

Only when sleeping do you make no mistakes. Mistakes are the privilege of the active person, who can start over and put things right.

Ingvar Kamprad, founder of IKEA

Appalachian State University, Department of Interdisciplinary Studies  
**IDS 3100-101 Education for Sustainability (3)**

Spring 2002

Class: Monday, Wednesday 3:30 - 4:45 PM  
Room: East Hall B-15

Instructor: Christof den Biggelaar, Ph.D.  
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### **General outline**

Development is a process of growth, maturation and evolution of both biological and social systems. For social systems (families, communities and societies), development means the pursuit of growth through the enjoyment, use and exploitation of resources in ever more sophisticated ways, and the concomitant evolution of their cultural and political organization. If this is done without compromising the ability of future generations to use and enjoy those same resources and without destroying cultural and political systems (but allowing 'natural' evolution therein), we speak of sustainable development.

Almost all jobs in sustainable development involve some form of education of clients and people for whom and with whom one works. This course will introduce students to a number of theories and models of education and communication aimed at bringing about changes in thinking and behavior within people that may contribute to a more sustainable world. Readings will also critically examine the present role of education in fostering (un)sustainability.

### **Course format**

The course will use a collaborative learning format, in which people come together as equals and partners to envision, organize and offer active and relevant learning experiences for those involved in the course. Active student participation and involvement is required and key to the success of the course. There is plenty of room to share your ideas and opinions, and contribute your suggestions for readings and where to lead the discussion and our collective thinking.

### **Objectives**

Students successfully completing the course should be able to:

1. Demonstrate an awareness of the role of education in development.
2. Assess and evaluate how the present (formal) education system contributes to (un)sustainable development.
3. Discuss, describe and demonstrate an understanding of different theories and practices of education and communication, such adult/nonformal education, social marketing, extension, diffusion of innovations, and participatory action research.
4. Be able to integrate and use the various theories and ideas discussed in class in a hands-on project in/for/with the wider community to educate (a group of) community members on some aspect(s) of sustainability.

### **Assignments/projects**

### Reflection statements:

Weekly: A one paragraph maximum (10 lines or less) about what you liked and did not in the authors' arguments in the week's readings. The statements are due every Wednesday.

### Case studies:

Two-three students will be assigned to read a case study from Douthwaite's Enabling Innovation book. The group will present the case in class, prepare some discussion questions and lead a discussion about the case. The time available for each presentation is 20 minutes, including both summarizing the case and time for questions/discussion.

### Group project:

The group project's objective is to give you an opportunity to apply the theories and ideas gained in class to educate the public (or some group of it) about (some aspect of) sustainability/sustainable development. The project can be a social marketing campaign, the development of a curriculum, or a series of specific lessons plans to teach about the subject. The project may involve some survey work; researching, developing and/or adapting curriculum materials or lessons plans; interviews with stakeholders and/or target groups, etc.

Some suggestions include: Home worm composting; gardening curriculum for home-schooled 4-H children; buy local foods campaign; alternative energy.

Groups will be formed by week 3. After week 5, one class period each week will be devoted to sharing progress on the projects with the entire class. These days will also be ideal to get into more detail about specific educational methods/practices the groups are using in their projects, so that the methods are being discussed within the context in which they are being used.

The final written report on the project should contain the following elements:

1. A group reflection on the role, function and nature of education in sustainable development (i.e., your group's philosophy of education), which will serve as the basis for what you intend to do in:
2. The specific project. The report should cover the who, what, how, why, where; as well as the specific results/outputs/outcomes.
3. A group reflection on the process followed during the project, what you learned from it, what you would do different.
4. An individual reflection/reaction on the entire project, and peer evaluation of group member contributions.

It is expected that each group will do a formal oral presentation of their project to the stakeholders/target audience re. 2 (and perhaps 3) above.

### **Readings**

C.A. Bowers. 1995. Educating for an Ecologically Sustainable Culture: Rethinking Moral Education, Creativity, Intelligence, and Other Modern Orthodoxies. Albany, NY: State University of New York Press.

Doug McKenzie-Mohr and William Smith. 1999. Fostering Sustainable Behavior: An Introduction to Community-Based Social Marketing. Gabriola Island, BC: New Society Publishers.

Boru Douthwaite. 2001. Enabling Innovation: A Practical Guide to Understanding and Fostering Technological Change. London, UK: Zed Books.

Peter Mayo. 1999. Gramsci, Freire and Adult Education: Possibilities for Transformative Action. London, UK: Zed Books.

Readings on the ASU library web site:

1. A.W. van den Ban and H.S. Hawkins. 1988. 'Extension and Extension Education.' In: Agricultural Extension, pp7-43. Burnt Mill, Harlow, Essex, UK: Longman Scientific & Technical.
2. Orlando Fals-Borda and Muhammad Anisur Rahman (Eds). 1991. 'Part I: Introduction, Chapters 1+2.' In: Action and Knowledge: Breaking the Monopoly With Participatory Action-Research, pp. 3-23. Apex Press.

Additional suggested readings:

- a. Ingemar Fagerlind and Lawrence J. Saha. 1983. "The origins of modern development thought." In: Education and National Development: A Comparative Perspective, pp. 3-30. New York: Pergamon Press.
- b. David W. Orr. 1992. Ecological Literacy: Education and the Transition to a Postmodern World. Albany, NY: State University of New York Press.
- c. Lester W. Milbrath. 1989. Envisioning a sustainable society. Learning our way out. Albany: State University of New York Press.
- d. Orlando Fals-Borda and Muhammad Anisur Rahman (Eds). Action and Knowledge : Breaking the Monopoly With Participatory Action-Research. Apex Press.

**Web resources**

Fostering Sustainable Behavior, supplementary website: <http://www.cbsm.com/>

Education for Sustainability: An Agenda for Action: <http://www.gcrio.org/edu/pcsd/toc.html>

Participatory Action Research websites:

[http://carbon.cudenver.edu/~mryder/itc/act\\_res.html](http://carbon.cudenver.edu/~mryder/itc/act_res.html)

<http://www.parnet.org/home.cfm>

<http://www.scu.edu.au/schools/sawd/ari/ari-wadsworth.html>

<http://iisd.ca/casl/CASLGuide/PAR.htm>

Phil Riding, Sue Fowell and Phil Levy. An action research approach to curriculum development:  
<http://InformationR.net/ir/1-1/paper2.html>

Gerrit Huizer. Participatory action research and people's participation: Introduction and case studies:  
<http://www.fao.org/waicent/faoinfo/sustdev/PPdirect/PPre0030.htm>

Diffusion of Innovations:

<http://payson.tulane.edu/research/E-DiffInnova/diff-history.htm>

What is the diffusion of innovations? ... Slide 1 of 60. [www.comms.dcu.ie/flynnr/innovation1/sld001.htm](http://www.comms.dcu.ie/flynnr/innovation1/sld001.htm)

Highlander Research and Education Center

<http://nlu.nl.edu/ace/Resources/Horton.html>

<http://www.hrec.org/>

### Requirements for written papers

1. Written papers are graded on scholarly quality, mastery of the material, conciseness, organization, use of readings, grammar and spelling. Style will be a consideration in grading.
2. Papers must be word-processed; title pages, plastic covers etc. are not required. Diagrams, drawings, and tables may be used as appropriate.
3. Any assignments turned in late will receive a lower grade. All assignments must be turned in to receive a passing grade for the course.

### Grading

Class attendance and participation	20 points
Reflection statements	15 points
Case study presentations	15 points
Group project	100 points
Written report	35 points
Presentation	25 points
Group evaluation	25 points
Personal evaluation	15 points
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Semester total	150 points

### Other important considerations

1. Students are expected to be aware of and follow the ASU's current "Code of Academic Integrity."
2. Incomplete grades are generally not given, and are granted solely at the instructor's discretion.
3. Papers are due at the scheduled beginning of class, and attendance is taken at that time. Tardiness will result in reduced credit.
4. Students are expected to read assigned texts and other materials BEFORE class and be prepared to discuss the material.

### Class schedule

	<u>Topic</u>	<u>Readings</u>
Jan 14	Introduction	
Jan 16	Education and sustainability	Bowers, chapter 1
Jan 21	MLK day; no class	
Jan 23	Assumptions of formal education	Bowers, chapter 2
Jan 28	Creativity and individualism	Bowers, chapter 3
Jan 30	Computers in education	Bowers, chapter 4
Feb 4	Egocentric vs. ecocentric intelligence	Bowers, chapter 5
Feb 6	Transgenerational education	Bowers, chapter 6
Feb 11	Alternative educational models	Bowers, chapter 7
Feb 13	Extension education: Guest speakers (Karee Teague [4-H] and Richard Boylan [Alternative Agriculture]).	Van den Ban and Hawkins, Chapter 2

Feb 18	Social marketing: What is it?	McKenzie-Mohr and Smith, chapter 1
Feb 20	Group project: group formation and discussion of tasks	
Feb 25	Participatory Action Research	Gerrit Huizer, Orlando Fals-Borda
Feb 27	Group projects	
March 4	Diffusion of innovations	<a href="http://www.comms.dcu.ie/flynnr/innovation1/sld001.htm">www.comms.dcu.ie/flynnr/innovation1/sld001.htm</a>
March 6	Group projects	
March 11/13	Spring break	
March 18	Adult/non-formal education	Mayo, Chapter 1
March 20	Group projects	
March 25	Gramsci, Freire and adult education	Mayo, Chapters 2+3
March 27	Group projects	
April 1	Comparative analysis of Freire and Gramsci	Mayo, Chapter 4
April 3	Group projects	
April 8	A Gramsci-Freire synthesis	Mayo, Chapter 6
April 10	Group projects	
April 15	Transformative adult education	Mayo, Chapter 7
April 17	Case studies	Douthwaite, tbd
April 22	Case studies	Douthwaite, tbd

NOTE: 2-3 students will be assigned to present a selected case study from Douthwaite.

April 24	Group presentations: final project
April 29	Group presentations: final project
May 1	Group presentations: final project
May 6	Group presentations: final project
May 8	Course wrap-up/evaluation

"The more people participate in the process of their own education, and the more people participate in defining what kind of production to produce, and for what and why, the more people participate in the development of their selves. The more people become themselves, the better the democracy." (Paulo Freire)

"It doesn't make a great deal of difference what the people ARE; if they're in the system, they're going to function like the system dictates that they function. (For this reason) I've been more concerned with structural changes than I have with changing people's hearts." (Myles Horton)