

Cultural Studies And Environmentalism

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This edited volume brings together theoretical and empirical ideas around ecojustice, place-based (science) education, and indigenous knowledge systems. The purpose of this book is to create a confluence by dissolving some of the tensions surrounding these ideas. It also enlarges the conversation around ecojustice as it pertains to environmental and science education, and demonstrate how these ideas could lead to greater democratic participation and action. The chapters all reflect a sociocultural lens but work towards the ecosociocultural as a nuanced way of investigating issues in environmental and science education and schooling in general. The ideas in the book represent a way to see sociocultural theory as expanded for serving participatory democracy, cultural literacy, community activism, and environmentalism. More specifically, participatory democracy is where people are engaged in situations and participate more fully in local decision-making in addition to advocating for affected parties who may otherwise not have a voice. Historically, ideas surrounding ecojustice, place-based (science) education and indigenous knowledge systems have been separated in the literature and frequently in practice. In the science education literature, the separation of these discourses does not accurately represent how these things actually exist in relation to each other. Thus, this book goes much farther to begin to dissolve the dichotomies and dualisms inherent in traditional conceptualizations of these knowledge systems.

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