

**COURSE TITLE:** "BE THE CHANGE"  
What's going on in the world, and what we can do about it?

**NO OF CREDITS:** 1 QUARTER CREDIT  
[Semester Cr Equivalent: 0.66]

**INSTRUCTOR:** Mike Seymour, M.S.  
360-341-3020  
[mike@hol.edu](mailto:mike@hol.edu)

**COURSE DESCRIPTION:**

Humanity has arrived at a point of great risk as well as great opportunity which will shape the lives of every person for generations to come. A new global civil society is emerging with a world vision and values to address the interconnected environmental, social, economic and spiritual crises that are the defining issues of our times. The Heritage Institute is making it possible for teachers to attend "Be the Change," an outstanding presentation developed to change the dream of the modern world towards a more sustainable, just and peaceful global society. The Symposium explores the link between three of humanity's most critical concerns: environmental sustainability, social justice and spiritual fulfillment. Using lecture, video clips from some of the world's most respected thinkers, leading edge information and dynamic group interactions, the Symposium allows participants to gain a new insight into the very nature of our time, and the opportunity we have to shape and impact the direction of our world with our everyday choices and action. Teachers are encouraged to bring along students, parents and community partners.

**Learning Outcomes**

As a result of taking this course, participants will:

1. Have a conceptual framework for understanding the urgent challenges we face in our society and the world and their relationship to each other;
2. Be familiar with specific information regarding the challenges we face as a human species
3. Learn to identify the underlying assumptions that constrain our understanding of the world we live in and govern our social behavior including our institutions and public policies.
4. Be familiar with the ideas of a number of contemporary scientists, social scientists, philosophers, poets and citizens who are taking leadership seeking to understand the nature of our contemporary world and the challenges we face.
5. Understand the process of social change and transformation and be able to identify some of the forces that are at play in our contemporary world and its implications for re-conceptualizing our work as educators.
6. Identify ways to apply their new understanding to their own professional contexts and have a concrete plan for implementing these.

**COURSE REQUIREMENTS:**

Clock hour and PDU registrants need only attend the event. Participants registered for credit must attend the symposium and complete the extra, online assignments. Antioch University requires 75% or better to issue credit at the 400 level and 85% or better for credit at the 500 level.

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| 1. Attendance and active participation in the symposium | 70% |
| 2. Satisfactory completion of all outside assignments   | 30% |

**WHAT TO BRING to the SYMPOSIUM**

Bring pens/pencils and a note pad. Wear comfortable clothing. Lunchtime will be part of the course experience so do not plan on leaving for lunch. NOTE: Bring your own lunch unless the specific conference being presented indicates that lunch is included.

**GETTING STARTED:**

You will be sent an email that contains the website address, password and course key(s) that you need to access your online course, along with instructions on how to log into the online system.

PLEASE KEEP A RECORD OF THIS IMPORTANT ACCESS INFORMATION.

*Once you have logged on to the online system ...*

The assignments listed in this syllabus will be listed in the online course document.

Access each assignment and enter your responses online. We suggest that you write your responses in a WORD document and then do a copy/paste function into the Responses box.

When you have completed all assignments for the course, CLICK the 'ALL ASSIGNMENTS COMPLETED' option. The instructor will be notified that you have completed all assignments.

The instructor will review your work and enter his/her responses online. You will be notified by email when the instructor has marked the course completed, and you will be instructed to log in and view the instructor comments. At that time, you can also SAVE a complete copy of the course assignments and responses.

**OUTSIDE ASSIGNMENT: 400 & 500 LEVEL**

The outside assignments will be done in Heritage Institute's online learning community.

**Assignment #1:**

Introduce yourself and describe the professional and personal reasons why you attended "Be The Change." Indicate what aspects of the symposium a) impressed or moved you most b) you would find most useful in your teaching situation.

**Assignment # 2:**

Review each of the global issues (the in-depth version) presented by Facing the Future, a non-profit which brings global sustainability programs to teachers. Write a brief summary of the issues you think are most relevant and usable in your teaching situation.

<http://www.facingthefuture.org/FTFDataDNN/60SecondTours/InDepthTours/tabid/132/Default.aspx>

**Assignment #3:**

The Ecotrust in Portland has developed an outstanding schema to portray the complex web of interconnections in what they call the "Conservation Economy," which is a system of natural, social and economic capital which is sustainable. Review at least two (2) fields of interest in each of the three major areas (the natural, economic and social domains), and describe what you would find useful in your teaching situation.

[http://www.conservationeconomy.net/pattern\\_map/flash/index.html](http://www.conservationeconomy.net/pattern_map/flash/index.html)

**Assignment #4:**

The WiserEarth commons was developed under the inspiration of activist Paul Hawken, and is part of the global movement for a new society based on principles of ecological sustainability, social justice, democracy and peace. A link below will take you to a page with literally hundreds of sub-links to a broad range of issues/areas, like sustainable farming, air quality/pollution, arts activism and much more. If you click on the first part of each citation, you'll find a brief summary of the issue or area, with some suggestions for links to events, organizations and other resources. Scan this list for possible areas of interest and explore as many as you care to or have time for. Then, write several paragraphs on what you found most interesting and useful.

<http://www.wiserearth.org/issues>

**Assignment #5:**

With the information from assignments #2-4, develop a lesson which you can implement with your students. Your unit should include:

- a) Description of lesson
- b) Expected student outcomes
- c) activities
- d) sequence of activities
- e) method of assessment
- f) follow-up learning.

Describe any suggested texts or other reading students will do. You may also replace the above outline with your school or district's own lesson plan format, if there is one.

**OUTSIDE ASSIGNMENT: 500 Level ONLY**

Participants registered for 500 level must complete Assignment #6 in ADDITION to Assignments #1-5.

**Assignment #6:**

Please choose **one (1)** of the following as a 500 level assignment in addition to the 400 level work.

**Option A)** Develop an annotated bibliography reflecting either web sites, texts or periodicals (like Yes! Magazine) which you feel would be useful as reading materials for your students on any aspect of global issues and sustainability.

**Or**

**Option B)** Write about your experience in teaching on subjects which are controversial or possibly contentious in terms of the attitudes and policies of your school or district, and explain if and why you were successful in presenting non-dominant viewpoints. For example, some teachers who incorporate education about peace in their curriculum might meet with resistance from administrators on account of possible critique from the community. How teachers handle this situation skillfully is critical to exposing students to alternative viewpoints.

**Or**

**Option C)** An assignment of your own choosing with the instructor's prior approval.

**QUALIFICATIONS FOR TEACHING**

**Mike Seymour, M.S.**, has been associated with K-12 education since 1990, most recently in his role as President and Director of the Heritage Institute, a program of continuing education for K-12 teachers. Mike is also the founder and Director of a non-profit sponsored by The Heritage Institute, Youth for a New World, which engages youth in global issues and local solutions. Earlier Mike was a consultant and trainer to schools, school districts and Educational Service Districts on such diverse subjects as leadership, visioning and planning and at-risk students. Mike has been board member, Chairman of the Board and volunteer Executive Director of Community for Youth, a highly innovative and successful mentoring program for high-risk minority students in three of Seattle's most low-performing high schools. Mike has a special interest in open, democratic forms of education that allow students to engage in real world issues. Mike has a B.S. in Comparative Literature from Columbia University and a M.S. in Marriage & Family Therapy from Seattle Pacific University.

## BIBLIOGRAPHY

### Books:

Gershon, David. *Low Carbon Diet: A 30 day Program to Lose 5000 Pounds*. Woodstock. Empowerment Institute.

Seymour, Mike. 2004. *Educating for Humanity: Rethinking the Purposes of Education*. Boulder. Paradigm Publishers.

Symes, Jon. 2005. *Your Planet Needs You*. Chester, U.K.

### Websites:

Bioneers Environmental Education web site:

<http://www.bioneers.org/node/1494>

The Center for Ecoliteracy web site:

<http://www.ecoliteracy.org/about/index.html>

“Awakening the Dreamer, Changing the Dream” website of the Pachamama Alliance

<http://www.awakeningthedreamer.org/>