Call for Book Chapter Proposals

Title: *Prioritizing Sustainability Education*

**Rationale**

College and university programs continue to emphasize teaching and learning within narrow disciplinary boundaries that may exclude sustainability-oriented perspectives and practices. Students too often graduate with exploitative, consumer-driven orientations toward the environment. Lacking foundational knowledge, skills, and values to understand and ameliorate the complexities of environmental degradation and its associated challenges, graduates are unprepared to confront the most urgent challenges of our time. Amidst growing conviction that humanity’s common future relies upon its capacity to develop human-nature relationships, academics are initiating and prioritizing courses, programs, and policies that cultivate students’ relational connection to the Earth to guide environmental decision-making.

*Prioritizing Sustainability Education* will feature academics’ theory-to-practice essays and case studies that immerse students in a comprehensive view of sustainability education. Such a view goes beyond conventional thinking and talking about the environment to experiencing it in sensory, affective, psychological, and cognitive as well as spiritual or existential dimensions. Sustainability education therefore balances relational and intuitive approaches to teaching and learning with those that are objective and technological. In this context, academics are working at the edges of disciplinary boundaries to create experiences of the sensory and the sacred, the cognitive and the affective, and the analytical and the imaginative. *Prioritizing Sustainability Education* is geared toward academics in the humanities, social sciences, and professional programs and toward graduate and undergraduate students, particularly those enrolled in transdisciplinary courses.

**Themes**

Prospective authors should address themes that are included in, but not limited to, the following questions:

- How can sustainability and sustainability education be comprehensively conceptualized?
- What is the significance of sustainability and sustainability education in higher education and how might academics respond?
- How does awareness of unsustainable and unjust societal assumptions and institutional structures inform sustainability orientations?
- What is a relational ecological ethos? How and where does it develop?
• What ought to be the relationship between humans, other-than-humans, and the natural world?
• How can the roles of community leaders, visionaries, or elders be conceptualized in intergenerational sustainability education that includes those from traditionally marginalized groups?
• What place does advocacy for environmentally threatened lands, lives, and cultures have in sustainability education and how might it be implemented?
• Why and how might commitment to the well-being of current and future generations evolve?
• To what extent could envisioning and enacting futures in which all lives flourish offer immediate- and long-term pathways toward comprehensive sustainable living, and how could these inform sustainability education?
• What types of support and resources do academics in the humanities, social sciences, and professional programs require when prioritizing sustainability-orientations in their courses, programs, and policies?

Deadline for Review of Proposal

• To submit your chapter proposal for review, please submit the following by **August 14, 2017:**

Joan Armon, Ph.D.
Associate Professor, Regis University, Denver, Colorado
{ HYPERLINK "mailto:jarmon@regis.edu" }

• A 300-word abstract of your chapter
• The tentative chapter title (and subtitle, if any);
• A list of tentative chapter headings with at least one paragraph explaining what is included within each heading;
• A list of the structure and features of your chapter, (such as an introduction, argument summary, case study, etc.)
• Your full name, title, institutional affiliation, email address, and a statement indicating your agreement to contribute to this book.

Decisions about the status of your proposal will be sent by early September, 2017. Accepted proposals will be due as completed chapters by March 15, 2018.