

TEACHING

as

ACTIVISM

Equity meets Environmentalism

Edited By

PEGGY TRIPP

&

LINDA MUZZIN

Teaching As Activism Equity Meets Environmentalism

Stacy Lee DeZutter



Teaching As Activism Equity Meets Environmentalism:

Teaching as Activism Linda June Muzzin, Peggy Tripp, 2005 Weaving together concerns about environmental and social justice Teaching as Activism brings together constructive demands for change and theoretical debate Written by activists who also teach the essays challenge the current pedagogical literature with proposals that would bring discussion of social and environmental responsibility into postsecondary science the classroom and the community With backgrounds in feminist science and Indigenous knowledges critiques the contributors emphasize the importance of appreciating Indigenous knowledges recognizing our bias about how knowledge is presently produced and integrating science with a human spiritual connection to nature The goals are to question the legacies of colonialism capitalism and globalization and create a more inclusive interdisciplinary education

Teaching as Activism Linda June Muzzin, Peggy Tripp, 2005 Weaving together concerns about environmental and social justice Teaching as Activism brings together constructive demands for change and theoretical debate Written by activists who also teach the essays challenge the current pedagogical literature with proposals that would bring discussion of social and environmental responsibility into postsecondary science the classroom and the community With backgrounds in feminist science and indigenous knowledges critiques the contributors emphasize the importance of appreciating indigenous knowledges recognizing our bias about how knowledge is presently produced and integrating science with a human spiritual connection to nature The goals are to question the legacies of colonialism capitalism and globalization and create a more inclusive interdisciplinary education Contributors include Elisabeth Abergel Glendon College Marie Battiste University of Saskatchewan Vanaja Dhruvarajan University of Winnipeg Margrit Eichler University of Toronto Leesa Fawcett York University Ursula M Franklin University of Toronto Marianne Gosztanyi Ainley University of Northern British Columbia and University of Victoria Moira Grant University of Ontario Institute of Technology Bob Jickling Lakehead University Ann Matthews University of Toronto Heather Menzies Carleton University Natasha S Myers Massachusetts Institute of Technology Njoki N Wane University of Toronto and Barbara Waterfall Wilfrid Laurier University

Experiencing the Outdoors Margaret Robertson, Ruth Lawrence, Gregory Heath, 2015-02-27 The space is outdoors The experience is personal and the journey can be solitary or take place in groups Informal or formal the places visited are sites of learning Locked in memory our experiences in the outdoors are a constant source of wonderment and food to replenish our sense of wellbeing Our experiences in the outdoors can endure in the abstract as ideas for developing a sense of a well lived life They can also draw us back to places and reenergise the body Physical and emotional wellbeing collides in the unexpected events that flourish in the outdoors Our readiness for enjoyment and personal development are subjective states which this book challenges Traversing the landscape of the outdoors the collection of chapters contained range from the theoretical to the practical including strategies for teaching and learning that are transdisciplinary With ideas for practitioners as well as thoughtful reading for readers of diverse ages and interests this book includes contributions from

Australia New Zealand Hong Kong United Kingdom and Canada **Whose University is It, Anyway?** Sandra Acker, Anne Wagner, Kimine Mayuzumi, 2008 *Whose University Is It Anyway* paints a dynamic portrait of what goes on behind the scenes at today's Canadian universities. In compelling accounts the contributors discuss how equity and gender shape their experiences as they explore the realities they face as professors, reaching assistants, students, contingent faculty, tenured faculty, and administrative staff. This is a timely and important contribution. Book jacket

Between Matter and Method Gretchen Bakke, Marina Peterson, 2020-12-01 Building on the lively exchange between anthropology and art that has emerged in recent years, *Between Matter and Method* makes a bold and creative contribution to this rapidly growing field. Taking an expansive approach to the arts, it finds commonalities in approaches that engage with visual artifacts, sound, performance, improvisation, literature, dance, theater, and design. The book questions current disciplinary boundaries and offers a new model grounded in a shared methodology for interdisciplinary encounter between art and anthropology. Gretchen Bakke and Marina Peterson have gathered together anthropologists whose work is notable for engaging the arts and creative practice in conceptually rigorous and methodologically innovative ways, including Kathleen Stewart, Keith Murphy, Natasha Myers, Stuart McLean, Craig Campbell, and Roger Sansi. Essays span the globe, from Indonesia, West Virginia, and Los Angeles in the United States to the Orkney Islands in the UK and Russia and Spain.

Educating About Social Issues in the 20th and 21st Centuries Vol 1 Samuel Totten, Jon Pedersen, 2012-04-01 *Educating About Social Issues in the 20th and 21st Centuries: A Critical Annotated Bibliography* is comprised of critical essays accompanied by annotated bibliographies on a host of programs, models, strategies, and concerns vis-à-vis teaching and learning about social issues facing society. The primary goal of the book is to provide undergraduate and graduate students in the field of education, professors of education, and teachers with a valuable resource as they engage in research and practice in relation to teaching about social issues. In the introductory essays, authors present an overview of their respective topics, e.g., The Hunt-Metcalf Model, Science Technology, Science, Genocide, Education. In doing so, they address among other concerns the following: key theories, goals, objectives, and the research base. Many also provide a set of recommendations for adapting and/or strengthening a particular model, program, or the study of a specific social issue. In the annotated bibliographies accompanying the essays, authors include those works that are considered classics and foundational. They also include research and practice-oriented articles. Due to space constraints, the annotated bibliographies generally offer a mere sampling of what is available on each approach, program, model, or concern. The book is composed of twenty-two chapters and addresses an eclectic array of topics, including but not limited to the following: the history of teaching and learning about social issues; George S. Counts and social issues; propaganda analysis; Harold Rugg's textbook program; Hunt and Metcalf's Reflective Thinking and Social Understanding Model; Donald Oliver James Shaver and Fred Newmann's Public Issues Model; Massialas and Cox Inquiry Model; the Engle-Ochoa Decisionmaking Model; human rights education; Holocaust education; education for sustainability; economic education.

global education multicultural education James Beane s middle level education integrated curriculum model Science Technology Society STS addressing social issues in the English classroom genocide education interdisciplinary approaches to incorporating social issues into the curriculum critical pedagogy academic freedom and teacher education

Narratives of Educating for Sustainability in Unsustainable Environments Jane Haladay, Scott Hicks, 2017-12-01 Through pedagogical narratives literary analyses reflective essays and collaborative dialogues *Narratives of Educating for Sustainability in Unsustainable Environments* explores the professional and intellectual tensions of curricula pedagogies and personal practices that honor the relationships of interspecies ecologies reinhabit and reconceive wounded landscapes and wounding institutions and allow us to reattune ourselves to new yet ancient frameworks for sustainability For the writers here fostering sustainability in higher education means focusing on place creating positive relationships with humans and other beings and creating administrative structures that will maintain new approaches for the long term showing how teaching environmentally is at once intensely site specific yet powerfully global deeply personal yet visibly public *Narratives of Educating for Sustainability in Unsustainable Environments* confronts the contexts that make environmental pedagogies difficult the challenges to the well being of the teacher scholar and the corrosive academic structures that compartmentalize knowledge and people The collection simultaneously offers models for working through and within these challenges to advance understandings and ways of being on local global and personal levels that will turn the planetary tide toward effective and shared sustainability

Feminist Food Studies Barbara Parker, Jennifer Brady, Elaine Power, Susan Belyea, 2019-08-21 This expansive collection enriches the field of food studies with a feminist intersectional perspective addressing the impacts that race ethnicity class and nationality have on nutritional customs habits and perspectives Throughout the text international scholars explore three areas in feminist food studies the socio cultural the corporeal and the material The textbook s chapters intersect as they examine how food is linked to hegemony identity and tradition while contributors offer diverse perspectives that stem from biology museum studies economics popular culture and history This text s engaging writing style and timely subject matter encourage student discussions and forward looking analyses on the advancement of food studies With a unique multidisciplinary and global perspective this vital resource is well suited to undergraduate students of food studies nutrition gender studies sociology and anthropology

Sustainability Frontiers David Selby, Fumiyo Kagawa, 2014-12-15 Education for sustainable development the educational offshoot of the concept of sustainable development has rapidly become the predominant educational response to the global environmental crisis The authors apply a critical lens to the field and find it wanting in many regards *Sustainability Frontiers* is an international academic non governmental organization based in Canada and the United Kingdom It engages in research and innovation in the broad fields of sustainability and global education challenging dominant assumptions and current orthodoxies as it seeks to foster learner empowerment and action It places particular emphasis on climate change disaster risk reduction and

peacebuilding and their implications for the nature and directions of sustainability education **Social Issues in Sustainable Fisheries Management** Julie Urquhart, Tim G. Acott, David Symes, Minghua Zhao, 2014-01-20 This volume is an interdisciplinary mix of perspectives and studies on social issues in fisheries from a diverse range of case studies and research disciplines The case is made regarding the dearth of attention to socio cultural considerations which to date have been largely treated as an externality of fisheries policy It will be valuable to researchers and decision makers interested in understanding the social dimension of fisheries and provides a timely and relevant compilation of research and analysis on some of the critical socio cultural issues facing fisheries management and fishing communities today *The Exchange University* Adrienne S. Chan, Donald Fisher, 2009-07-01 The Exchange University addresses crucial questions facing today's university including the commercialization of research and teaching intensifying government university relationships marketization and commodification and policy and functional responses within the academy The book will interest practitioners students and academics in educational studies policy studies and higher education The SAGE Encyclopedia of Children and Childhood Studies Daniel Thomas Cook, 2020-04-20 The SAGE Encyclopedia of Children and Childhood Studies navigates our understanding of the historical political social and cultural dimensions of childhood Transdisciplinary and transnational in content and scope the Encyclopedia both reflects and enables the wide range of approaches fields and understandings that have been brought to bear on the ever transforming problem of the child over the last four decades This four volume encyclopedia covers a wide range of themes and topics including Social Constructions of Childhood Children's Rights Politics Representations Geographies Child specific Research Methods Histories of Childhood Transnational Childhoods Sociology Anthropology of Childhood Theories and Theorists Key Concepts This interdisciplinary encyclopedia will be of interest to students and researchers in Childhood Studies Sociology Anthropology Psychology Education Social Welfare Cultural Studies Gender Studies Disability Studies **Wild Pedagogies** Bob Jickling, Sean Blenkinsop, Nora Timmerman, Michael De Danann Sitka-Sage, 2018-06-22 This book explores why the concept of wild pedagogy is an essential aspect of education in these times a re negotiated education that acknowledges the necessity of listening to voices in a more than human world and re learning how to dwell in a place As the geological epoch inexorably shifts to the Anthropocene the authors argue that learning to live in and engage with the world is increasingly crucial in such times of uncertainty The editors and contributors examine what wild pedagogy can truly become and how it can be relevant across disciplinary boundaries offering six touchstones as working tools to help educators forge an onward path This collaborative work will be of interest to students and scholars of wild pedagogies alternative education and the Anthropocene and for all those engaged in re wilding education A Woman in Engineering Monique Frize, 2019-12-17 Her goal to become a world renowned biomedical engineer working with scientific societies to improve the role of women in scientific fields and the way scientists and engineers integrate people and society into their work By 1979 this goal had become a reality In her memoirs esteemed

biomedical engineer Monique Frize recalls the events that taught her to overcome obstacles, become more resilient, recognize the importance of mentors and role models, and remain focused on the future. She also speaks of her appreciation of the critical role played by family and friends in maintaining the strength and determination required to succeed and, above all, to succeed in a man's world. Frize fondly remembers her youth in Montreal and in Ottawa, as well as her marked interest for math and science. Her entry into the world of engineering was both romantic; she met her husband and tragic. She recounts the prejudice and stereotypes she faced. She pursued a challenging and rewarding international career in a very specialized field at a time when this was still very uncommon for a woman, ascending at the very moment of the tragic Cole Polytechnique massacre to key positions in support of women in science. These memoirs are sure to inspire young women who have a dream and, more specifically, those who wish to enter sciences and engineering.

International Perspectives on Educating for Democracy in Early Childhood Stacy Lee DeZutter, 2023-05-08. This book brings together established and emerging scholars from around the globe to highlight new directions for research on young children as active, engaged citizens of classrooms. Divided into three sections, the volume draws on innovative methods to explore diverse conceptualizations of citizenship, children's understandings, and effective practice. Rejecting traditional views of children as citizens in preparation, the volume explores how young children can and do live as citizens and how early childhood educational settings serve as civic forums. Chapters discuss the child as citizen in relation to issues including gender, class, race, tribal status, and linguistic diversity, and ultimately illustrate how sociocultural processes in early years settings can be harnessed to promote the development of democratic dispositions and skills. This book establishes citizenship enactment in early childhood education as a robust and growing research area with the potential to shape research policy and practice worldwide. As such, it will appeal to researchers and academics with an interest in citizenship education, democracy, and early childhood education, as well as postgraduate students of teacher education and those working across international and comparative education more broadly. Chapter 20 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution-NonCommercial-NoDerivatives (CC BY-NC-ND) 4.0 license.

Young Children's Community Building in Action Louise Gwenneth Phillips, Jenny Ritchie, Lavina Dynevor, Jared Lambert, Kerry Moroney, 2019-07-04. Rethinking the concepts of citizenship and community in relation to young children, this groundbreaking text examines the ways in which indigenous understandings and practices applied in early childhood settings in Australia and New Zealand encourage young children to demonstrate their care and concern for others and so, in turn, perceive themselves as part of a larger community. *Young Children's Community Building in Action* acknowledges global variations in the meanings of early childhood education of citizenship and community building and challenges widespread invisibility and disregard of Indigenous communities. Through close observation and examination of early years settings in Australia and New Zealand, chapters demonstrate how practices guided by Aboriginal and Māori values support and nurture

children's personal and social development as individuals and as citizens in a wider community Exploring what young children's citizenship learning and action looks like in practice and how this may vary within and across communities the book provides a powerful account of effective pedagogical approaches which have been long excluded from mainstream dialogues Written for researchers and students of early childhood education and care this book provides insight into what citizenship can be for young children and how Indigenous cultural values shape ways of knowing being doing and relating

Critical Perspectives on Service-Learning in Higher Education S. Deeley, 2014-11-25 Through innovative analysis of theory and practice this book offers refreshing critical perspectives on service learning in higher education It constructs a theoretical paradigm for service learning which extends to critical pedagogy and investigates critical reflection and academic reflective writing supported throughout by empirical evidence *The Cambridge Handbook of Material Culture Studies* Lu

Ann De Cunzio, Catharine Dann Roeber, 2022-06-09 Material culture studies is an interdisciplinary field that examines the relationships between people and their things the production history preservation and interpretation of objects It draws on theory and practice from disciplines in the social sciences and humanities such as anthropology archaeology history and museum studies Written by leading international scholars this Handbook provides a comprehensive view of developments methodologies and theories It is divided into five broad themes embracing both classic and emerging areas of research in the field Chapters outline transformative moments in material culture scholarship and present research from around the world focusing on multiple material and digital media that show the scope and breadth of this exciting field Written in an easy to read style it is essential reading for students researchers and professionals with an interest in material culture Fostering Creativity Ella Karia Ed.D., 2015-10-14 Dr Karias development of the EYE Early Years Education Model serves to highlight

essential elements for quality Full Day Kindergarten learning and through her research and teaching experience she is able to take a closer look at how to build more creativity into the lives of children By encouraging children to develop individual ideas they are learning to master whole brain thinking by questioning exploring and experimenting they are engaging in critical deeper and higher order thinking Fostering Creativity reaches out to educators scholars and policy makers who are interested in schooling and child development This well researched book sparks curiosities and evokes vitality vigor and value of the early years of education

Designing Therapeutic Environments Bruno Marques, Jacqueline McIntosh, 2025-04-17 This book draws on the relationship between culture and the environment and its connection with health and well being Therapeutic environments are settings that comprise the physical ecological psychological spiritual and social environments associated with treatment and healing Throughout the chapters the understanding of therapeutic environments is broadened through the exploration of specific Indigenous cultural and social dimensions Case studies comprise a combination of research papers regarding the theoretical and conceptual underpinnings of therapeutic environments and their application following traditional methods This book contributes to the expanding body of knowledge

focusing on the role of therapeutic environments and their role in shaping health and well being through the development of new research methods This book is essential for practitioners scholars and students in architecture landscape architecture interior architecture urban design planning geography building science public health and environmental engineering

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