on the deep assumptions of market liberalism that do not recognize environmental limits 3 it undermines face to face and context specific forms of knowledge 4 it undermines awareness of the metaphorical nature of language 5 its promoters are driven by the myth of progress and thus ignore important cultural traditions of the cultural commons that are being lost and 6 it both by passes the democratic process and colonizes other cultures This book provides an in depth examination of these phenomena and connects them to guestions of educational reform in the US and beyond The Sustainable University Stephen R. Sterling, Larch Maxey, Heather Luna, 2013 The direction of higher education is at a crossroads against a background of mounting sustainability related issues and uncertainties. This book seeks to inspire positive change in higher education through exploration of the rich notion of the sustainable university Drawing on a wealth of experience it provides reflective critical analysis on the potential of the sustainable university concept and offers advice for its implementation to researchers professionals students and policy makers A Critical Examination of STEM Chet Bowers, 2016-04-28 This critical examination of STEM discourses highlights the imperative to think about educational reforms within the diverse cultural contexts of ongoing environmental and technologically driven changes Chet Bowers illuminates how the dominant myths of Western science promote false promises of what science can achieve Examples demonstrate how the various science disciplines and their shared ideology largely fail to address the ways metaphorically layered language influences taken for granted patterns of thinking and the role this plays in colonizing other cultures thus maintaining the myth that scientific inquiry is objective and free of cultural influences Guidelines and questions are included to engage STEM students in becoming explicitly aware of these issues and the challenges they pose In the Grip of the Past C. A. Bowers, 2013-07-01 With natural systems being exploited at an unsustainable rate with technologies displacing the need for workers and now even professors with print based technologies undermining the intergenerational achievements in the areas of civil liberties and the cultural commons it is now time for educational reformers to question the idea that students must be educated to become change agents The industrial culture now driven by digital technologies is transforming cultures on a global scale And they are being transformed in ways that serve the interests of environmentally destructive and profit oriented

corporations The essays in this collection highlight reforms that teachers can introduce in classrooms reforms that will enable students to become aware of the traditions within their own cultures that must be renewed in ways that ensure the prospects of future generations Students must also be challenged to consider the traditions that need to be changed The tensions between what needs to be conserved and what needs to be changed are the critical issues that will not be raised by the experts working to create a seamless world of digital communication and thought For reasons explained in the book s essays this is the mindset that it habituated to constant change a mindset with no sense of what is being lost that are sources of community self sufficiency and empowerment Do We Know What We Are Doing? Reflections on Learning, Knowledge, Economics, Community and Sustainability Rolf Jucker, 2014-10-17 The discourse of education for sustainability has been severely limited by the fact that it largely refuses to acknowledge important insights from other fields of learning and knowledge This reluctance to engage with central insights regarding how the world and more specifically how human interactions with both the human and non human world work ensures that it has remained a largely self centred discourse It is tangled up with reflections on education without contextualising them in the **Ecojustice Adult Education: Theory** and Practice in the Cultivation of the Cultural Commons Audrey M. Dentith, Wendy Griswold, 2017-03-31 As ecological issues increase and concern worldwide is mounting about the changing nature of work and cultural life the field of adult education must respond Adult education holds much potential for its ability to highlight cultural knowledge promote change and maximize the capacity of adults to work together in strengthening mutually supportive communities that contribute to a sustainable future It is imperative that we re educate adults about productive but sustainable work and stronger local community living within an understanding of the relational being and the interdependency of all things This edited collection explores the cultural roots of the ecological cultural crisis and its relationship to adult education The development of sound practices and new cultural understandings among adults are emphasized Certainly there exists evidence of small grassroots work that builds hope and skills for the coming of a new age of sustainable and just life This volume discusses the Connections between sustainability environmental and ecojustice education Forms of radical sustainability adult education Established cultural institutions as potential agents of change Principles of ecojustice education and Implementation of these principles in formal and community education settings This is the 153rd volume of the Jossey Bass series New Directions for Adult and Continuing Education Noted for its depth of coverage it explores issues of common interest to instructors administrators counselors and policymakers in a broad range of education settings such as colleges and universities extension programs businesses libraries and museums **Environmental Education** Matthew Etherington, 2023-08-03 This book has a single motif and a dual purpose Its motif is the portrayal of influential authors within an environmental framework and worldview The design is presented in different ways in which environmental understandings might be understood The purposes are to engender in the reader a broad knowledge of some of the ideas and problems inherent in a

discussion of nature and the environment and to stimulate the reader to go further into the sources of their tradition and worldview in search of meaning and insights that are uniquely relevant to their philosophy *Greening the Academy* Samuel Fassbinder, Anthony Nocella, Richard Kahn, 2012-12-30 This is the academic Age of the Neoliberal Arts Campuses as places characterized by democratic debate and controversy wide ranges of opinion typical of vibrant public spheres and service to the larger society are everywhere being creatively destroyed in order to accord with market and military models befitting the academic industrial complex While it has become increasingly clear that facilitating the sustainability movement is the great 21st century educational challenge at hand this book asserts that it is both a dangerous and criminal development today that sustainability in higher education has come to be defined by the complex friendly green campus initiatives of science technology engineering and management programs By contrast Greening the Academy Ecopedagogy Through the Liberal Arts takes the standpoints of those working for environmental and ecological justice in order to critique the unsustainable disciplinary limitations within the humanities and social sciences as well as provide tactical reconstructive openings toward an empowered liberal arts for sustainability Greening the Academy thus hopes to speak back with a collective demand that sustainability education be defined as a critical and moral vocation comprised of the diverse types of humanistic study that will benefit the well being of our emerging planetary community and its numerous common locales International Perspectives on Climate Change Walter Leal Filho, Fátima Alves, Sandra Caeiro, Ulisses M.

Azeiteiro, 2014-03-24 This collected volume deals with emerging issues related to climate variation climate change and adaptation technologies with a special focus on Latin American countries Presenting a variety of adaptation strategies and projects currently being undertaken and implemented the book showcases how Latin American nations are struggling to meet the challenges of climate change Latin America as a whole and Central America in particular is one of the most vulnerable regions of the world and is severely affected by recurrent extreme climate related events This volume documents and analyzes the main challenges and lessons learned serving to disseminate knowledge beyond the region and enhance **Dangerous Years** David W. Orr, 2016-11-22 A leading environmental international research and policy cooperation thinker takes a hard look at the obstacles and possibilities on the long road to sustainability This gripping deeply thoughtful book considers future of civilization in the light of what we know about climate change and related threats David Orr an award winning internationally recognized leader in the field of sustainability and environmental education pulls no punches even with the Paris Agreement of 2015 Earth systems will not reach a new equilibrium for centuries Earth is becoming a different planet more threadbare and less biologically diverse with more acidic oceans and a hotter more capricious climate Furthermore technology will not solve complex problems of sustainability Yet we are not fated to destroy the Earth Orr insists He imagines sustainability as a quest and a transition built upon robust and durable democratic and economic institutions as well as changes in heart and mindset The transition he writes is beginning from the bottom up in communities

and neighborhoods He lays out specific principles and priorities to guide us toward enduring harmony between human and Contemporary Studies in Environmental and Indigenous Pedagogies Andrejs Kulnieks, Dan natural systems Roronhiakewen Longboat, Young Young, 2013-06-13 Contemporary Studies in Environmental and Indigenous Pedagogies A Curricula of Stories and Place Our book is a compilation of the work of experienced educational researchers and practitioners all of whom currently work in educational settings across North America Contributors bring to this discussion an enriched view of diverse ecological perspectives regarding when and how contemporary environmental and Indigenous curriculum figures into the experiences of curricular theories and practices. This work brings together theorists that inform a cultural ecological analysis of the environmental crisis by exploring the ways in which language informs ways of knowing and being as they outline how metaphor plays a major role in human relationships with natural and reconstructed environments This book will be of interest to educational researchers and practitioners who will find the text important for envisioning education as an endeavour that situates learning in relation to and informed by an Indigenous Environmental Studies and Eco justice Education frameworks This integrated collection of theory and practice of environmental and Indigenous education is an essential tool for researchers graduate and undergraduate students in faculties of education environmental studies social studies multicultural education curriculum theory and methods global and comparative education and women s studies Moreover this work documents methods of developing ways of implementing Indigenous and Environmental Studies in classrooms and local communities through a framework that espouses an eco ethical consciousness The proposed book is unique in that it offers a wide variety of perspectives inviting the reader to engage in a broader conversation about the multiple dimensions of the relationship between ecology language culture and education in relation to the cultural roots of the environmental crisis that brings into focus the local and global commons language and identity and environmental justice through pedagogical approaches by faculty across North America who are actively teaching and researching in this burgeoning field Higher Education Institutions in a Global Warming World Ulisses Azeiteiro, Walter Leal, Paulo Davim, 2022-09-01 Higher Education Institutions in a Global Warming Worldaims to contribute to the global debate on Sustainability in Higher Education and in particular to the transition of Higher Education Institutions to a Low Carbon Economy The transition of Higher Education Institutions towards a Low Carbon Economy is aligned with the Paris Agreement and with Sustainable Development Goal 13 Take urgent action to combat climate change and its impacts It is also consistent with the European Commission's Climate strategies and targets and with the aims of the European Climate Change Program Transitioning to a low carbon economy represents one of the most significant and urgent challenges we are facing and Universities have a critical role to play in fostering a low carbon future especially by developing innovative solutions What Teachers Need to Know Matthew Bruce Etherington, 2017-03-31 Every generation has sought to make teaching and learning more inclusive and equitable but pesky questions always remain such as how can teaching and learning be

conducted in ways that satisfies and respects everyone What are the parameters of an inclusive pedagogy Who defines its principles How should these principles be taught and by whom And by what authority shall they be grounded These types of thorny questions occupy the essence of educators and the authors of this book This book is about teachers educators and topics related to inclusion Teachers and educators have a lot to know therefore the topics are broad and relevant to the times What should teachers know about special needs religion and spirituality Aboriginality the environment tolerance and school choice Although teachers have knowledge of their subject matter knowledge alone is not sufficient They must know and understand how people learn A teacher must also care deeply about who they teach And this teacher knowledge grows and changes over time as teachers become more experienced informed skilled and wiser At the same time no teacher preparation will be sufficient because there will always be discussions that were never had and knowledge that was never shared Time has its costs and there is only so much a formal education can prepare someone This book helps to satisfy a cavity in learning for teachers and educators in general

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