ED 589: CRITICAL PEDAGOGY AND SUSTAINABILITY: EDUCATION FOR SUSTAINABILITY

** Note – This syllabus is a guide. The instructors reserve the right to adapt content to best serve the learning outcomes. **

INSTRUCTORS: Karla Haas Moskowitz, Ph.D., Matt Paneitz, MA

COURSE CREDIT: 3.0 graduate credits

DATES & TIMES: Hybrid Field Institute + Online Synchronous Sessions: 17 weeks, Spring or Fall

Online Synchronous Sessions: Once per week for two hours


COURSE DESCRIPTION:

This course is one in a four-course series that leads to the completion of a Certificate in Critical Pedagogy and Sustainability from Teach and Lead, LLC designed for students who are interested in gaining an educational and pedagogical foundation in relationship to sustainability. This course introduces skills, abilities, attitudes and awarenesses needed to support the theory, practice of Critical Pedagogy and Sustainability through the exploration of green building. Based on reading, research, exploration and place-based service-oriented fieldwork in their own country of origin and/or internationally, students will develop a portfolio that demonstrates their learning and preparation.

This course, Education for Sustainability, supports transformative learning to equip community members, including educators and caregivers -- youth through adults -- with the knowledge, skills, abilities, and dispositions to contribute to economic prosperity through responsible citizenship. The course examines strategies relating to the restoration, sustainability, and health of the natural world and its ecological systems. Additionally, the course illuminates the interdependency that exists among these systems and defines relationships among humans, and between humans and the natural world, and teaches to the critical importance education plays in building a sustainable global society for all living things.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the learner will be able to:
1. Demonstrate teaching sustainability and environmentalism within a local and
global historical context.

2. Explain the role of human values, aesthetics, preferences and patterns of
consumption in understanding and making decisions about sustainability

3. Discuss the relationships among poverty, inequality and security, and understand
the concept of environmental justice

4. Incorporate best educational practices modeled in sustainable schools and
communities.

5. Describe how social and political institutions (local to global) affect
sustainability.

6. Describe the current and potential role of business and economics in creating a
sustainable future.

7. Evaluate the interconnectedness of elements of ecological, physical and social
systems within the context of specific cases

8. Locate, evaluate, and challenge the credibility of online and print resources
related to sustainability

9. Apply a process to solve a “wicked” problem in the realm of education and
sustainability.

10. Apply a general approach to framing and solving sustainability problems.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

- Balint, Peter, Anand Desai, and Lawrence C. Walters. (2011), Wicked
  Anchor.
- Peterson-Boring, Wendy and William Forbes (2014). Teaching sustainability:
  perspectives from the humanities and social sciences. Stephen F. Austin
  University Press.

Recommended for Teachers:

COURSE REQUIREMENTS:

All assignments need to be typed (12 font), Times New Roman, double-spaced, proofread, and professional in appearance with citations adhering to APA format. Please refer to the recommended APA texts as well as the Purdue Online Writing Lab http://owl.english.purdue.edu/owl/resource/560/01/ for specific on APA style. Any exceptions to this format will (1) be noted in individual assignment guidelines; or, (2) include handwritten responses done in class. You are welcome to revise and resubmit an assignment, please communicate with me directly so we can customize an appropriate time line and criteria.

1. Attend face-to-face sessions and participate in online forum including discussions and activities.

2. Construct an Annotated Bibliography of 10-12 relevant texts.

3. Write two Critical Book/Article Annotations, 5-7 pages each, on required and/or recommended texts (see handout).

4. Create a Timeline that places significant events relating to sustainability in a historical context.

5. Participate successfully in a Field Placement (Practicum, Internship, and/or Apprenticeship as relevant to focus of study) and keep a Log.

6. Develop a PAR Project for Change and related Visual Representation. Problem- pose and choose a topic to research utilizing a Participatory Action approach and apply at least one identified methodology (Appreciative Inquiry, Phenomenology, Portraiture, Auto-Ethnography). The project relates to the topic of education for sustainability, climate justice, and eco-literacy with a social-ecological context. The Project will state a relevant and timely “wicked problem” in the realm of sustainability and provide an analysis and set of recommendations to address it. The research will be comprised of a written component (5-7 pages) plus supplementary multi-media/visual support to express findings to rest of class. You
may use video, audio, PowerPoint, Prezi, and other modalities. The specifics
relating to this Assignment are noted in PowerSchool class site.

7. Develop a **Course Portfolio** that includes PAR Project for Change paper and
presentation materials, Annotated Bibliography, Critical Book/Article
Annotations, Timeline, and Field Placement Log.

**GRADE DISTRIBUTION AND SCALE:**

**Grade Distribution:**

1. Class participation/attendance 10%
2. Annotated Bibliography (10-12 entries) 10%
3. Critical Book/Article Annotations (2) 25%
4. Timeline 15%
5. Field Placement Log 10%
6. Participatory Action Research (PAR) Project for Change 30%

**TOTAL** 100%

**Grade Scale:**

In each course, grades are as follows:

A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 78% or Below

**CLASS SCHEDULE:**

**Month One Topics:**

What does it mean to educator for sustainability?
What is Action Research and related Project for Change along (Global View)

**Month Two Topics:**

Wicked Problem Posing and Solving
Critical Book/Article Annotations and Annotated Bibliography

**Month Three Topics:**

Field Placement and relationship to studying sustainability
Sustainability/Climate Justice in educational and historical context

**Month Four Topics:**

Democracy and Sustainability
Presentations of PAR Projects for Change