Rationale

College and university programs continue to emphasize teaching and learning within narrow disciplinary boundaries that may exclude sustainability-oriented perspectives and practices. Too often, students graduate with exploitative, consumer-driven orientations toward the natural world and the lives within it. Lacking a foundational education 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 to guide environmental decision-making, educators are initiating and prioritizing courses, programs, and policies that cultivate students’ knowledge, skills, and values within the context of a relational connection to the Earth. Yet there is a dearth of information in educational institutions about the inspired sustainability education that educators are designing and implementing, often across or at the edges of disciplinary boundaries and with varying degrees of institutional support.

The purpose of Prioritizing Sustainability Education is to disseminate educators’ theory-to-practice essays and case studies describing and analyzing their approaches to immersing students in a dynamic and comprehensive view of sustainability education that is grounded in human-nature relationship. Such a view deepens conventional approaches that may be limited to developing students’ attitudes, knowledge, and behaviors through thinking and talking about the environment. In Prioritizing Sustainability Education, educators also engage students in experiencing their environments in sensory, affective, psychological, and cognitive dimensions as well as imaginative, spiritual, or existential ones that guide environmental care and decision-making. The audience includes educators who seek to begin or expand a prioritized shift toward sustainability education. This book will be invaluable for creating sustainability-oriented courses, programs, and policies in the humanities, social sciences, and professional programs. Graduate and undergraduate students, particularly those enrolled in transdisciplinary courses, will benefit from this book to re-orient topics in their chosen fields toward sustainability perspectives and practices.

Themes

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

- How can sustainability education be comprehensively conceptualized?
- What is the significance of sustainability education in higher education and how might educators 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 and why might transformative teaching and learning occur through experiences of the affective and the cognitive, the analytical and the imagined, and the sensory and the sacred to anchor students’ sustainability-oriented values, knowledge, skills, and commitment?
• How can the roles of community leaders, visionaries, or elders be conceptualized in inter-generational 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 sustainably-conscious living, and how might these inform sustainability education?
• What types of support and resources do educators in the humanities, social sciences, and professional programs require when prioritizing sustainability-orientations in their courses, programs, and policies?

**Deadline for Review of Proposal**

• Please submit your chapter proposal by **October 22, 2017**, to:

  Joan Armon, Ph.D.
  Associate Professor, Regis University, Denver, Colorado
  jarmon@regis.edu

  We are in conversation with a well-known publisher who has expressed interest in publishing *Prioritizing Sustainability Education*.

  Please include:

  • 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 and departmental or program affiliation, email address, and a statement indicating your agreement to contribute to this book;
  • Your curriculum vitae.

  Accepted proposals will be due to Joan Armon as complete chapters by **March 31, 2018**. We look forward to receiving your proposals and responding to any questions you may have.