Signs of devastation from climate change, environmental degradation, energy crises and conflicts from environmental destructions are causing alarms all around the world. Can the humanity and the Earth planet survive without fundamental changes in our eco ethics and relationship with nature? What do we need to do?

This course explores answers to the current crises and actively seeks solutions:

- The course discusses tremendous environmental challenges witnessed locally and globally, delving into the underlying economic, political, cultural systems and ideologies that maintain and reinforce unsustainable practices;
- The course reflects on ecological ethics as embedded in Native American and Indigenous perspectives and wisdom, and ecological values in Christianity, Islam, Judaism, Buddhism, Hinduism, Taoism and Confucianism;
- New environmental ethics, paradigms, and practices that support a new relationship with nature are explored. These include Gaia Hypothesis, Deep Ecology, Biodiversity, Animism, Ecofeminism, Ecological Economics, sustainable energy and new lifestyles;
- In education, the course examines how sustainability education takes place in K-12 settings, communities, and universities; creative pedagogies to raise awareness and cultivate awe and love for nature are a central topic;
- Finally, the course discusses eco-justice issues, emergency education, and global endeavors and future actions of environmental survival and sustainability.

The objective of this course is to equip students with values, knowledge and agency to help preserve the Earth planet.

**TEACHING APPROACHES**

The teaching approach in this course will be an interactive seminar style in which students are expected to actively engage in discussions and sharing of information and materials, thereby having the opportunities to learn from one another and developing ecological awareness and experiences. Classes will take on a variety of forms, which will include lectures, discussions, group activities, videos, demonstrations and presentations.

**EXPECTATIONS**
• Students are expected to come to class having completed at least three assigned readings for the day and be active participants in the discussions and presentations.

COURSE REQUIREMENTS AND GRADING

1. Participation: 20%. Students are expected to have done the readings, and to actively participate in the activities of the class. Open, honest, inclusive, and respectful discussions are expected.

2. Weekly Reflection Paper on Class Readings. 20%. Students will write 1.5 to 2 pages single space each week; please send it to jinglinpeace@gmail.com before each class. Guideline: 1) Synthesize what you have learned; 2) discuss what key concepts/ideas that impress you; 3) make connection to daily life and education, and 4) questions/points you will raise in class.

3. Essay on “Experience with Nature, and Alternative Energy and Life Styles.” 20%. The first part of the paper will be on your most powerful experience with nature and how that educates you and shapes you? Along with your paper, you can use poems, videos, pictures or other forms to share the experience. The second part is research on new life styles, alternative energy, sustainable technology, sustainable economy etc. (6-7 pages)

4. Transformative Service Learning and Research Project. 40% (undergraduate: 7-10 pages; graduates: 10-15 pages).

1. Students can work as teams and find a place to do volunteer work and do research and possibly introduce some changes. Talk with professor and Kara
2. Partnership should be formed. Places students can go to include campus Sustainability Office, an environmental education center, an NGO group, a school, a student club, etc. Students’ interests and plans will be discussed at the beginning of the class.
3. Students are to define/co-define needs, ask the relevant questions, design service learning activities, and build observation and reflection into the process.
4. Relevant literature should be searched and referenced. Pictures could be taken or video be made or website can be designed. The Final Project will be a portfolio containing the above elements and a reflective essay. The reflection can be: How can the project be improved? Looking back, how have you grown personally through the service? What is your plan down the road?

Grading Scale

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<td>A+</td>
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TEXTBOOK AND READINGS:

Textbook To Be Purchased:


Buy used: http://www.amazon.com/gp/offer-listing/161735502X/ref=tmm_pap_used_olp_sr?ie=UTF8&condition=used&qid=&sr=

Articles are posted on Canvas.

Professional Groups to check out:

North American Association for Environmental Education: https://naaee.org/our-work
AERA Ecological and Environmental Education Special Interest Group
CIES Education for Sustainability Special Interest Group

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**SCHEDULE**

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**AUG. 30**

**INTRODUCTION AND OVERVIEW**

Starter: An animated video: Man (https://www.youtube.com/watch?v=WfGMYdalCIU)

Act 1: Introduction, and what will happen in this class
   - Kara: resources for Service Learning Project

Act 2: Let’s first do a body scan
   - Five minutes: https://www.youtube.com/watch?v=nA5AyqFs5kE
   - Ten minutes: https://www.youtube.com/watch?v=zsCVqFr6j1g

   **Then the class do a body scan for Mother Nature** (hair as forest, bone as mountains, rivers as veins, humans and animals as her siblings, etc). **Share:** What images come to your mind? What problems are besetting Mother Nature? What do you feel for Mother Nature?

Act 3: Watch a movie: *The Age of Consequences* [link: https://educate.tugg.com/; username: gsi@umd.edu; password: ProvostVPR9deans]

Act 4: Weekly Engagement with Nature: What is it about?
Nature contact project: What do you experience?

Mindfulness practices: mindful eating, shopping, walking, contemplative photography, etc.

Types of contemplative methods: download InsightTimer
- http://marc.ucla.edu/body.cfm?id=22
- Mindfulness in Nature: https://www.youtube.com/watch?v=7nsmuPT7Zfw

SEPT. 6

MAJOR ENVIRONMENTAL CHALLENGES FACING HUMANITY TODAY

❖ Weekly report: Your nature contact experience

Act 1: Awareness raising:
- Song: Tell me why! (Video on YouTube).
- The 2015 Paris Agreement: Humanity in critical crossroad!

Act 2: Students share their reflections on the readings

Act 3: Jing's ppt presentation
- Global warming/climate change/glacier retreat/melting of ice caps/hurricanes/tsunamis/typhoons/sea levels rising/flooding/drought
- Ozone layer depletion/health impact
- Deforestation/desertization/dust storms/land loss/top soil erosion
- Fog and haze – China as an example
- Mass extinction of species and loss of biodiversity
- Water scarcity/water pollution (medicine in water)/overdraw of underground water/danger of war and conflicts due to water resources in Southeast Asia and Africa
- Disappearance of lakes/wetlands and pollution of oceans
- The cost of “development” – Smog and pollution: water, air, land
- Land degradation and loss of biodiversity
- Problems of trash and waste and environmental and human damages
- Overpopulation, urbanization and major problems such as smog, hot weather, flooding…
- Energy crises: over extraction of oil; food crises; inflation.
- Western Honey Bee Colony Collapse Disorder
- Diseases: autisme, Ebola, viruses etc.
- Wastage

Readings:


“The Overpopulation.” Wikipedia.


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**SEPT 13**

**CURRENT ECOLOGICAL AND CULTURAL PARADIGMS AND PROBLEMS**

- Weekly report: Your mindful engagement with nature

*Guest speaker: Annie Rappeport on Anthropocentrism. // Kara could do Flint’s Story
Amanda Fiore on her environmental activist experience*
Act 1: Students presents on one of the current paradigms/practices that contribute to the destruction of nature. Discussion on these topics:

Topics:
- Anthropocentrism: How does it manifest? Is it right or wrong? What are your personal life examples?
- Judeo-Christian beliefs
- Capitalism and its ethos against nature
- Materialism and consumerism: Are we all victims and perpetuators? [Report on your life style] Is it sustainable? Unsustainable economic frameworks and practices
- Cruelty to animals; polluting agricultural practices
- Perceptions of wilderness: Western notions vs Native American beliefs

Readings:

“Anthropocentrism.” Wikipedia. Mindful reflection on how we see ourselves as above other existence


Mass tourism and unsustainability: https://www.theguardian.com/sustainable-business/six-reasons-mass-tourism-unsustainable

SEPT. 20
ECOLOGICAL ETHICS FROM RELIGIOUS AND CULTURAL PERSPECTIVES

❖ Weekly report: Your mindful engagement with nature

Campus tour led by Karen Petroff, 4:15pm to 5:30pm: arboretum

Act 1: Jing leads discussion and students volunteer to present on topics
Topics:
  o Indigenous Spirituality and Shamanism
  o Taoism and Confucianism – Human Nature Correspondence and Oneness
  o Buddhism – Beliefs and Practice
  o Islam
  o Christianity and Judaism
  o Hinduism, Jainism, Shinto…..
  o Naturalism and Transcendentalism

**Act 2:** Using the scenario of a child and a chicken/cow/pig, discuss the notion of anthropocentrism, and discuss where various religions fall on a spectrum of anthropocentrism. Discuss zoos, circuses, human treatment of health crises (bird flu, mad cow disease…), culture and human nature.

**Readings:**

“Taoism and Education” by Jing Lin

“Buddhism and Ecology”


“Confucianism and Ecology”


“Indigenous Tradition and Ecology”


“Christianity and Ecology”

“Judaism and Ecology”


“Jainism and Ecology”

“Shinto and Ecology”

**SEPT. 27**

**NEW ECO ETHICS AND SUSTAINABILITY PARADIGMS (1):**

*Gaia Theory, Animism, Deep Ecology, Ecofeminism, Biodiversity, Sustainable Frameworks, and Ecological Economics*
Report: Your mindful engagement with nature

Andy Fellows to Come (4:15pm) [https://ischool.umd.edu/faculty-staff/andrew-fellows]

Kara on ecofeminism

Act 1: Students choose a topic in the following list and give a presentation followed by discussion in the class (individual or group)

Topics:
- Reverence for Life; Will-To-Live.
- The Land Ethics
- Gaia Theory – Earth as a Live Being
- Deep Ecology
- Biodiversity
- Animism
- Biodiversity
- Sustainable development
- Ecofeminism
- Plants as alive and intelligent – Re-animating the universe.
  https://www.ted.com/talks/suzanne_simard_how_trees_talk_to_each_other#t-5160

Act 2: Ppt by Jing on New Environmental Paradigms

Readings:


“Reconstructing Femininity and Masculinity.” Unpublished paper by Jing Lin


“Sustainable Development.” Wikipedia.


**OCT. 4**

**NEW ECO ETHICS AND SUSTAINABILITY PARADIGMS (2):**


**Ayush:** Bee Colony Collapse, Ways to Sustain Bees and Ed

**Act 1:** Students present on one of the following topics and Jing sums up.

- Treatment of animals and Animal Protection Laws
- Organic food and ecological farming//sustainable forestry
- Perennial crops to deal with land degradation (https://landinstitute.org/)
- Alternative energy; clean, renewable and environmentally friendly energies; new energy technologies: solar powered houses, planes, and solar farms and parks (http://aprs.org/MD-community-solar.html); solar cities
- Life style changes. Examples: zero carbon footprint; summer air conditioning; office light; business suit; plastic shopping bag, and others…
- Therapeutic landscapes (Dawney, 2009)
- Greening cities: [Cities turning green](http://aprs.org/MD-community-solar.html)
- Eco villages; vegetarianism; organic food and local markets
- Ecological Economics; de-growth; divestment; alternative investment; Green GDP
- Carbon tax; emission trade; carbon credit; Green accounting; green economy; green finance; eco commerce
- Green building: LEED – Leadership in Energy and Environmental Design
- Sustainable transport: Electric cars (Tesla’s new models)
- Ecological architecture/carbon neutral buildings; green technology for green schools and universities
- Carbon capture technology (algae)
- Land rights for the indigenous people; stopping farming to reforest the land
- Eco city farms
- Solar streets
- Profitable sustainability technology
• Urban Food Forest
• Sustainability and market incentives
• “Just sustainabilities” - http://smartandsustainable.umd.edu/sessions/opening-keynote
• The infinite mind and energy and social transformation

Readings:

Colin Beavan: No Impact Man: http://www.dailymotion.com/video/x3njbr3


“Green Energy.” Wikipedia. Neperud


Solar roofs: https://www.tesla.com/solarroof

OCT. 11
PERSONAL EXPERIENCE WITH NATURE, AND EXPLORATION OF ALTERNATIVE ENERGY, NEW TECHNOLOGIES AND SUSTAINABLE LIFE STYLES

SHARING OF SERVICE LEARNING PLAN
Presentation and paper due

Julie Gabrielli will come at 4:20pm to talk about solar house

Experience with Nature
Visit this place if possible: https://www.fws.gov/refuge/Patuxent/visit/NWVC.html
Your photos
Your field trips
Your favorite places
Your favorite animals
Your most powerful experience in education about nature and environment. Students will share stories about personal experiences with nature. Discuss how nature shapes you and educate you.
**Research**
On alternative energy, new forms of sustainable technology, sustainable economy or new life styles.

**OCT. 18**

**NATURE DEFICIT DISORDER, AND GREENING THE CURRICULUM**

❖ Weekly report: Your mindful engagement with nature – Learning to write haiku

**Act 1: Free writing**
- Practice writing a haiku and share
- In what ways do curriculum perpetuate anthropocentric ideas?

**Act 2: Jing leads a discussion on the readings**
- Industrial, mechanistic views in curriculum: examples
- Anthropocentrism in textbooks: examples

**Act 3: Video and discussion: Denmark’s Forest Kindergartens**
- Recovering “childhood”: What do we need to do in all levels?

**Readings:**


Oct. 25
ENVIRONMENTAL EDUCATION AROUND THE WORLD

Act 1: Environmental Education around the World

Guest speakers:

Rebecca Ellison: Designing Naturally and Culturally Relevant Curriculum for Kenya
Nooruddin Shah on Pakistan (confirmed at 4:45pm)
Video: School Lunch in Japan: https://www.youtube.com/watch?v=hL5mKE4e4uU

Ppt by Students on Kenya and Costa Rica, India, and other countries

Jing’s ppt on China

Readings:

(S)he Who Will Transform the Universe: Ecological Lessons in Community Education from the Indigenous Americas. Elizabeth Sumida Huaman [Textbook]


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**NOV. 1**

**INTEGRATING SUSTAINABILITY INTO TEACHING AND CURRICULUM: U. S.**

- Weekly report: Your mindful engagement with nature

**Guest speakers:**

- Timothy Reedy (4:15pm – 4:45pm confirmed)
- Natalie Ylizard (4:45pm - 5:15pm confirmed)

*Students sign up as a group to give a presentation about ecotourism, eco/sustainable fashion, school/community garden, and field trip, and Jing will present a summer camp that incorporate sustainability education.*

Hensley, Nathan S. (2011). Beyond a Carbon Copy Curriculum: Cultivating Stewardship and Awareness through Sustainable Education. [Textbook]


Molly Lawrence, Rosalie Romano, Victor Nolet, and Wendy Church. (2001). Necessary Tensions within Present Possibilities: Juxtaposing Voices from the Field to Envision Sustainability Teaching and Learning. [Textbook]
NOV. 8
ARTS AND ECO-EDUCATION, AND POTENTIAL OF SOCIAL MEDIAS

❖ Weekly report: Your mindful engagement with nature
❖ Kara can do Hula
❖ Ayush on Hindu Dog Snake Festival and Animals and Deities
❖ Someone on Taoism and Landscape Paintings

Act. 1: Jing leads discussion on the readings, first Sachi Edward’s Hula article and video, then Chinese Taoist arts. Peacock Dance and Yang Liping.

Act 2: Students find arts, dance, music, poems, videos etc, to share in class: How do they contribute to the building of a sustainable ecological ethics and education?

Readings:


NOV. 15
SUSTAINABILITY EDUCATION AND EFFORTS IN COLLEGES AND UNIVERSITIES
Act 1: Meeting at Teaching and Learning Center at café area at 4:15pm; Mark Stewart will show us the LEED features; then walking to class for presentation by Mark

Act 2: Discussion of UMD initiatives and those by other universities

Guest Speaker: Mark Stewart

Readings:

http://www.earthisland.org/journal/index.php/eij/article/greening_the_ivory_tower/


Stewart, Mark. (2011). Greening the Campus, Culture, and Curriculum. [Textbook]


U Maryland Hosts Inaugural Competition Designed to Solve Agricultural Issues:


NOV. 22

NO CLASS, THANKSGIVING

NOV. 29

ENVIRONMENTAL JUSTICE AND ENVIRONMENTAL ADVOCACY

Weekly report: Your mindful engagement with nature

Act 1: A video about Wangari Maathai: https://www.youtube.com/watch?v=XazNhaKiPRk
Act 2: Jing and students share examples of social justice issues in environmental sustainability

Act 3: Kara on gender and environmental justice

Act 4: Jing talks about emergency education

Topics:

- Development at whose cost and sacrifice
- Equal and fair distribution of resources and benefits
- Indigenous land rights
- Racism, classism and environmental justice
- Just transition
- Health equity
- Food security
- Intellectual property and indigenous tradition/knowledge
- Microcredit and microenterprise

Readings:


DEC. 6
PRESENTATION OF FINAL PROJECT, AND ENVISIONING A NEW FUTURE

Act 1: Presentation of your Service Learning Project

Act 2: Readings and Discussion:

- UN Sustainable Development Goals, 2015.
- The 2015 Paris Agreement: Humanity in critical crossroad!
- http://wearestillinx.com/

Act 3: Envisioning Your Ideal Life and World, and Pledge of Actions

Write Down Thoughts and Share With Class:

- I want to help create a world where…
- My discipline contributes to that vision by…
- I want to help myself and others become change agents for sustainability by …
- I want to be healthier, happier and more sustainable by …