

EDHI 682 / EDHI 488E  
**ECOLOGICAL ETHICS AND EDUCATION**  
Fall, 2015

**Wednesday, 4:15pm - 7:00pm, 1315 Benjamin Building**

Instructor: Prof. Jing Lin, College of Education  
Co-instructor: Mark Stewart, Office of Sustainability  
Jinglin@umd.edu

*Assignments: [jinglinpeace@gmail.com](mailto:jinglinpeace@gmail.com)*

Signs of devastation from climate change, environmental degradation, energy crises and conflicts from environmental destructions are causing alarms all around the world. Whether or not we embrace a new ethics for our relationship with nature is a survival issue for the humanity and the Earth planet. What do we need to do? This course explores paradigms, approaches, and new ways of knowing and being through transformative ecological ethics and environmental education.

The course will touch on religious, spiritual, feminist and indigenous perspectives on human-nature relationship. We will critically examine the current paradigms of economic growth and political power, issues of environmental justice and sustainability. We will explore sustainability education in primary, secondary schools and higher education levels. The focus is to equip students with values, attitudes, knowledge, skills and abilities to protect and preserve the Earth planet and live harmoniously with Mother Nature.

### **OBJECTIVES OF THE COURSE**

Students will:

- Learn to critically examine environmental issues and crises;
- Build an understanding of a diverse range of ecological ethical views on Mother nature and environmental sustainability;
- Develop sensitivity and respect for Mother Nature through contemplations, reflections, story sharing and experiential learning;
- Acquire knowledge about environmental education theories and best practices, exploring diverse approaches, programs and pedagogies that enhance students' eco-sustainability understanding and abilities;
- Develop skills to implement changes in K-12 and higher education settings, or in the community and other settings, through doing service learning and research projects for ecological stewardship;
- Demonstrate results of your service learning through intellectual and creative means.

### **TEACHING APPROACHES**

The teaching approach in this course will be an interactive seminar style in which students will be expected to actively engage in discussions and sharing of information and materials, thereby

having the opportunities to learn from one another and develop ecological awareness and experiences. Classes will take on a variety of forms, which will include a combination of lectures, discussions, group activities, showing of videos, and presentations.

## EXPECTATIONS

- Students will be expected to come to class having completed all assigned readings for the day and be active participants in the discussions;
- Students will be required to write a summary/reflection essay on each week's readings.

## COURSE REQUIREMENTS AND GRADING

1. **Participation: 15%.** Students are expected to have done the readings, and to actively participate in the activities of the class.
2. **Reflection of Weekly Class Reading Materials. 25%.** Students will write 1 to 2 pages single space each week; please send it to [jinglinpeace@gmail.com](mailto:jinglinpeace@gmail.com) before each class. Synthesize what you have learned, what key concepts/ideas that impressed you, what connections you can make to daily life and education, and 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 alternative energy, new forms of sustainable technology, sustainable economy or new life styles. (5-7 pages)
4. **Transformative Service Learning and Research Project. 40%** (undergraduate: 7-10 pages; graduates: 10-15 pages). Students find a place to do volunteer work and do research and possibly introduce some changes. Partnership should be formed. Places the students can go to include campus Sustainability Office, an environmental education center, an NGO group, a school, a student club, etc. Our interests and plans will be discussed at the beginning of the class. Students are to define needs, ask the relevant questions, design service learning activities, and build observation and reflection into the process. Relevant literature should be searched and referenced. Pictures could be taken or video be made or website be designed. The Final Project will be a portfolio containing the above elements and a reflective essay.

### Grading Scale

96-100 A+	87-89 B+	76-79 C+	64-67 D+
93-95 A	84-86 B	72-75 C	60-63 D
90-93 A-	80-83 B-	68-71 C-	<60 F

**READINGS:** Articles are posted on Canvas.

**TEXTBOOK:** Lin, J. and Rebecca Oxford (eds). (2011). *Transformative Eco-Education for Human and Planetary Survival*. Charlotte, North Carolina: Information Age Publishing.

Buy new: [http://www.amazon.com/Transformative-Eco-Education-Planetary-Transforming-Education/dp/161735502X/ref=tmm\\_pap\\_swatch\\_0?encoding=UTF8&qid=&sr=](http://www.amazon.com/Transformative-Eco-Education-Planetary-Transforming-Education/dp/161735502X/ref=tmm_pap_swatch_0?encoding=UTF8&qid=&sr=)

Buy used: [http://www.amazon.com/gp/offer-listing/161735502X/ref=tmm\\_pap\\_used\\_olp\\_sr?ie=UTF8&condition=used&qid=&sr=](http://www.amazon.com/gp/offer-listing/161735502X/ref=tmm_pap_used_olp_sr?ie=UTF8&condition=used&qid=&sr=)

## **COURSE EVALUATION**

As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. Please watch for the dates the system will open for evaluation of the semester and make a note of the link at which you can access the submission system:

<https://www.courseevalum.umd.edu/>

## **SCHEDULE**

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### **SEPT. 2: INTRODUCTION AND OVERVIEW**

Mark Stewart, Senior Project Manager, UM Sustainability Office, will come to class to discuss service learning opportunities.

#### **Possible projects:**

- Service learning opportunity with Beth Novick on social justice issue, environmental education etc. Beth Novick, Talented and Gifted Coordinator, Kenmoor Middle School [bnovick@pgcps.org](mailto:bnovick@pgcps.org), Office - 301-925-2300, Cell - 240-398-6225
- Friends' Community School re-landscaping project
- Global Learning Living Program; Language House

#### **Awareness raising:**

- Watch: Guggenheim, D. (Director). (2006). *An inconvenient truth*. [Motion picture]. United States: Lawrence Bender Productions.
- Song: Tell me why!

#### **Contemplative ways to bring wonder and awe back to nature:**

- **Weekly contemplative engagement with nature**
  - Read: Mountain Thoughts by John Muir
  - Types of contemplative methods;
  - Voluntary report to class at beginning of each class

## SEPT. 9: MAJOR ENVIRONMENTAL CHALLENGES FACING HUMANITY TODAY

❖ *Weekly report: Your engagement with nature*

**Act 1: Learn to do a body scan for yourself, then do one for Mother Nature. Share:**

- What do you feel for Mother Nature? What images come to your mind?
- What problems are besetting Mother Nature?
- What concern you the most, and why?

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**Act 2: 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/overdraw of underground water
- Disappearance of lakes/wetlands and pollution of oceans
- The cost of “development” - Pollution: water, air, land
- Overpopulation, urbanization and major problems
- Energy crises: oil; food crises; inflation.
- Diseases: autism, etc.
- Wastage
- Capitalist market ideology

**Act 3: Reflect on the ppt and the readings. Share: What I see? What I think? What I wonder about?**

### **Readings:**

Carson, Rachel. (1963). Excerpts from *Silent Spring* New York: Houghton Mifflin.

Lin and Oxford. (2011). Introduction. **Textbook**

Hartmann, Thom. (2004). *The Last Hours of Ancient Sunlight*. New York: Three Rivers Press, pp. 1-31; pp. 42-59.

Radford, Tim. Two-Thirds of the World Resources “Used-Up.” *The Guardian*, Wednesday 30 March 2005. <http://www.guardian.co.uk/science/2005/mar/30/environment.research>

“Overpopulation.” Wikipedia.

Boulding, E., Brigagao, C., and Clements, K. (1991). Earth as Peace Teacher. In *Peace, Culture and Society*. Boulder, Colorado: Westview Press.

Wilson. E. O. (1988). The Current State of Biological Diversity. In E.O Wilson (ed), *Biodiversity* (pp. 3-18). Washington, D.C.: National Academy Press.

Hawken, Chp 3 “The creation of waste,” pp. 37-55.

Klein, Naomi. (2014). *This Changes Everything: Capitalism Vs The Climate*. Book review by David Archer. Whole book online: <http://thischangeeverything.org/book/>

## **SEPT. 16          HUMAN-NATURE RELATIONSHIP AND ECO ETHICS FROM RELIGIOUS AND CULTURAL PERSPECTIVES**

❖ *Weekly report: Your mindful engagement with nature*

**Act 1: Students will divide up the task of reading and report to class**

- **Questions:**

- How do we view ourselves in relation to nature?
- What are the fundamental causes underlying the environmental crises/problems of today?
- How does spirituality/religion shape the way we view the environment?

- **Topics:**

- Anthropocentrism
- Capitalism and its ethos against nature
- Materialism
- Consumerism
- Christianity
- Taoism/Confucianism
- Buddhism
- Muslim
- Shamanism
- Hinduism, Jainism, Shinto....
- Naturalism
- Transcendentalism

### **Readings:**

All lives are sacred! <http://www.wenxuecity.com/news/2014/06/04/3327885.html>

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

White, Lynn, Jr. (1967). The Historical Roots of Our Ecological Crisis. *Science* 155: 1203-1207.

Deloria, V. (2001). American Indians and the Wilderness. Pp.

Haddad, Marwan. (2006). An Islamic Approach Towards Environmental Education. *Canadian Journal of Environmental Education*, vol. 11, no. 1, pp. 57-73

Gross, Rita M. (1997). Towards a Buddhist Environmental Ethic. *Journal of the American Academy of Religion*, vol. 65, no. 2, pp. 333-353.

“Indigenous Tradition and Ecology”:

“Buddism and Ecology”

“Christianity and Ecology”

“Janism and Ecology”

“Judaism and Ecology”

“Confucianism and Ecology”

“Taoism and Education” by Jing Lin

## **SEPT. 23: NEW ECO ETHICS: ECOFEMINISM, DEEP ECOLOGY, GAIA THEORY AND INDIGENOUS PERSPECTIVES**

❖ *Weekly report: Your mindful engagement with nature*

**Act 1: students each choose a topic in the following list and share with the class**

**Act 2: ppt by Jing**

- **Topics:**

- Ecofeminism
- Deep Ecology
- Gaia Theory – meditation on Earth as a Live Being
- Biodiversity
- Sustainable development
- Ecological Economics; de-growth; divestment; alternative investment; Green GDP
- Land rights for the indigenous people; Stopping Farming to reforest the land
- Ecological farming//sustainable forestry
- Ecological Architecture; green technology for green schools and universities
- Alternative energy; clean, renewable and environmentally friendly energies; New energy technology
- Life style changes: summer air conditioning; office light; business suit; plastic shopping bag, and others...
- Eco villages; Vegetarianism; organic food and local markets
- Treatment of animals
- The infinite mind and energy and social transformation

### **Readings:**

Nature is sacred: <http://www.wenxuecity.com/news/2014/06/04/3327885.html>

Fleming, P. & Macy, J. (1988). The Council of All Beings. In Bohannon, R. (2014). *Religions and Environments: A Reader in Religion, Nature and Ecology*. Pp. 63-71.

Bai, H. (2013). Peace with the Earth: Animism and contemplative ways. *Cultural Studies of Science Education, CSSE*, 2 (8).

Warren, Karen. (1993). An Introduction to Ecofeminism. In Michael E. Zimmerman et al. (eds.), *Environmental Philosophy: From Animal Rights to Radical Ecology* (pp. 253-267). Englewood Cliffs, NJ: Prentice-Hall, 1993.

Haigh, M. (2006). Deep Ecology Education: Learning from its Vaisnava Roots. *Canadian Journal of Environmental Education*, vol. 11, pp. 43-56.

Sahtouris, Elisabet. (1989). *Gaia: The Human Journey from Chaos to Cosmos*. New York: Pocket Books. Pp. 19-28; 63-75.

Lenton, Timothy and Marcel van Oijen. (2002). Gaia as a Complex Adaptive System. *Philosophical Transactions: Biological Sciences*, vol. 357, no. 1421, pp. 683-695.

Woodard, H. C., & Orr, R. L. (2015). Green Technology for Green Schools. In Chan, T. C., et al. (eds). *Marketing the Green School: Form, Function, and the Future*. Hershey, PA: IGI Global. Pp. 106-117.

“The Secret Life of Plants” by Tompkins and Bird.

“Biodiversity”. Stanford Encyclopedia of Philosophy.

“Sustainable Development”. Wikipedia.

“Reconstructing Femininity and Masculinity” by Jing Lin

#### Recommended readings:

Bai, Heesoon. (2009). Re-animating the universe: Environmental education and philosophical animism. In M. McKenzie, H. Bai, P. Hart & B. Jickling (Eds.), *Fields of green: Restorying culture, environment, education* (pp. 135–151). New Jersey: Hampton Press.

“Ecological Economics” by Farber and Bradley. <http://www.fs.fed.us/eco/s21pre.htm>

Jackson, Tim. (2009). “Forward by Herman Daily”; Chapter 1, “Prosperity Lost”; Chapter 11, “Transition to a Sustainable Economy.” In *Prosperity without Growth: Economics for a Finite Planet*. London: Earthscan.

**SEPT. 30: EXPERIENCE WITH NATURE, AND ALTERNATIVE ENERGY, NEW TECHNOLOGIES AND SUSTAINABLE LIFE STYLES**

### *Presentation and paper due*

- What gives you the 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 style.

#### **OCT. 7: NATURE DEFICIT DISORDER, AND ENVIRONMENTAL EDUCATION THEORY AND INITIATIVES**

❖ *Weekly report: Your mindful engagement with nature*

**Act 1: Share your thoughts on the readings, discuss: What is nature deficit disorder? What is the urgency of environmental education? What should be the priorities and pedagogies?**

**Act 2: Group activity: Envisioning Reforms in Education for Sustainability**

#### **Readings:**

Louv, Richard. (2006). *Last Child in the Woods: Saving Our Children from Nature Deficit Disorder*. Chapel Hill, NC: Algonquin Books of Chapel Hill. Pp. 54-111.

Bowers, C. A. (1993). Anthropocentrism in Textbooks. In *Education, Cultural Myths and the Ecological Crisis*. Albany, NY: SUNY Press.

LeFay, Raven. (2006). An Ecological Critique of Education. *International Journal of Children's Spirituality*, vol. 11, no. 1, pp. 35-45.

Lin, Jing. (2006). "Education for Human-Nature Harmony". In *Love, Peace and Wisdom in Education: Vision for Education in the 21<sup>st</sup> Century*. Lanham, MD: Rowman and Littlefield Education.

Putney, D., Morris, R. C., & Sargent, P. R. (2015). Toward a green curriculum: Transforming the school house and classroom. In Chan, T. C., et al. (eds). *Marketing the Green School: Form, Function, and the Future*. Hershey, PA: IGI Global. Pp. 194-210.

Lin, Jing. (2006). "The Development of Integrated Intelligence". In *Love, Peace and Wisdom in Education: Vision for Education in the 21<sup>st</sup> Century*. Lanham, MD: Rowman and Littlefield Education.

#### **Recommended:**

Hutchison, D. (1998). Chapter 6: "The Recovery of the Earth Process through Childhood." *Growing up green: Education for ecological renewal*. New York: Teachers College Press.

**OCT. 14: ENVIRONMENTAL EDUCATION AROUND THE WORLD: CASE STUDIES**

❖ *Weekly report: Your mindful engagement with nature*

**Act 1: Students form groups to research on major environmental challenges and solutions in a case country/continent such as China, Africa, India, Costa Rica and the U.S..**

**Act 2: Presentation to class**

**Readings:**

Lin, J. and Heidi Ross. (2005). Addressing Urgent Needs: The Emergence of Environmental Education in China. *Woodrow Wilson Environmental Series*, issue 7, pp. 74-78.

Indigenous Knowledge, Environment, and Education in Africa. *Simon Thurania Taaliu. Textbook*

Manteaw, O. O. (2012). Education for sustainable development in Africa: The search for pedagogical logic. *International Journal of Educational Development*, 32(3), 376-383.

Blum, N. (2008). Environmental education in Costa Rica: Building a framework for sustainable development? *International Journal of Educational Development*, 28(3), 348-358.

Blum, N. (2009). Teaching science or cultivating values? Conservation NGOs and environmental education in Costa Rica. *Environmental Education Research*, 15(6), 715-729.

Iyengar, R., & Bajaj, M. (2011). After the Smoke Clears: Toward Education for Sustainable Development in Bhopal, India. *Comparative Education Review*, 55(3), 424-456.

Chance, S. M., & Cole, J. T. (2015). Enhancing building performance and environmental learning: A case study of Virginia Beach Public Schools. In Chan, T. C., et al. (eds) (2015). *Marketing the Green School: Form, Function, and the Future*. Hershey, PA: IGI Global. Pp. 54-73.

Breiting, S., & Wickenberg, P. (2010). The progressive development of environmental education in Sweden and Denmark. *Environmental Education Research*, 16(1), 9-37.

**OCT. 21: NEW APPROACHES/PROGRAMS/ACTIVITIES FOR CONNECTION WITH NATURE**

❖ *Weekly report: Your mindful engagement with nature*

**Act 1: Group discussion on the readings**

**Act 2: Students form groups to design an eco tour, eco fashion, a school garden, a field trip, or a learning community that incorporate indigenous wisdom.** What is your rationale? What are the activities? How can the students be truly transformed?

A Transformative Paradigm of Global Literacy: Short-Term International Service-Learning in Ecotourism. *David Urias*      **Textbook**

Eco-Fashion: What Educators Can and Should Teach about Sustainable Fashion. *Rebecca L. Oxford*      **Textbook**

Ouden, Katie D, and Wee, Bryan Shao-Chang. (2011). Social Responsibility through School Community Gardens: Cultivation of social responsibility through school community gardens.      **Textbook**

Project WetKids: An Out-Of-School Program Fostering Citizen Scientists in the Middle Years. Julie Cwikla & Christopher Barry.      **Textbook**

Ritchie, J. (2011). Caring for Ourselves, Others, and the Environment: Applying an Indigenous Paradigm in Early Childhood Education in Aotearoa, New Zealand.      **Textbook**

Farmer, J. et al. (2007). An Elementary School Environmental Education Field Trip: Long-Term Effects. *The Journal of Environmental Education*, vol. 38, no. 3, pp. 33-42

### Recommended

Ozer, E. J. (2007). The Effects of School Gardens on Students and Schools: Conceptualization and Consideration for Maximizing Healthy Development. *Health Education & Behavior*, 34 (6), pp. 846-863.

Rahm, J. (2002). Emergent Learning Opportunities in an Inner-City Youth Gardening Program. *Journal of Research in Science Teaching*, 39 (2), pp. 164-184.

Taylor, P. (2006). Earth's Careful Gardeners. *Arts & Activities*;Apr 2006, Vol. 139 Issue 3, p48.

## **OCT. 28      ENVIRONMENTAL EDUCATION- PEDAGOGIES AND PROGRAMS**

❖ *Weekly report: Your mindful engagement with nature*

### **Act 1: Mid point sharing of Service Learning Project**

**Act 2: Students sign up to present key ideas on a reading and lead class discussion.  
Class needs to respond and participate.**

### **Readings:**

Changing Science Teacher Education in a Changing Global Climate: Telling a New Story *J. Randy McGinnis, Emily Hestness, and Kelly Riedinger* **Textbook**

Beyond a Carbon Copy Curriculum: Cultivating Stewardship and Awareness through Sustainable Education. *Nathan S. Hensley* **Textbook**

To Teach Like a Mountain *Julia G Brooks* **Textbook**

Stories on the Edge: Transforming Education with Case Studies of Sustainability, Diversity, and Peace. *Bill Timpson, Jehan AlAndejani, Maria Gabriel and Shaun Schafer* **Textbook**

Necessary Tensions within Present Possibilities: Juxtaposing Voices from the Field to Envision Sustainability Teaching and Learning. *Molly Lawrence, Rosalie Romano, Victor Nolet, and Wendy Church* **Textbook**

Human-Environmental Relationships as Curriculum Context. *Thomas Nelson and Cynthia Coleman* **Textbook**

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

Critical Neurophilosophy, Indigenous Wisdom and the CAT-FAWN Connection. *Four Arrows* **Textbook**

London, R. (2011). Strengthening Students' Connection to Nature: A Spiritual Perspective. **Textbook**

#### **NOV. 4: RAISING AWARENESS THROUGH ARTS, MUSIC, POEMS, AND VARIOUS CREATIVE APPROACHES**

❖ *Weekly report: Your mindful engagement with nature*

**Act 1: ppt. by Jing; Color: the Beauty of Autumn ppt**

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

**Act. 3: Discussion on the readings**

#### **Readings:**

Sun, Xiaoyan Jing Lin. (2011). Chinese Landscape Painting and Taoism: Reflection on Environmental Education. **Textbook**

Neperud, Ronald W. (1997). Art, Ecology, and Art Education: Practices and Linkages. *Art Education*, Vol. 50, No. 6, *Art and Ecology*, pp. 14-20.

Lankford, Louis E. (1997). "Ecological Stewardship in Art Education." *Art Education*, vol. 50, no. 6, *Art and Ecology* pp. 47-53.

Orr, D. (1994). "Forest and Trees," pp. 64-69; "Architecture as Pedagogy," pp. 112-116. In *Earth in Mind: On Education, Environment, and the Human Prospect*. Washington, DC: Island Press.

Thoreau, H. D. "Walking." (1862). In Chan, T. C., et al. (eds) (2015). In Bohannon, R. (2014). *Religions and Environments: A Reader in Religion, Nature and Ecology*. Pp. 19-30.

- Music: (<https://www.youtube.com/watch?v=4mEbABPtTv8>)
- Arts: <http://www.bioneers.org>

## **NOV. 11: SUSTAINABILITY EDUCATION IN COLLEGES AND UNIVERSITIES**

*Guest Speaker: Mark Stewart, Senior Project Manager, UM Sustainability Office*

**Ppt by Jing**

### **Readings:**

Stewart, M. (2011). Greening the Campus, Culture, and Curriculum. **Textbook**

Bell, R. and Bradley, K. (2011). How to Change: Two Cases in Building Resilience. **Textbook**

Buttenwieser, S. W. (Winter, 2008). Greening the Ivory Tower. *Earth Island Journal*. Pp. 34-38.  
[http://www.earthisland.org/journal/index.php/eij/article/greening\\_the\\_ivory\\_tower/](http://www.earthisland.org/journal/index.php/eij/article/greening_the_ivory_tower/)

McMillan, E., Wright, T. & Beazley, K. (2004). Impact of a University-Level Environmental Studies Class on Students' Values. *Journal of Environmental Education*, 35(3), 19- 28.

Orr, D. W. (1995). Educating for the Environment: Higher Education Challenge for the Next Century. *Change*, 27, pp. 43-46.

*New forms of ranking: Sierra Club and Princeton Review*

[http://www.sierraclub.org/sites/www.sierraclub.org/files/sierra/cool\\_schools/2014/pdfs/2014-02-26-university-of-maryland-college-park-md.pdf](http://www.sierraclub.org/sites/www.sierraclub.org/files/sierra/cool_schools/2014/pdfs/2014-02-26-university-of-maryland-college-park-md.pdf)

The endeavors of Dr. Marla McIntosh (websites)

**NOV. 18: ENVIRONMENTAL ADVOCACY, ECO-JUSTICE PEDAGOGY AND HEALING EDUCATION**

❖ *Weekly report: Your mindful engagement with nature*

**Film: “Taking Root: The Vision of Wangari Maathai”**

**Readings:**

Maathai, W. (2010). Sacred Groves, Sacred No More. In Bohannon, R. (2014). *Religions and Environments: A Reader in Religion, Nature and Ecology*. Pp. 195-200.

Cone, J. (2000). Whose Earth Is It, Anyway? In Bohannon, R. (2014). *Religions and Environments: A Reader in Religion, Nature and Ecology*. Pp. 329-336.

Kearns, L. (2012). Religion and Environmental Justice. In Chan, T. C., et al. (eds). *Marketing the Green School: Form, Function, and the Future*. Hershey, PA: IGI Global. Pp. 297-311.

Fu, L. and Lin, J. (2011). Disaster Education in Schools in China: Helping Students Cope with Disasters: Thoughts after the 5.12 Wenchuan Earthquake. **Textbook**

Bowers, C. A. (2002). Towards an Eco-Justice Pedagogy. *Environmental Education Research*, 1, 21-34.

Yeager, Alice, and Howle, Sharon. (2011). We are *One Earth: Healing Our Planet Equals Healing Ourselves*. **Textbook**

Berry, T. (1999). The Wild and the Sacred. In Bohannon, R. (2014). *Religions and Environments: A Reader in Religion, Nature and Ecology*. Pp. 73-78.

Global Transformation: Breakdown and Breakthrough

**Recommended:**

Orr, D. (1994). “Love It or Lose It: The Coming Biophilia Revolution.” In *Earth in Mind: On Education, Environment, and the Human Prospect*. Washington, DC: Island Press. Pp. 131-153

UNESCO. (2012). Report on the UN Decade of Education for Sustainable Development, Shaping the Education of Tomorrow. Read here:  
<http://unesdoc.unesco.org/images/0021/002164/216472e.pdf>

**NOV. 26 NO CLASS THANKSGIVING**

**DEC. 2: SERVICE LEARNING PROJECT PRESENTATION**

