

EDU 305/GLS 402 Permaculture and Global Education
Proposed Course Syllabus
Fall 2015, Quarter 2 Course
Instructors: Marcia Burrell, Kate Spector, Grace Maxon-Clarke

Dates of Overseas Travel: Jan. 3 - Jan. 19

Course Overview:

This program with travel to the Republic of Benin will provide an opportunity for students to not only travel to a developing country, but also gain a once-in-a-lifetime opportunity to witness how one of the poorest countries in Africa, is able to organize schools, establish governments, produce food, and maintain a sustainable economic structure with limited resources and with residual colonial structures. Students will investigate how the issues of immigration and our connections to the world through technology and social media are changing the face, and our understanding, of local and international communities. An understanding of sustainability and permaculture, through the visit to Songhai, will provide a framework and experiences for how all nations may grapple with scarce resources such as food, water, shelter and basic supplies. One key aspect of sustainability (or permaculture), utilizing local resources to meet (or exceed) local need, will be explored both in the United States and in Benin, at Songhai. The school visits in Benin will provide additional context for why immigrants are coming to the United States and what immigrants bring with them, culturally, linguistically, politically, and educationally. The before travel component of the program will provide a comprehensive, theoretical examination by way of readings, discussions and reaction papers. This will provide a solid theoretical foundation for the authentic visit in Benin.

Course Objectives:

Through assigned discussions, activities and writings, students will be able to:

1. Compare and contrast educational decision making and pedagogical, practices based on economic, environmental, cultural, social and linguistic issues. (KNOWLEDGE, AUTHENTIC LEARNING)
2. Describe how the meaning we make of educational institutions schools is affected by several factors including: the everyday conditions of society, prevalent ideologies, current content and pedagogical practices, key social issues and the participants in educational institutions (KNOWLEDGE).

3. Explain the history of formal and informal schooling in this country in terms of the relationship between material conditions, ideologies, teaching conditions and pedagogy (KNOWLEDGE).
4. Explain how you can use this broad framework of the discourse of education to address issues you will face as a teacher (KNOWLEDGE, REFLECTION, AUTHENTIC LEARNING).
5. Make a commitment to be active participants in constructing a meaning of schools that benefits all children (KNOWLEDGE, REFLECTION, SOCIAL JUSTICE).
6. Identify strategies you can use to work against obstacles that inhibit all citizens from being actively involved in this democracy (KNOWLEDGE, REFLECTION, SOCIAL JUSTICE, COLLABORATION).
7. Explain how concepts of pedagogy, professionalism, ideology, discrimination, oppression and multi-culturalism relate to today's education (KNOWLEDGE, REFLECTION).
8. Predict where you will fit into the future of public school teachers that has grown from the legacy of teaching (KNOWLEDGE, REFLECTION, LEADERSHIP, PRACTICE).
9. Explain how meaning is socially constructed especially as it relates to the social construction of race, gender, class, disability, sexuality, religion, schooling, and teaching (KNOWLEDGE).
10. Provide examples of how the meaning we make of a concept determines how we act in relation to that concept, whether it is schooling, the role of teachers, multi-culturalism, and so on; and how our actions continue an on-going meaning-making process (AUTHENTIC LEARNING).
11. Compare and contrast developed nation sustainability efforts and effectiveness with developing nation efforts and effectiveness. (KNOWLEDGE)
12. Identify and describe the unique environmental, educational, political, and economic characteristics that are pertinent to the developing nation's (agri)cultural sustainability. (KNOWLEDGE, AUTHENTIC LEARNING)
13. Use a broad framework (material conditions, ideologies, teaching conditions, pedagogy) to investigate the impact of permaculture institutions (Songhai) on local and global social, environmental and economic development.(SOCIAL JUSTICE, REFLECTION, AUTHENTIC LEARNING)
14. Identify and discuss permaculture history, ethics and principals in varied contexts(KNOWLEDGE)
15. Discover individual role in economic, environmental, social and educational systems(KNOWLEDGE, REFLECTION)
16. Observe and discuss parallel ecological, social and political systems (KNOWLEDGE, REFLECTION, SOCIAL JUSTICE, AUTHENTIC LEARNING)
17. Describe the permaculture design process as applied to local agricultural and educational systems (KNOWLEDGE, AUTHENTIC LEARNING, PRACTICE)
18. Observe, analyze and assess site (location) patterns to determine local resources and constraints (PRACTICE, AUTHENTIC LEARNING)
19. Utilize non-judgmental observation processes and whole systems thinking to define issues and implement problem solving strategies(PRACTICE, SOCIAL JUSTICE, COLLABORATION & LEADERSHIP)

20. Explain the purpose and techniques for producing clean water, healthy soil, regenerative food systems, efficient buildings and supporting economic stability (REFLECTION, KNOWLEDGE, AUTHENTIC LEARNING)
21. Explain the complex relationship among politics, economics, cultural values, and globalization in international educational contexts (REFLECTION, KNOWLEDGE, AUTHENTIC LEARNING)
22. Compare, contrast, and interpret international educational assessments and discuss how these assessments impact national and global educational policy decisions (KNOWLEDGE, PRACTICE, REFLECTION)

SPECIAL CONSIDERATIONS:

If you have a disabling condition that may interfere with your ability to successfully complete this course, please contact the Disability Services Office, 315-312-3358, 183 Compass Center, <http://www.oswego.edu/student/services/disabilities/>

SCHOOL OF EDUCATION:

We believe that the role of schools is to promote **AUTHENTIC LEARNING** by all students. The role of educators in meeting that goal is to function as socially conscious catalysts for change that create and sustain school environments where excellence is cherished and **SOCIAL JUSTICE** flourishes. Educators continually weave strands of **REFLECTION, COLLABORATION & LEADERSHIP, PRACTICE** and **KNOWLEDGE** to create a supportive, flexible school fabric. **AUTHENTIC LEARNING and SOCIAL JUSTICE** emerge as enduring patterns woven into the educational experiences of diverse students.

Course Expectations:

Participation/Attendance and Collaboration

This is critical to your success. Everyone has something of value to contribute. It is required that you interact with your peers, participate in class activities, be prepared and be punctual for each class. Collaboration is more than just doing group work. It involves the understanding that working together can provide different perspectives and strengths to a project and can result in a much better product.

This is a quarter course, so no absences are allowed. If an emergency arises and you must miss a class, notify me as soon as possible by phone or e-mail. (This does not mean that we will excuse the absence, but it does demonstrate your sense of responsibility). Documentation may be required. If you are absent, you will be expected to find out what you missed from a fellow student in addition to following the requirements in the schedule. It will be your responsibility to catch up on class work and turn in assignments.

Outside of Class: All students are expected to spend approximately two hours for each in-class hour. Out of class activities include: reading, writing attending an event, preparing assignments, and critical thinking

ARTICLE REACTION/RESPONSE PAPERS

The reaction paper should be based on the week's article(s) and the written paper should be no more than 2 pages. DO NOT summarize the articles, but instead, use the articles to think deeply about and synthesize what you have learned. Make sure each paper has the following headings:

--Cognitive: *What did you learn about the article or articles? Synthesize the important understandings that were brought up in the article(s)?*

--Affective: *What are your feelings about the readings? What do the readings mean to you? Support your perspectives with evidence and examples. ("How do you feel about this knowledge or information?")*

--Conative: *How do the reading(s) influence your thinking? What you are expecting to do with the information you have learned?*

Cognition refers to the process of coming to know and understand; the process of encoding, storing, processing, and retrieving information. It is generally associated with the question of "what" (e.g., what happened, what is going on now, what is the meaning of that information.)

Affect refers to the emotional interpretation of perceptions, information, or knowledge. It is generally associated with one's attachment (positive or negative) to people, objects, ideas, etc. and asks the question "How do I feel about this knowledge or information?"

Conation refers to the connection of knowledge and affect to behavior and is associated with the issue of "why." It is the personal, intentional, planful, deliberate, goal-oriented, or striving component of motivation, the proactive (as opposed to reactive or habitual) aspect of behavior (Baumeister, Bratslavsky, Muraven & Tice, 1998; Emmons, 1986). It is closely associated with the concept of volition, defined as the use of will, or the freedom to make choices about what to do (Kane, 1985; Mischel, 1996). It is absolutely critical if an individual is to successfully engage in self-direction and self-regulation.

Writing Guidelines: 12 font, 1 inch margins, double spaced, and free of errors

TRAVEL RESPONSE JOURNALS:

This mandatory assignment requires that you maintain a journal about your interactions in Benin. We will structure time into each day to ensure that you have time to complete this assignment. Use an observation protocol to write up your observations.

FINAL REACTION PAPER:

The final paper should include the readings, discussions, travel experiences, and interactions. Additional readings include the Pugh article and the Schleicher article. Remember, WE DO NOT WANT A TRAVEL LOG.

Use the Cognitive, Affective, and Conative headings to help you structure your thoughts.

→ Undergraduates should write at least 3 - 5 pages. Students are required to include their U.S. classroom visit in their final paper.

→ Graduate Students should write at least 5 -7 pages. Graduate students are also required to include their U.S. classroom visit in their final paper.

GRADING SCALE: (based on 100 points)

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	74-76
C-	70-73
E	69 or below

Factors, which may lower your grade, include poorly written assignments, late assignments, lack of preparation, and/or inadequate participation in class activities and small group work. Written assignments are to be typed error-free (this includes: grammar, spelling & punctuation) and are to be turned in on the due date. Copies of written assignments for this class should be kept in “the cloud” or on a device you can access such as an external hard drive. Copies of corrected papers with our comments should also be kept in case there is a question.

The five-mistake rule: As we read your papers, we will make note of spelling, grammar, sentence structure, format and clarity. If we reach five mistakes before the end of the written assignment, we will stop reading and return the paper for possible re-submission. The first time this happens is penalty free, but if there is another instance, you will lose 20%, even if you re-submit. Students needing to work on their writing skills are strongly encouraged to visit The Office of Learning Services in the campus center, (312-3094) or (ols@oswego.edu)

Course Modules

Module 1: Hegemony

Assigned Readings (to be read prior to class):

Aginhotri, R. K. (2007). Towards a pedagogical paradigm rooted in multilinguality. *International Multilingual Research Journal*, 1(2), 79-88.

Banks, J. (2008). Diversity, Group Identity, and Citizenship Education in a Global Age. *Educational Researcher*. 37(3), 129-139.

Dutercq, Y., & Lafaye, C. (2007). Taking sides: to school or not to school squatters' children. *Anthropology and education quarterly*, 38(2), 178-194.

van Zanten, A. (2003). Middle-class parents and social mix in French urban schools: reproduction and transformation of class relations in education. *International Studies in Sociology of Education*, 13(2), 107-123.

Application in Benin: School Visits

Module 2: Who are the students?

Assigned Readings (to be read prior to class):

Education in France. (2010) *FrenchEntree.com: Living in France*. Retrieved August 20, 2010, from website: <http://www.frenchentree.com/fe-education/>

Gilmour, S., **Burrell**, M., & Frederick, A. (2007). "Toutes les filles à l'école" (All the girls at school): A collaborative approach to creating and sustaining educational opportunities for girls in the republic of Benin, West Africa. *Association of American Colleges & Universities, Multicultural Alliances*, 36 (1), Global Perspective.

Issaou, G. (2006). A study of selected science teaching practices in Benin, West Africa. In K. Mutua & C. S. Sunai (Eds.), *Research on Education in Africa, the Caribbean, and the Middle East: Crosscurrents and Crosscutting Themes* (pp. 37-60). Charlotte, NC: Information Age Publishing.

Sternberg, R. J. (2007). Who are the bright children? The cultural context of being and acting intelligent. *Educational Researcher*, 36(3), 148-155.

Structure of Education System. (2006). *EuroEducation.net: The European Education Directory*. Retrieved August 30, 2010, from World Higher Education Database (WHED) website: <http://www.euroeducation.net/prof/franco.htm>

Application in Benin: School Visits

Module 3: What do we teach and why?

Assigned Readings (to be read prior to class):

Adiche, C.N. (2008) The Headstrong Historian. *The New Yorker* June 23, 2008, 68-75.

Daun, H. (1995). Teachers' predictions and pupils' destinies: a West African survey. *International Review of Education* 41(5), 405-425.

Ahanhanzo, J., Odushin, D. E., & Bibi-Adelakoun, A. (2006). Policy dialogue and education: African and Portuguese experiences. Building a vision for education in Benin. *Prospects*, 36(1), 9-21.

Application in Benin: School Visits

Module 4: Why? Permaculture, Education and Benin in Context

Assignment Due: In response to the assigned readings, write a reaction paper using the cognitive, affective and conative framework (as used in EDU 114).

Topics for Discussion: History of our dependence on non-renewable resources, Industrial Revolution, Whole systems and Life-cycle thinking, Ethics, Defining the Scope of the Problem

Activities: Whole systems Mind Map and life-cycle analysis

Application in Benin: Day 1, Songhai orientation, mushrooms and crop production workshops.

Peer Assessment: Pre-(individual) and post-(group) quizzes.

Assigned Readings (to be read prior to class):

- Chapter 1, “Introduction” Permaculture A Designers’ Manual, Bill Mollison 1988
- Introduction, “This Book is Not a Tree” And Chapter 1, “A Question of Design”, Cradle to Cradle, McDonough & Braungart, 2002
- Chapter: “Toward a Do-Nothing Farming”, The One-Straw Revolution, Fukuoka, 1978
- Article: Environmental Anthropology Engaging Permaculture: *Moving Theory and Practice Towards Sustainability*, Veteto & Lockyer 2008

Module 5: What? Theoretical Foundations of Permaculture

Assignment Due: In response to the assigned readings, write a reaction paper using the cognitive, affective and conative framework.

Topics for discussion: Permaculture principles and ethics, Renewable and non-renewable resources (Local and Global), The role of community education in sustainable development, Applying theory to observation techniques

Activities: Observation: Fox Walking and clothespin exercises. Community and team building: Values, Ethics and Communication exercise, and Songhai video: <https://vimeo.com/114928719>.

Application in Benin: Cultural Visits, Songhai Workshop on Biogas, grass cutters

Peer Assessment: Pre-(individual) and post -(group) quizzes.

Assigned Readings (to be read prior to class):

- Selections from Pedagogy of the Oppressed Paulo Freire, 1968
- Selections from Indigenous Community Based Education edited by Stephen May, 1999
- “Essence of Permaculture”, David Holmgren, 2007
- “Being in communities” Exploring Leadership by Komives, Lucas, McMahon, 2013
- Selections from Designing Healthy Communities, by Jackson and Sinclair, 2012

Assignment due next week: Omega virtual tour- <http://www.omega.org/learning-paths/sustainable-living/omega-center-for-sustainable-living-photo-tour>

Module 6: How? Travel Activity

Assignment due: Omega virtual tour- <http://www.omega.org/learning-paths/sustainable-living/omega-center-for-sustainable-living-photo-tour>

Activity: One day trip to the Omega Center for Sustainable Living (OCSL), Rhinebeck, NY, to investigate leading examples of natural water reclamation, sustainable living, and green building.

OCSL is an environmental education center achieving the distinction of the first building in the United States to earn both LEED® Platinum and Living Building Challenge™ certifications. The center is home to the Eco Machine™, which cleans wastewater by harnessing the biological processes of algae, fungi, bacteria, plants, and snails.

Application in Benin: Visit to Rice fields in Kinwedji and/or Aquaculture system in Savalou

Assessment: In response to the travel activity, write a reaction paper using the cognitive, affective and conative framework.

Assignment for next week: 15-minute Group presentation. Utilize case examples to identify and explain techniques and solutions for harnessing resources (water, soil etc.) in developed and developing nations.

Module 7: How? Permaculture Techniques and Common Practices in Context

Assignment Due: 15-minute Group presentation. Utilize case examples and experience at Omega to identify and explain techniques and solutions for harnessing resources (water, soil etc.) in developed and developing nations.

Assigned Readings (to be read prior to class):

- Chapter 3, Mycelium Running, “Mushrooms in their Natural Habitats” Paul Stamets, 2005
- Selections from The Humanure Handbook Joseph Jenkins, 2005
- “Community resilience and contemporary agri-ecological systems: reconnecting people and food, and people with people” Christine King, 2008
- “Energy and Permaculture”, *The Permaculture activist*, David Holmgren, May 1994
- Selections from Paradise Lot, Toensmeir and Bates, 2013

Topics for Discussion: Techniques for resource management

Activity: The group presentations will provide the class with an encompassing look at resource management in developed and developing nations.

Application in Benin: Several Songhai workshop topics.

Assessment: Pre-(individual) and post-(group) quizzes, group projects

Module 8: Nearly on the Road

Pugh, K. J., & Bergin, D. A. (2005). The effect of schooling on students' out-of-school experience. *Educational Researcher*, 34(9), 15-23.

Schleicher, A. (2006). Where immigrant children succeed: A comparative review of performance and engagement in PISA 2003. *International Education*. 17(5), 507-516.

Supplemental Recommended material:

<http://www.songhai.org/index.php/en/home-en>

<http://www.meas-extension.org/meas-offers/case-studies/songhai-center-benin>

http://www.rural21.com/uploads/media/R21_SONGHAI_0309.pdf

<http://news.yahoo.com/organic-farm-benin-looks-set-example-africa-141214112.html>

<http://allafrica.com/stories/201307250697.html>

<http://foodtank.com/news/2013/05/songhai-womens-capital-fund-expanding-opportunities-for-women-in-benin>

<http://weblog.liberatormagazine.com/2010/11/songhai-sustainability-for-africa.html>

http://www.academia.edu/8191452/TOURISM_POTENTIALS_OF_FARMLANDS_AND_AGRICULTURAL_ENTERPRISES_A_CASE_STUDY_OF_SONGHAI_FARMS_BENIN_REPUBLIC

<http://onlinelibrary.wiley.com/doi/10.1002/sres.854/abstract>