

Education Cultural Myths The Ecologica

C. A. Bowers

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Education, Cultural Myths, and the Ecological Crisis C. A. Bowers, 1993-01-01 Annotation Bowers education Portland State U examines how the educational process perpetuates cultural myths that contribute to the ecological crisis particularly how thought patterns from the past are reproduced through the metaphorical language used in the classroom He suggests that a more ecologically sustainable ideology is being formulated by such writers as Aldo Leopold and Wendell Berry Paper edition unseen 12 95 Annotation c by Book News Inc Portland Or **Education, Cultural Myths, and the Ecological Crisis** C. A. Bowers, 1993-01-01 Annotation Bowers education Portland State U examines how the educational process perpetuates cultural myths that contribute to the ecological crisis particularly how thought patterns from the past are reproduced through the metaphorical language used in the classroom He suggests that a more ecologically sustainable ideology is being formulated by such writers as Aldo Leopold and Wendell Berry Paper edition unseen 12 95 Annotation c by Book News Inc Portland Or Ideological, Cultural, and Linguistic Roots of Educational Reforms to Address the Ecological Crisis C. A. Bowers, 2018-05-04 In this volume C A Chet Bowers whose pioneering work on education and environmental and sustainability issues is widely recognized and respected around the world brings together a carefully curated selection of his seminal work on the ideological cultural and linguistic roots of the ecological crisis misconceptions underlying modern consciousness the cultural commons a critique of technology and educational reforms to address these pressing concerns In the World Library of Educationalists series international scholars themselves compile career long collections of what they judge to be their finest pieces extracts from books key articles salient research findings major theoretical and practical contributions so the world can read them in a single manageable volume Readers will be able to follow the themes and strands of their work and see their contribution to the development of a field as well as the development of the field itself Contributors to the series include Michael Apple James A Banks Joel Spring William F Pinar Stephen J Ball Elliot Eisner Howard Gardner John Gilbert Ivor F Goodson and Peter Jarvis

The Philosophical Roots of the Ecological Crisis Joshtrom Isaac Kureethadam, 2018-06-11 The Philosophical Roots of the Ecological Crisis Descartes and the Modern Worldview traces the conceptual sources of the present environmental degradation within the worldview of Modernity and particularly within the thought of Ren Descartes universally acclaimed as the father of modern philosophy The book demonstrates how the triple foundations of the Modern worldview in terms of an exaggerated anthropocentrism a mechanistic conception of the natural world and the metaphysical dualism between humanity and the rest of the physical world can all be largely traced back to Cartesian thought with direct ecological consequences Perspectives on the Ideas of Gregory Bateson, Ecological Intelligence, and Educational Reforms C. A. Bowers, 2011 It is widely acknowledged that Gregory Bateson's ideas have been influential in a number of fields Unfortunately the importance of his ideas for understanding why public schools and universities continue to perpetuate ecologically unsustainable ways of

thinking has not been adequately recognized Given the deepening ecological and economic crises this book is particularly timely as it clarifies how Bateson's five key ideas when taken as a whole provides the conceptual framework for introducing educational reforms that address both problems That is he explains why educators unconsciously continue to perpetuate the deep cultural assumptions that were constituted before there was an awareness of environmental limits and how the emphasis on a possessive form of individualism and endless material progress undermines traditions of self reliance within the world's diversity of communities His contributions to making substantive educational reforms include 1 Rethinking social justice issues in ways that take account of how the ecological crisis impacts the most vulnerable people 2 How to make the transition to exercising ecological intelligence in the areas of democratic decision making and moral values 3 Clarifying how computer mediated learning perpetuates abstract thinking and the deep cultural assumptions that are at the cultural roots of the ecological and economic crises The chapter on pedagogical and curricular decisions that foster ecological intelligence provides practical suggestions for how public school teachers and university professors can begin to make the transition to an ethnically diverse and ecologically sustainable future Comments about the book We need an ecological consciousness which in Gregory Bateson's words is aware of the patterns that connect Chet Bowers leads us into that unmapped territory with a compass which helps Wes Jackson President The Land Institute author of Consulting the Genius of Place and Rooted in the Land Essays on Community and Place Chet Bowers philosophical reflections on Bateson's thought and its implications for education are thought provoking challenging and very inspiring Fritjof Capra author of The Web of Life and The Hidden Ecological Principles for Sustainable Education Liza Ireland, 2024-01-29 This book explores how the Connections education sector can transition to being truly sustainable and why necessary innovations for educational change are being subverted and undermined when mapped onto the existing industrial educational system Based on PhD case study research with schools that are modelling and teaching sustainability action research and the author s 40 years of working in the K 12 system this volume examines how education continues to perpetuate the status quo and why education innovations are thus undermined It shows the importance of redesigning education based on the principles of sustainable living systems and explores how this can be achieved across all levels of the educational system. The first part of the book establishes a new vision of sustainable education whilst the second brings to light the industrial mechanistic root metaphors in current practice across leadership and administration buildings and grounds curriculum design teaching and learning that are subverting innovative efforts From understanding the foundational influential problematic root metaphors of our Industrial educational system it moves to explore how the ecological principles of sustainability can be used to rethink and redesign an educational system from its administration leadership and policy to curriculum buildings grounds and resources through to teaching and learning that will support sustainability innovation and creativity developing systems thinking and sustainability as a frame of mind Exploring how the education sector can transition to being truly sustainable and find new ways to traverse the

problematic Industrial world view at this pivotal moment will appeal to administrators post secondary educators policymakers and researchers and scholars of sustainability education educational leadership curriculum design and educational philosophy Ecological Education in Action Gregory A. Smith, Dilafruz R. Williams, 1999-01-01 Celebrates the work of educators who explore ecological issues in school and non school settings Gives examples of ways to impact the thinking of children and adults in order to affirm the values of sufficiency mutual support and community A New Approach to Ecological Education Gillian Judson, 2010 Part of the Peter Lang Education list P facing t p The Wav Forward: Educational Reforms that Focus on the Cultural Commons and the Linguistic Roots of the **Critical Conversations in Philosophy of Education** Wendy **Ecological/Cultural Crises** C. A. Bowers, Kohli, 2013-09-13 Critical Conversations in Philosophy of Education presents a series of conversations expressing many of the multiple voices that currently constitute the field of philosophy of education Philosophy of education as a discipline has undergone several turns the once marginal perspectives of the various feminisms critical Marxism and poststructuralist postmodernist and cultural theory have gained ground alongside those of Anglo analytic and pragmatic thought Just as Western philosophers in general are coming to terms with the end of philosophy pronouncement implicit in postmodernism so too are philosophers of education faced with similar challenges challenges to long held moral political aesthetic and epistemological commitments The contributors take up these challenges through a dialogical structure expressing differing positions without engaging in destructive critique Complexity and Education Brent Davis, Dennis Sumara, 2014-06-03 This book explores the contributions actual and potential of complexity thinking to educational research and practice While its focus is on the theoretical premises and the methodology not specific applications the aim is pragmatic to present complexity thinking as an important and appropriate attitude for educators and educational researchers Part I is concerned with global issues around complexity thinking as read through an educational lens Part II cites a diversity of practices and studies that are either explicitly informed by or that might be aligned with complexity research and offers focused and practiced advice for structuring projects in ways that are consistent with complexity thinking Complexity thinking offers a powerful alternative to the linear reductionist approaches to inquiry that have dominated the sciences for hundreds of years and educational research for more than a century It has captured the attention of many researchers whose studies reach across traditional disciplinary boundaries to investigate phenomena such as How does the brain work What is consciousness What is intelligence What is the role of emergent technologies in shaping personalities and possibilities How do social collectives work What is knowledge Complexity research posits that a deep similarity among these phenomena is that each points toward some sort of system that learns The authors intent is not to offer a complete account of the relevance of complexity thinking to education not to prescribe and delimit but to challenge readers to examine their own assumptions and theoretical commitments whether anchored by commonsense classical thought or any of the posts such as postmodernism

poststructuralism postcolonialism postpositivism postformalism postepistemology that mark the edges of current discursive possibility Complexity and Education is THE introduction to the emerging field of complexity thinking for the education community It is specifically relevant for educational researchers graduate students and inquiry oriented teacher practitioners

The Human Factor in Ecological Research Carol Eckhardt, 1998 Curriculum, Environment, and the Work of C. A. Bowers Audrey Dentith, David Flinders, John Lupinacci, Jennifer Thom, 2021-06-28 This edited volume extends ecological approaches to curriculum theory by recognizing and building on the contributions of the late Chet A Bowers to curriculum and ecological studies globally Chapters provide in depth explanation of Bowers central contributions to the field including his identification of the linguistic roots of ecological degradation the need for school curricula to support sustainability and the principles of cultural commons eco justice and ecological intelligence Building on these ideas and emphasizing the links between curriculum studies social justice and environmental education the text illustrates how Bowers ideas must now inform future approaches to schooling teacher education research and Indigenous communities to guard against the global ecological crises we now face This text will benefit researchers academics and educators with an interest in curriculum studies sustainability education and environmental studies in particular Those interested in the sociology of education educational change and school reform will also benefit from the book Expanding Curriculum Theory William M. Reynolds, Julie A. Webber, 2016-04-28 Expanding Curriculum Theory Second Edition carries through the major focus of the original volume to reflect on the influence of Deleuze and Guattari's concept of lines of flight and its application to curriculum theorizing What is different is that the lines of flight have since shifted and produced expanded understandings of this concept for curriculum theory and for education in general This edition reflects the impact of events that have contributed to this shift in particular the il logic of school policy changes and reforms in the past decade and the continued explosion of social media and its effect on the collective understanding of how both knowledge and education work as forms of repression The introduction updates the text and puts it into current debates in the field and in the larger socio economic milieu New dis positions are presented that explore central questions circulating within and outside curriculum studies Exciting scholarship on a range of topics includes notions of desire and commodities youth culture and violence new directions in curriculum theory Eco Ethical consciousness new Deleuzian views of normality the diffusion of technology and lines of flight in transnational curriculum inquiry <u>Digital Detachment</u> Chet A Bowers, 2016-01-29 The digital revolution is changing the world in ecologically unsustainable ways 1 it increases the economic and political power of the elites controlling and interpreting the data 2 it is based on the deep assumptions of market liberalism that do not recognize environmental limits 3 it undermines face to face and context specific forms of knowledge 4 it undermines awareness of the metaphorical nature of language 5 its promoters are driven by the myth of progress and thus ignore important cultural traditions of the cultural commons that are being lost and 6 it both by passes the democratic process and colonizes other cultures This book

beyond Educating for an Ecologically Sustainable Culture C. A. Bowers,1995-07-01 This book is a wake up call for environmentalists who need to consider how current educational ideals and practices undermine efforts to create a more sustainable future It is also a wake up call for educators who continue to base their reform efforts on the primacy of the individual while ignoring the fact that the individual is nested in culture and culture is nested in and thus dependent upon natural ecosystems Bowers argues that the modern way of understanding moral education creativity intelligence and the role of direct experience in the learning process cannot be supported by evidence from such fields as anthropology cultural linguistics and the sociology of knowledge Cultural History and Education Thomas S. Popkewitz, Barry M. Franklin, Miguel A. Pereyra, 2001 First Published in 2001 Routledge is an imprint of Taylor Francis an informa company

Revitalizing the Commons C. A. Bowers, 2006-03-28 The enclosure of the cultural and environmental commons has been going on for hundreds of years privatizing what was previously available to all members of the community Recently however the process of enclosure has been accelerated by the spread of economic globalization This timely book champions the cultural and environmental commons as sites of resistance to this current trend and explains the nature of educational reforms that promote ecological sustainability conserving of cultural and linguistic diversity local democracy and greater community self sufficiency Revitalizing the Commons will be of interest to scholars of environmental studies education and community development alike EDUCATION FOR SUSTAINABILITY -Volume I Robert V. Farrell ,George Papagiannis, 2009-10-10 Education for Sustainability is a component of Encyclopedia of Human Resources Policy Development and Management in the global Encyclopedia of Life Support Systems EOLSS which is an integrated compendium of twenty one Encyclopedias The Theme on Education for Sustainability provides the essential aspects and a myriad of issues of great relevance connection between education and more sustainable futures and embraces a reality that all need to know It demands a much broader interpretation of education a holistic perspective that accommodates new and challenging ideas Such education is imperative in creating the knowledge wisdom and vision needed for the transition to a more sustainable world In helping to design this sustainable future education for sustainability implements a vital systemic perspective that will allow for a complex interdependence of all life forms and Earth This volume is aimed at the following five major target audiences University and College Students Educators Professional Practitioners Research Personnel and Policy Analysts Managers and Decision Makers and NGOs University Reforms in an Era of Global Warming C. A. Bowers, 2011 This book is especially timely for reasons related to the current efforts on the part of several national organizations to promote sustainability reforms in courses in all academic disciplines The American Association for Sustainability in Higher education is in the forefront of this reform effort Replacing an inefficient campus infrastructures was easy when compared to the challenges of engaging faculty in discussions of how the content of their courses continue to

reinforce the deep cultural assumptions that gave conceptual direction to the individualistic consumer dependent lifestyle that that is now widely recognized as unsustainable The chapters address a number of especially daunting challenges with the main one being that many faculty who were graduate students in the last decades of the 20th Century continue to think within the same conceptual frameworks they acquired from their mentors. Their mentors were unaware of environmental limits as well as the metaphorical nature of language that reproduces the ecologically problematic cultural assumptions that in turn have become part of today s students taken for granted world Several chapters address such limitations of these 20th Century conceptual frameworks as the way academic freedom in now being use by many faculty in the social sciences humanities and professional schools to justify ignoring not only the ecological crisis and the failure to ask whether such traditional areas of inquiry such as the thinking of Western philosophers and other abstract theorists will be useful to students as they face the life changing environmental impacts of climate change Two other key issues that must be taken into account if sustainability reforms are to be introduced in courses across the academic disciplines include the need for faculty to understand the many ways in which the emphasis on print based theory fosters abstract thinking thus further strengthening the long held myth of individual intelligence. The need to understand cultures as ecologies and the difference between individual and ecological intelligence are also discussed The book also contains a discussion of the university administrators essential role in holding faculty accountable for engaging in extended discussions of the language issues such as the linguistic colonization of the present by the past the recursive cultural patterns that are being represented as the latest progressive ways of thinking that are the basis of many of today s conceptual double binds and how to foster the students awareness of the different ways that ideologies technologies and silences are undermining what remains of the cultural and environmental commons The critique of current misconceptions that underlie different disciplines as well as the resistance of many faculty to taking the ecological crisis seriously are balanced with extended discussions of alternative ways of thinking about language the connections between print storage which is amplified by computer mediated learning and communication and the ways in which oral traditions foster awareness of contexts and patterns of moral reciprocity and thus ecological intelligence In effect the book provides the conceptual framework that needs to be the focus of faculty discussions if these discussion are going to help faculty avoid the misconception that adding a couple of readings by environmental writers or learning about ecologically sustainable community practices will enable students to make the transition to a post industrial way of thinking

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