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CURRICULUM FOR THE BIOREGION INITIATIVE

Bibliography: Books on Sustainability in Higher Education

Aber, John, et al. *The Sustainable Learning Community: One University's Journey to the Future*. Durham, N.H: University of New Hampshire Press, 2009.

This book uses the oldest endowed campus sustainability program, located at the University of New Hampshire, as a frame to discuss the development of new approaches to teaching, research, learning and operations that center on sustainability. The book is broken into four sections—curriculum, operations, research, and engagement, which allows faculty, staff and students focus on the area that is pertinent them. It's filled with useful information and advice.

Barlett, Peggy and Geoffrey W. Chase. *Sustainability on Campus: Stories and Strategies for Change*. Cambridge, MA: MIT Press, 2004

Written by faculty, staff, administrators, and a student, from varying perspectives and reflecting divergent experiences, these stories map the growing strength of a national movement toward environmental responsibility on campus. Each account indicates the challenges and struggles that the individual or team has faced in the effort to implement sustainable practices on campus, and the strategies and strength it has taken to overcome adversity and skepticism. These candid stories are both refreshing and very instructive for anyone getting started.

Barlett, Peggy and Geoffrey W. Chas, eds. *Sustainability in Higher Education: Stories and Strategies for Transformation*. Cambridge, MA: MIT Press, 2013.

Barlett and Chase's new book on sustainability on campus is in press and should be available by summer, 2013. It is a new collection of stories about transformative work at colleges and universities around the country.

Blewitt, John and Cedric Cullingford. *The Sustainability Curriculum: The Challenge for Higher Education*. London: Earthscan, 2004.

This text questions the purpose and nature of higher education itself and considers the place of sustainability therein. It discusses the negative potential of 'sustainability' as a catch-word at risk of becoming cliché. It concludes with a dialogue of how disciplines have responded to the sustainability agenda as it has been implemented thus far, and where it can go.

Bowers, C.A. *The Culture of Denial: Why the Environmental Movement Needs a Strategy for Reforming Universities and Public Schools*. Albany: State University of New York Press, 1997.

According to Bowers, education as an institution needs to be fundamentally reworked to end its reinforcement of a “consumer culture in denial.” He critiques the anthropocentric and individualistic stance assumed in many classrooms, our increasing dependence on technology, and our use of language, and then contrasts the accepted ideology of the Western world with themes from ecologically centered cultures. This text is more theoretical than applied, but makes a strong argument.

Bowers, C.A. *University Reforms in an Era of Global Warming*. Eugene, OR: Eco-Justice Press, 2011.

This book addresses the challenges faced by University’s who wish to become sustainable. The most notable of these challenges faced by universities is that faculty, who graduated in the late 90s, have adopted their mentors’ ignorance of the environmental limits and therefore do not include sustainability and environmental concepts into their coursework

Corcoran, Peter Blaze, and Arjen E.J. Wals. *Higher Education and the Challenge of Sustainability*. Dordrecht: Kluwer Academic, 2004.

This book argues that sustainability challenges universities around the world to rethink their missions and to re-structure their courses, research programs, and life on campus. Sustainability is not only explored as an outcome and a process of learning, but also as a catalyst for educational change and institutional innovation. The book raises the various problems related to this unclear field and provides an intellectual history and critical assessment of the prospects for institutionalizing sustainability in higher education. It is a strong theoretical book with an international focus.

Johnston, Lucas. *Higher Education for Sustainability: Cases, Challenges, and Opportunities from Across the Curriculum*. New York, NY: Routledge, 2012.

This book explores the approaches that colleges and universities have used to integrate sustainability across the curriculum. A series of case studies present the political and community processes that can lead to higher education sustainability outcomes. A valuable and timely resource.

Jones, Paula, David Selby, and Stephen Sterling. *Sustainability Education: Principles and Practices across Higher Education*. New York: Earthscan, 2010.

This book was assembled by faculty members at the University of Plymouth in the United Kingdom, working with the Higher Education Academy Education for Sustainable Development Project. Their intent was to create a book to address the question, “How can disciplines embed sustainability into their theory and practice in a way that is consistent with the huge challenges that sustainability related issues present—and will continue to present—to graduates?” The first part of the book provides background on the current status of sustainability within higher education, including chapters discussing interdisciplinarity, international perspectives and pedagogy. The second part features thirteen chapter case studies from teachers and lecturers in diverse disciplines, describing what has worked, how and why - and what hasn't.

M’Gonigle, Michael, and Justine Starke. *Planet U: Sustaining the World, Reinventing the University*. Gabriola Island, BC: New Society Publishers, 2006.

This book’s central argument is that the university is in a unique position to serve as a catalyst for innovation: it holds the key for practical action. Major themes are the history and role of the university and its evolving place in society, and where the university will be situated in the unfolding dialogue of a sustainable future. In addition to illustrating the potential of the university to be a leader through campus initiatives on clean energy, sustainable development, and transportation spanning multiple nations, this text explores the campus’ ability for social and environmental change.

Rappaport, Ann, and Sarah Hammond Creighton. *Degrees that Matter: Climate Change and the University*. Cambridge, MA: MIT Press, 2007.

This text serves as a guide for implementing “climate action” in various contexts: buildings, emissions, curricula, student affairs, transportation. The authors present a coherent argument for the university’s responsibility to take a leading role in the climate crisis and provide extensive examples of work under way. A wealth of examples from colleges across the nation supplement practical suggestions for change.

Thomashow, Mitchell. *Bringing the Biosphere Home: Learning to Perceive Global Environmental Change*. Cambridge, MA: MIT Press, 2002.

Thomashow’s argument is that global ideas, problems, and issues can become so abstract that students do not have a meaningful way to move forward. The best way to learn how to perceive the biosphere is by paying close attention to the place where you live – developing familiarity and intimacy with local natural history, which can provide the scaffolding for more complex global understandings and environmental care. This book provides a cogent argument for place-based learning.

Reynolds, Heather L., et al. *Teaching Environmental Literacy: Across Campus and Across the Curriculum*. Bloomington: Indiana University Press, 2009.

This book argues that environmental literacy should be a core learning outcome at colleges and universities so that students are equipped to deal with global environmental challenges. In this book, faculty from the humanities and natural sciences departments discuss the qualities, skills, and knowledge essential to environmental literacy.

Uhl, Christopher. *Developing Ecological Consciousness: Path to a Sustainable World*. Lanham, MD: Rowman & Littlefield Publishers, 2003.

This book presents an ecology-based instigation of how humans are damaging the earth and their own bodies. It offers tools, values, and paradigms for environmental and personal change.