

# Criminology Picks Up the Gauntlet: Responses to the Whole Earth? Exhibition

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# Aims of the Paper

Why Sustainability?

Sector context

Organisational context

Discipline context

Whole Earth?

Current project

Work-in-progress outcomes

Moving forward



# Sector Context: Sustainability & HE?

The threat to the planet is largely *“the result of work by people with BAs, BScs, LLBs, MBAs and PhDs”* (Orr, 1991)

United Nation’s Decade of Education for Sustainable Development 2005-2014

*“Universities must function as places of research and learning for sustainable development... Higher education should also provide leadership practicing what they teach through sustainable purchasing, investments and facilities that are integrated with teaching and learning... Higher education should emphasize experiential, inquiry-based, problem-solving, interdisciplinary systems approaches and critical thinking. Curricula need to be developed, including content, materials and tools such as case studies and identification of best practices.”* (UNESCO, 2004: 22-23)

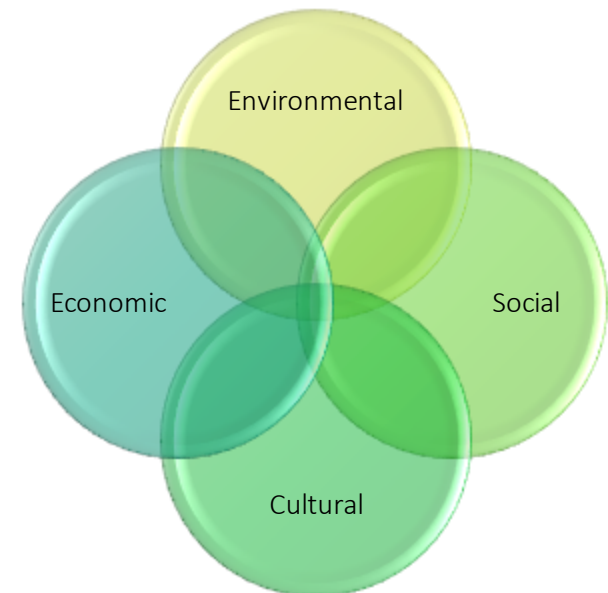
*ESD “...seeks to balance human and economic well-being with cultural traditions and respect for the earth’s natural resources. ESD applies transdisciplinary educational methods and approaches to develop an ethic for lifelong learning; fosters respect for human needs that are compatible with sustainable use of natural resources and the needs of the planet; and nurtures a sense of global solidarity.”* (UNESCO n.d.)

New [HEA/QAA Guidance](#) in 2014:

- Global citizenship
- Environmental stewardship
- Social justice, ethics and wellbeing
- Futures thinking

→ Questions in USS: Concepts of Sustainability

- 50. I have been introduced to the concepts of global citizenship
- 51. I have been introduced to the concepts of environmental stewardship
- 52. I have been introduced to the concepts of social justice





# Organisational Context: ESD @ CCCU

Sustainability @ CCCU - Gradual organisational embedding (Scoffham, 2016)

## CCCU Strategic Framework 2015-2020

Mission: transforming individuals, creating knowledge, enriching communities and building a sustainable future

Values: development of the whole person, integration of excellent teaching, research and knowledge exchange, enriching individuals, communities and nations, contributing to a just and sustainable future.

Futures Initiative: Embedding sustainability into the curriculum *“a long-term change programme designed to develop understanding about sustainability in academic life”*

FI principles and approaches

Exploring Sustainability Website



# Discipline Context: Sustainability & Criminology/Criminal Justice?

A number of theoretical approaches within criminology illustrate clear overlaps with the sustainable development agenda, e.g.

1. Critical Criminology
2. Zemiology
3. Public Criminology
4. Green Criminology

Global warming will result in various criminogenic changes at macrosocial level, e.g. increased resource scarcity, increased migration, undermined state security mechanisms such as weakening of criminal justice infrastructure and strengthening of illegal markets (Crank & Jacoby, 2015)

*“Justice and sustainability are intimately linked and mutually interdependent, certainly at the problem level and increasingly at the solution level” (Agyeman et al 2003: 3)*

→ Framework of (in)justice as a way to approach the 4 spheres of sustainability: environmental, economic, social and cultural

# Whole Earth?

<http://www.hardrainproject.com/>



Currently hosted at several HEIs internationally

Comprises of over 60 meters of images and text, relating to the major problems facing humankind and the planet they inhabit

Focus on ways to address those problems, to seek solutions and enact positive change.

Issues 'university challenges' relating to various disciplines



## University challenge

### Law

The Kyoto Protocol failed to tackle the key greenhouse gas emissions that cause climate change. How can we learn from our mistakes and create an effective international treaty to bring about real legislative changes at various government levels to cut these emissions? Such a framework would need to be firmly grounded politically, with goals and targets measured in ways that would convince citizens that their lives, and the lives of their children and grandchildren, were being improved, that terms were realistic, and obligations could be met.

Upload your contribution to the SOS YouTube channel via [SOSnetwork@outlook.com](mailto:SOSnetwork@outlook.com), or tweet #studentearth, or email via [www.handrainproject.com/comment](http://www.handrainproject.com/comment)

## Human rights: the foundation of it all

There are two ways of looking at human rights issues in terms of aligning human and natural systems: negative and positive. The negative view asks what is the point of creating a sustainable planet upon which the rights of millions are denied on the basis of gender, religion, ethnic or national origins or sexual preference? A more positive approach starts with the frequently stated view that sustainability cannot be achieved without the effective, popular participation of all in decision-making.

The real environmental decision-makers are not governments but voters, the same people who also decide on a daily basis how to get rid of garbage, how to transport themselves and how much water to use.

Sustainable progress not only requires broad participation, it requires that individuals and the organizations they form have the right to be consulted in decision-making, the right to the information required to make good decisions, and the right to legal remedies and redress when their health and their environment has been or may be seriously affected.

These are the human rights that form the basis of sustainable human and planetary development.

Students, as key stakeholders in the future, should be consulted by the UN, by governments and by legislators on sustainable development.

Many universities are doing a good job at involving students in sustainability, often through student organizations and relatively new staff who are responsible for taking sustainable development across disciplines.



In much of the rural Majority World, women do most of the farm work, while men make most of the decisions. Yet throughout the Majority World, women are taking greater control of their lives and livelihoods.

Women at a village meeting, India.  
© Mark Edwards/Hand Rain Picture Library



Across the UK, students are reclaiming space on their campuses to grow food, connect with their communities, and build new social enterprises.

© University of Cumbria Students' Union

# Current Project

3-4 focus groups/directed activity sessions

Photo blogging & reflecting throughout the year

SUSTAINABILITY/REFLECTION: Habits acquired during university often become habits of the lifetime (Willmore and Tweddell, 2014).

VISUAL CRIMINOLOGY: *“Textbooks have a tendency to encourage ‘right’ answers – often at the back of the book. Visual imagery encourages the kind of critical perspective our schools find so hard to engender through the traditional curriculum.”* (Takata & Curran, 2009: 32)

Dissemination:

Today's paper

Criminology blog

Lecture input

University wide response → student-led paper/poster for July conference

Links to L6 Criminology for a Just Society module (Hallenberg & Haddow, forthcoming)



# Aims and Anticipated Outcomes

1. Encouraging students from a range of criminal justice related disciplines to reflect on the links between sustainability and criminology/criminal justice as well as the challenges that the exhibition raises for the discipline
2. Helping students to develop a 'critical lens' through which to view the issues of (in)justice and (in)sustainability both globally and in their own communities
3. Creating a long-term impact on students' awareness of sustainability and justice that will hopefully last beyond University
4. Raising awareness about sustainability among criminal justice students generally and assisting in on-going efforts to embed sustainability into the criminology curriculum
5. Facilitating interdisciplinary thinking and critical problem solving
6. Involving students in co-authored dissemination activities both to their peers and other audiences



## Going around the Whole Earth exhibition



# Working Progress Outcomes: Student Expectations and Interest

## Understanding/Awareness/Knowledge:

“Understanding what is going on everywhere around the world. Be more aware of problems that we might have here.” (Participant 5)

## Linked to making a difference:

“I think it is important for myself and others of my generation to understand what is going on around us in today's society and to have a strong impact on our own futures.” (Participant 7)

“I would expect to gain a thorough understanding of these problems, on how to prevent them, and how to help in our own way.” (Participant 3)

“A contribution to the environment I'm living in and maybe changing it for the better. Some motivation to get rid of my sense of apathy and frustration.” (Participant 2)



# Interdisciplinarity

An interest in links between sustainability and criminology was expressed by most of the students:

“It is the only project at CCCU (I know of) that combines criminology and sustainability” (Participant 2)

“I would like to broaden my horizons and understand something which seemingly has no link at all.”  
(Participant 5)

Linked to ideas that this would be different/unique:

“This seemed like something different and unique to get involved in” (Participant 1)

→ **Interdisciplinarity** a key aspect of both sustainability as something that *integrates* rather than just adds multiple perspectives (Jones et al, 2010) and criminology which is interdisciplinary by nature (QAA, 2014)

# Initial Understanding of Sustainability

Predominantly a straightforward understanding of sustainability as linked to the environment and development:

“Mostly about environment and how we waste and don’t utilise things or recycle enough”  
(Participant 1)

“Maintaining natural materials and being more resourceful (recycling, reusing, energy saving)”  
(Participant 4)

“Sustainability is the development of and promoted use of pro-environmental behaviours and materials such as recycling/alternative modes of transport etc.” (Participant 8)

“Development of the world around us” (Participant 7)

Broader Understandings:

“Sustainability is everything that you need to live” (Participant 3)

“Living in harmony and balance with everything that surrounds us (environment and people etc.)  
(Participant 2)

# Initial Responses to Whole Earth?

Almost equal mix of students reporting positive and negative feelings after walking round the exhibition:

“Sick. Apathetic. Cynical” (Participant 2)

“Sad. Powerless. Confused.” (Participant 3)

“Intrigued about the world around me” (Participant 7)

“That as part of a community we can improve structural differences between countries in poverty and those better off” (Participant 6)



# Links Between Criminology and Sustainability

Issue	Number of Participants
Poverty	5
Migration/hate crime	5
Environmental Crime/justice	4
Darwinian Fight for Survival	3

Also mentioned by one participant only: climate change, littering, recycling and consumerism

# Reflections of the Issues Locally

Issues	Number of Participants
Poverty/homelessness	5
Environmental Issues	5
Migration	3
Environmental Crime	2

Also mentioned by one individual only: consumerism, students making a difference

# Actions to be Taken

All students mentioned that one of the things the University should be doing in response to the issues raised by the Whole Earth? Exhibition was to embed sustainability **into the curriculum** more thoroughly:

“Increase the lectures or modules that pertain to sustainability and how it affects every walk of life and every socio-economic class” (Participant 5)

“Needs to be taught/encouraged by the curriculum in schools and Universities” (Participant 8)

The University and individuals were also seen as having a wider role in raising awareness:

“Study groups. Create events (raise money and awareness)” (Participant 7)

“Events. Lectures” (Participant 1)

“Individually – spreading the word” (Participant 4)



# Other Actions

## Specific Actions

Recycling

Reducing waste – generally, food, water

Reducing consumption

“Try to make a difference” (Participant 7)

## Thinking more and being aware:

“Think more about where your money/time goes ... look at labels and think where you buy your products” (Participant 1)

“Take a notice of what is going on in the world around you” (Participant 8)

# Activity 2: Guided Walk

Ethical consumer tour of shops in Canterbury city centre:

Activities to encourage students to reflect both the ethical practices of particular businesses and the production and distribution of the products

The walk will also take in:

The Goods Shed Farmers Market – local and sustainable foods

Westgate Towers: consideration of traffic and air pollution as well as the work of the Canterbury Alliance for Sustainable Transport

Abbotts Mill Project: a sustainability project to reintroduce a waterwheel to the mill race and provide renewable energy

A food bank drop of point: a consideration of the 'hidden hungry' and local poverty



Sustainability Walk in Canterbury



# Moving Forward: Embedding Sustainability into Criminology Curriculum and Beyond

*“Sustainability is not just another issue to be added to an overcrowded curriculum, but a gateway to **a different view of curriculum, of pedagogy, or organisational change, of policy and particularly of ethos.** At the same time, the effect of patterns of unsustainability on our current and future prospects is so pressing that the response of higher education should not be predicated only on the ‘integration of sustainability’ into higher education, because this invites **a limited, adaptive response...** We need to see the relationship the other way around – that is, **the necessary transformation of higher education** towards the integrative and more whole state implied by a systemic view of sustainability in education and society.”*

(Sterling, 2004: 50)

# Find Out More!

Whole Earth @ CCCU [https://youtu.be/\\_bAPjY08TQg](https://youtu.be/_bAPjY08TQg)

<http://www.hardrainproject.com/>

SOS Youtube Channel: <https://www.youtube.com/channel/UCMbCZ7iNK8AdqVXUB3atwlg>

[Sustainability @ CCCU](#)

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