

**1. Course Title: Education for Environmental Citizenship**

**2. Rationale**

There is evidence that educators find it difficult to nurture long-standing identities of environmental citizenship with learners. This is an important problem facing responses to issues of ecological crises/sustainability. The problem can be analysed positively through at least two perspectives: the supposed development of identities of environmental citizenship; and the limitations on the educator in socio-cultural and institutional settings. This course will offer ideas for reflection among practitioners who are interested in environmental, outdoor and sustainability education. The central ideas will include: (a) critical reflection on the nature of experience, the nature of identity, and the relationship between the two; (b) the resulting problem of nurturing identities in general ('education for') and nurturing identities of environmental citizenship in particular; (c) recognition of wider social and institutional limitations on the possibility of an education for environmental citizenship.

To assist with this reflection, we will engage in narrative enquiry and in the critical evaluation of case studies of pedagogy for environmental citizenship.

**3. Prior Requirements/Place in sequence of study**

No prior requirements. Semester 2.

**4. Learning Outcomes**

1. Articulate and evaluate contested concepts of environmental citizenship and identity in late modernity
2. Critique a range of approaches to interrogating environmental identity and its sources, and critique related published research
3. Plan, execute and evaluate a narrative enquiry, and reflect on being a participant in such an enquiry
4. Plan and evaluate learning experiences that are informed by concepts of environmental citizenship and identity
5. Critically contextualise their own and others' practices in the socio-cultural and institutional fields that inform the development of education for environmental citizenship
6. Evaluate a range of case study pedagogies for environmental citizenship in the light of the above

**5. Teaching, Learning & Assessment Strategies**

The course will involve lectures, small group and whole-group discussions [20 hours]. Much of this will be based on prescribed reading that must be completed in advance. There will be one outdoor visit. Course members will be expected to contribute actively and to apply their professional experience to the issues under consideration. Students will also be expected to complete additional background reading and independent study in order to meet the level required to complete the course successfully.

**6. Indicative Content**

- The contested concepts of the citizen and the environmental citizen
- Theories of identity in late modernity
- The problems of interrogating or educating for identity

- Extending identity to the environment: models of the relationships between nature and identity (including eco-psychology, deep ecology, biophilia, Significant Life Experiences)
- Planning and using the urban outdoors for environmental citizenship
- Narrative inquiry and identity in late modernity
- Issues underpinning the implementation of environmental and citizenship education 1: the purposes and institutions of state and informal education
- Issues underpinning the implementation of environmental and citizenship education 2: contested theorizations of young people and learners
- Possible pedagogies for environmental citizenship

## 7. **Assessment**

Assessment will be by 1 x 4,000 word research assignment based on a narrative enquiry and evaluation of it. This covers LO 1-3 & 5. [100 hours]

## 8. **Assessment Performance Criteria**

School of Education Postgraduate Common Marking Scheme

## 9. **Indicative Reading**

(a) Please read and consider these five readings **before the course begins**. This can be hard work [20 hours]. Aim to read, re-read, use dictionaries, and list only the major points that you think the authors are making.

Clayton, S. & Opatow, S. (2003) 'Introduction: Identity and the Natural Environment' IN Clayton, S. & Opatow, S. (Eds.) *Identity and the natural environment: the psychological significance of nature*, London: MIT Press, p. 1-24

Hayes-Conroy, J. & Vanderbeck, R. (2005) Ecological identity work in higher education: theoretical perspectives and a case study, *Ethics, Place and Environment*, 8(3): pp. 309-329.

Chase, S.E. (2005) 'Narrative inquiry, multiple lenses, approaches, voices', IN N.K. Denzin & Y.S. Lincoln (Eds) *The Sage Handbook of Qualitative Research. Third Edition*, London: Sage Publications, p. 651-679 (especially p.656 onwards: 'Contemporary Narrative Inquiry')

Giddens, A. (1991) *Modernity and Self-Identity. Self and Society in the Modern Age*, Cambridge: Polity Press, p. 10-34 ('1. The Contours of High Modernity')

Jacobson, S.K., McDuff, M.D. & Monroe, M.C. (2006) *Conservation Education and Outreach Techniques*, Oxford: Oxford University Press, p. 63-84 ('3. Changing Conservation Behaviours')

(b) Please read and consider the following four readings **before the second block of the course** [20 hours]. (Note that significant steps towards the completion of the assignment should be undertaken in this inter-block time also).

Parker, J., Wade, R. and Atkinson, H. (2004) 'Citizenship and Community from Local to Global: Implications for Higher Education of a Global Citizenship Approach' IN J. Blewitt & C. Cullingford (Eds.) *The Sustainability Curriculum. The Challenge for Higher Education*, London: Earthscan, P. 63-77

Hicks, D.W. (2006) *Lessons for the Future. The missing dimension in education*, Oxford: RoutledgeFalmer, p.26-39 ('Chapter 3. A lesson for the future. Young people's concerns for tomorrow')

James, A., Jenks, C. & Prout, A. (1998) *Theorizing Childhood*, Cambridge: Polity Press, p. 3-34 ('Part I. Imagining Childhood')

Stevenson, R.B. (1987) 'Schooling and environmental education: Contradictions in theory and practice', IN I. Robottom (Ed) *Environmental Education: Practice and Possibility*, Victoria: Deakin University Press.

(c) Students are expected to undertake wider reading as part of their studies [40 hours]. Examples of the kinds of relevant material that may be of interest are as follows:

Identity, environmental citizenship and modernity

- Abram, D. (1996) *The Spell of the Sensuous. Perception and Language in a More-Than-Human World*, New York: Vintage Books.
- Bauman, Z. (2007) *Liquid times. Living in an age of uncertainty*, Cambridge: Polity Press.
- Beck, U. (1992 [1986]) *Risk Society. Towards a New Modernity*, London: Sage Publications.
- Dobson, A. & Bell, D. (Eds.) (2006) *Environmental Citizenship*, Cambridge, MA: MIT Press.
- Dobson, A. & Bell, D. (Eds.) (2006) *Environmental Citizenship*, Cambridge, MA: MIT Press.
- Fox, W. (1995) *Toward a Transpersonal Ecology. Developing New Foundations for Environmentalism*, Totnes: Green Book.
- Kahn P. Jr. & Kellert, S. (Eds.) (2002) *Children and Nature. Psychological, Sociocultural and Evolutionary Investigations*, Cambridge, MA: MIT Press.
- Milton, K. (1993) (Ed) *Environmentalism. The View from Anthropology*, London, Routledge
- Roszak, T. (2001 [1992]) *The Voice of the Earth*, Grand Rapids: Phanes Press.
- Roszak, T., Gomes, M.E. & Kanner, A.D. (Eds.) (1995) *Ecopsychology: Restoring the earth, healing the mind*, San Francisco: Sierra Club Books.
- Wilson, E.O. (2001) *The Diversity of Life. New Edition*, London: Penguin Books (especially 'Chapter 15. The Environmental Ethic')

Interrogating identity and environmental citizenship in modernity

- Beames, S. (2005) Expeditions and the social construction of the self, *Australian Journal of Outdoor Education*, 9(1): pp. 14-22.
- Payne, P. (1999) The significance of experience in SLE research, *Environmental Education Research*, 5(4): pp. 365-381 (but see also other articles in this issue)
- Stroobants, V. (2005) Stories about learning in narrative biographical research, *International Journal of Qualitative Studies in Education*, 18(1): pp. 47-61.

Social and institutional limitations on education for environmental citizenship

- Plumwood, V. (2002) *Environmental Culture. The Ecological Crisis of Reason*, Abingdon: Routledge.
- Ross, H. (2007) Environment in the curriculum: representation and development in the Scottish physical and social sciences, *Journal of Curriculum Studies*, 39(6): pp. 659-677.
- Ross, H., Higgins, P. & Nicol, R. (2007) Outdoor study of nature: teachers' motivations and contexts, *Scottish Educational Review*, 39(2): pp. 160-172.

Practices and pedagogies of education for environmental citizenship

- Hart, R. (1997) *Children's Participation. The theory and practice of involving young citizens in community development and environmental care*, London, UK: Earthscan.
- Slattery, P. (2006) *Curriculum Development in the Postmodern Era. Second Edition.*, New York: Taylor and Francis Group.

Stone, M. & Barlow, Z. (Eds.) (2005) *Ecological Literacy. Education our children for a sustainable world*, San Francisco: Sierra Club Books.  
Weil, Z. (2004) *The Power and Promise of Humane Education*, Canada: New Society Publishers.

**10. Course Co-ordinator**

Dr Hamish Ross

**11. Credit Rating**

20 SM (Scottish Masters) Level Credits