

V36.0450.004

**Topics in Environmental Values and Society: Environmental Education**

M3:30-6:10

Professor Schlottmann

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Office hours: T 10-12; Th 12-2; by appointment

*Description:*

Environmental education – the formal and informal practice of increasing our understanding of the environment – plays a centrally important role in resolving environmental problems. “Environmental Values and Education” will survey historical and contemporary understandings of our moral relationship to the environment, environmental problems, and proposed educational responses. While there is increasing awareness of the need to confront environmental problems, the precise values and education required to do so are still debated. This course focuses on which values inform environmental education.

This course will (1) discuss major topics and schools of thought in environmental education, (2) analyze the ethical, practical and conceptual implications of this, and (3) assess these various approaches for clarity and practicality. We will address four primary questions: What does environmental education look like? How does environmental education treat values? What might an ethically defensible, effective form of environmental education look like? How much do concepts and arguments matter in better understanding and implementing environmental education?

The course aims to advance our thinking integratively and practically about complex and multi-faceted environmental topics, as well as to understand environmental values as they relate to education.

*Schedule of Readings and Assignments:*

*Earth in Mind* is available at Shakespeare and Company (716 Broadway @ Washington Place, downstairs). Handouts and articles are available on the course’s Blackboard site.

9/14 - Introduction to environmental education, central questions and topics

9/21 - Orr, Pts 1 and 2

9/28 - Orr, Pts 3 and 4

10/5 - Advocacy: Mappin, Jickling (in Mappin), Kupperman, overview of environmental ethics

10/12 - Science in EEd: DesJardins, Louv, Bok on Wilson; <http://www.bigpicture.tv/videos/watch/5878a7ab8>; <http://www.bigpicture.tv/videos/watch/006f52e91>; <http://www.bigpicture.tv/videos/watch/a4f23670e>; <http://www.bigpicture.tv/videos/watch/cfa0860e8>

10/19 - Citizenship in EEd: Berkowitz, Scott/Gough (midterms due)

10/26 - Citizenship in EEd: Dobson, Bateson

11/2 - ESD: UNDESD docs, Cloud docs, Everett

11/9 - ESD: Farrell, Marshall/Toffell

11/16 - ESD: Curren, Stevenson, Jickling, Schlottmann

11/23 - ES in undergraduate education: Chapman, Whissel/Maniates

11/30 - ES in undergraduate education: Pfirman, CFAT

12/7 - wrap-up

12/14 - final project presentations

12/17 - finals due

### *Assignments and Grading:*

This seminar is designed to foster close reading and conceptual analysis of environmental education. Actively class conversation is required in order to develop and unpack the assumptions, arguments and implications of the topics we discuss. Since the success of the course depends heavily upon class participation, you are expected to attend all sessions and participate actively. If you must miss a class, please contact me beforehand with a reason. Please note that missing more than one class without good reason will negatively impact your grade. If you cannot make a class, please email me in advance and get notes from your colleagues. I will not be able to re-teach you the material. In addition to participation (25%), there are three assignments:

--2 presentations on the readings for the week (25%)

-a midterm analysis (10-page) of conflicting conceptions of environmental education (25%), due 10/19

-a final presentation (12/14) and write-up (12/17), analyzing a case study that exemplifies or draws on one of the texts or topics (25%)

### *Central Questions:*

Is there a major difference between 'good' education and enviro education? What, if anything, makes EE special?

Is one's conception of environmental education based on one's views about environmental problems? Can we build concepts of EE w/o this?

Should we teach students to think "the right way"? What would that be? If not, what is the alternative?

Does urgency come into consideration when analyzing and building EE programs?

How fundamentally different do our values have to differ from what we have in order to account for and resolve our problems?

How fundamentally different do our educational practices have to differ from what we have in order to account for and resolve or problems?

What kind of value shift is being called for?

What are the ethical assumptions and aims of the educational proposal?

What are the behavioral assumptions (e.g., what is the relationship between knowledge and action)?

Is education "the problem" or "the solution"?

Should education be "transformative" or "political" (compare to revolution and reform)?

How does environmental education compare to education resulting in "environmental behavior"?

How do different models of environmental education treat values? Is environmental education a form of values education?

What might environmental education look like, and how might it treat values?

Do we need to have an established set of environmental values before we can constructively pursue environmental education?

What might a coherent, justifiable, value-inclusive theory of environmental education look like?