

1. Record Nr.	UNINA9910754091403321
Autore	Wallenhorst Nathanaël
Titolo	Political Education in the Anthropocene
Pubbl/distr/stampa	Cham : , : Springer International Publishing AG, , 2023 ©2023
ISBN	3-031-40021-6
Edizione	[1st ed.]
Descrizione fisica	1 online resource (271 pages)
Collana	Anthropocene - Humanities and Social Sciences Series
Altri autori (Persone)	HétierRenaud PierronJean-Philippe WulfChristoph
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Intro -- Acknowledgment -- Contents -- Introduction: Political Education in the Anthropocene: A Metamorphosis to Sustain the Human Adventure -- 1 Is there Still Time to Educate? The Anthropocene as a Political Challenge to Education -- 2 Change Nothing or Change Everything? -- 3 Moving Beyond Education for Sustainable Development -- 4 Rethinking an Educational Anthropology in the Anthropocene -- 5 Refounding Educational Cultures and Institutions in the Anthropocene -- 6 Some Educational Recommendations in the Anthropocene - Pedagogical Approaches, Experiences -- References -- Part I: Rethinking an Anthropology of Education in the Anthropocene -- The Emergence of the Anthropocene, an Astonishing Revelation of the Human Condition? -- 1 A New Concept with Atypical Origins in Search of Legitimacy -- 2 The Semantic Scope of the Anthropocene -- 2.1 An Equivocal Field -- 2.2 A Paradoxical Field -- 3 The Anthropocene: Myth or Reality? -- 3.1 The Search for a GSSP or Global Stratotypic Point -- 3.2 Different Hypotheses for Dating the Entry into the Anthropocene -- 4 The Anthropocene as a Mirror of the Human Condition -- 5 Thought Patterns Struggling to Understand the New World Before Us -- 6 But, Through the Anthropocene, What Meaning Can We Give to What We Are Experiencing? -- References -- Martians and Earthlings: What Anthropology for the Anthropocene? -- 1 Nature Is Disappearing Before

Our Eyes -- 2 At the Risk of Irreversible Disasters -- 3 A Growing Polarization of Interpretations -- 3.1 The Headlong Rush as the Only Remedy of Modern Thinking -- 3.2 The New Horizon of Ecological Thinking -- References -- Who Is the Subject of the Anthropocene? The Use of Personal Pronouns to Express Degrees of Human Involvement -- 1 Introduction -- 1.1 We (Nous) -- 1.2 One (On/We) -- 1.3 Nous Versus On -- 1.4 `Gent´ -- 2 Conclusion -- References.

Towards the Anthropocene Via Philosophical Education: Being in the World, Inhabiting, Disappearing -- 1 Being in the World -- 1.1 The `Age of Man´? The Problem of Being and Existing as an Introduction to the Anthropocene -- 1.2 What Does `World´ Mean and What Is the Idea of `Being-In´? -- 1.3 From the `World´ to the `Planet´, How to Adapt a Pedagogical Discourse Based on Conceptual Distinctions? -- 2 Inhabiting -- 2.1 Finding a Dwelling Place -- 2.2 Genealogy of a Power Relationship -- 2.3 Find Something Else! The Data of an Ethical Problem -- 3 Disappearing -- 3.1 Disappearance as Humanity's Wish for Itself: The Nihilism of a Humanity Disenchanted with Itself -- 3.2 Disappearance as a Historical Marker -- 3.3 Disappearance as the Art of Withdrawal -- References -- Education for Responsibility in the Anthropocene in the Light of Paul Ricoeur -- 1 Fragility of the Living and Revolution in the Concept of Responsibility -- 2 From the Responsible Subject to the Political Subject: An Anthropology of the Capable `Anthropos´ -- 3 Educating for Democracy in the Complexity of Life -- References -- Works of Paul Ricoeur -- Other Works -- Environmental Issues in the Mirror of the Anthropocene Event: Political Trend and Educational Heterotopia -- 1 Introduction: The Philosophical Approach to `the Event´ -- 2 The Anthropocene: Beyond the Bio-geo-chemical Environmental Event -- 3 Plantationocene and Capitalocene: The Politico-Cultural in the Mirror of the Anthropocene Event -- 4 The political as a New Epistemic Dimension of Environmental Issues in the Age of the Anthropocene -- 5 Science Education and `Educations for´: actualizing Political Education in the Age of the Anthropocene -- 5.1 Critical Eco-literacy Learning -- 5.2 Learning About Critical Democratic Citizenship -- 5.3 Deliberative Learning -- 5.4 Learning Through Collective Action.

6 Conclusion: The Possibility of Political Education -- References -- Part II: Reforming Educational Culture and Institutions in the Anthropocene -- From Critique to Action: Observations on a Strategy for Sustainability -- 1 The Anthropocene as a New Worldview -- 2 From Reflection and Criticism to Action -- 3 The Sustainability Strategy 21 -- 4 Sustainability as a `Grand Narrative´ -- 5 Sustainable Development as Utopia -- References -- Understanding the Anthropocene as an Interpretative Framework for the Act of Educating -- 1 Overgrown Children or the Last Men -- 2 Education in the Anthropocene: A Total Anthropological Fact -- 3 The Anthropocene: An Interpretative Framework for the Act of Educating? -- 4 Towards a New Institution for Children -- 5 Education in the Anthropocene: A Concrete Utopia -- References -- Educational Policies, Sustainable Development and the Anthropocene: Visions, Limits and Opportunities -- 1 Three Levels of Institutional Change -- 2 Structural Obstacles to Institutional Re-modelling -- 3 Conceptual and Political Barriers to Education for Sustainable Development -- 4 Cultural Barriers to Education in the Anthropocene -- 5 Proposals for Change -- 6 Conclusions -- References -- Will We Ever Be Indigenous? Permaculture and Depth Education -- 1 Indigeneity and the Re-crossing of Our Origins -- 2 `Indigeneity´ and the Mastery of Agricultural Letting-Go -- 3 Sedentary Without Knowing How to Be Indigenous -- 4 Faced with the Mastery of Mastery, the Mastery of Leaving... -- 5 Permaculture as

‘Depth Education’ -- References -- Transformation in the Anthropocene: Mimesis, Rituals, Gestures -- 1 The Anthropocene as a Challenge -- 2 The Objectives of Sustainable Development from the Point of View of Education (Bildung) -- 3 Sustainability as a ‘Grand Narrative’.

4 Sustainable Development as a Task of Mimetic, Ritual and Gestural Learning -- 4.1 Mimetic Learning -- 4.2 Rituals -- 4.3 Gestures -- 5 Outlook -- References -- What Does the Anthropocene Hold for Citizenship? -- 1 The Purpose of Citizenship: To Ensure Society’s Continued Survival -- 1.1 Citizenship That Is Critical of the School System’s Neoliberalism -- 1.2 Citizenship as the *Raison d’être* of Education -- 1.3 Extending the Proposed Paradigmatic Shifts to Bring About an Anthropological One -- 2 Learning Convivial Citizenship: Between Humans and Nonhumans -- 2.1 Responsibility and Existential Citizenship -- 2.2 Convivial Citizenship Rooted in the Vitality of the Biosphere -- References -- To Educate Is to Begin to Do Something -- 1 Introduction -- 2 The Anthropocene: A New Era -- 3 Children and Adolescents in the Limbo of the Anthropocene -- 4 To Educate Is to Start the Battle -- 5 Conclusion -- References -- Part III: Some Educational Recommendations in the Anthropocene: Pedagogical Approaches, Experiments -- Ecological Transformation and Education as an Odyssey -- 1 Critique of the Ecological Transition -- 2 Resilience and Socio-ecological Systems -- 3 Odyssey and Ecological Education -- References -- Educating for a Sense of Limits and Limitlessness in the Anthropocene -- 1 The Meaning of Limits: Self-Limitation -- 2 Inseparation: Opening Up a Space of Unbounded Relationships -- 3 The Beautiful, the Sublime and the Sense of the Unlimited -- 4 Rethinking Politics and Political Education -- References -- Learning to Live in the Anthropocene -- 1 Childhood and the Anthropocene -- 2 Learning to Live with Limits -- 3 Learning to Make Life Easier -- 4 Conclusion -- References -- Critique, Utopia and Resistance: Three Functions of a Pedagogy of ‘Resonance’ in the Anthropocene -- 1 Critical Pedagogy: I Am Not Separate from the Earth -- I Am the Earth. 2 Utopian Pedagogy: Hearing What the Earth and the World Have to Say -- 3 A Resistant Pedagogy: A Post-promethean ‘Us’ to Counter Homo Oeconomicus -- 4 ‘Indeed that Very Night, the Impossible Had Already Been Set in Motion’ (Charly and the Chocolate Factory) -- References -- The Role of Science Education in the Anthropocene -- 1 Representations of the World and Science -- 1.1 A Multitude of Representations -- 1.2 Challenges for Education -- 2 Some Educational Recommendations -- 2.1 Understand -- 2.2 Trust -- 2.3 Act -- 2.4 Be Supportive -- 3 Supporting Teachers -- 3.1 The OCE, a Specific Action -- 4 Conclusion -- References -- Ecology and Education: The Example of Ecotopias -- 1 What Is an Ecotopia? -- 1.1 From Ecotopia to Ecotopias -- 1.2 Concrete Utopias, ‘Intentional Communities’ and Ecovillages -- 1.3 Terraformation or Return to the Earth? -- 2 The Sources of Ecotopian Education -- 2.1 Education in Ecotopia -- 2.2 The Pedagogical Lineage of Natural Education -- 2.3 A Pedagogy of Emancipation in, Through and with Nature -- 3 Education in Contemporary Ecotopias -- 3.1 The Invention of Alternative Models -- 3.2 Ecotopias as a Counter-Model -- 3.3 Sanctuaries, Resource Centres and Transition Laboratories -- 3.4 Example 1: O.U.R. ecovillage -- 3.5 Example 2: The Practical School of Nature and Knowledge (EPNS) -- 4 Ecotopian Education and the Challenges of the Anthropocene -- 5 The Challenge of Ecological Emancipation -- References -- Promoting a Radical but Not Marginal Educational Innovation at the Campus de la Transition -- 1 (Horizon 1) Diagnosis: Higher Education Falls Victim to the Tragedy of Horizons -- 2 (Horizon 3) Transformative Utopia: The

Eco-Justice of the Commons -- 3 (Horizon 2) A Transdisciplinary and  
Holistic Approach -- 4 Conclusion -- References -- Conclusion:  
Education Awaits Us.

---