



Study Abroad in Ecovillages



SCOTLAND
Human Challenge of Sustainability
At Findhorn

SPRING SEMESTER 2011
February 13 – May 21, 2011

ACADEMIC CURRICULUM



UMASS
AMHERST

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Program Overview

Students on this program will examine and develop the skills, understanding and practices that are vital to community living at Findhorn - one of the best places to study abroad for sustainability studies and holistic education in the U.K. Findhorn, located on the scenic north coast of Scotland, is an Ecovillage of 400 people renowned for its environmental consciousness, spiritual and personal growth, arts and creativity, education, and global responsibility. In a beautiful setting among an ancient fishing village, sand dunes and flowering gardens, learn about the integration of human ecology and natural systems as you gain valuable field experience in areas including organic farming, creative expression for sustainable living, and consensus facilitation. Experience the successes and challenges of living and working sustainably in one of the first intentional communities in the world, which has been awarded a Best Practices designation by the UN Centre for Human Settlements. Findhorn is also home to the Global Ecovillage Network.

History of the Findhorn Foundation College

Located in the north of Scotland, the Findhorn Foundation College is at the heart of one of the largest and best-known spiritual communities and ecovillages in the world. From its beginnings over 40 years ago the Foundation has gained an international reputation for the excellence of its education programs in spiritual and personal development, the arts and sustainable living. The Foundation is a Non-Governmental Organization associated with the UN Department of Public Information, and the Ecovillage Project received Best Practice designation from the UN Centre for Human Settlements in 1998.

For many years, it has held a vision of expanding its work into the fields of accredited further and higher education, vocational training and professional development. This vision finally became a reality in 2001, with the establishment of Findhorn Foundation College. The College is an independent non-profit, charitable company owned by the Foundation – which is a charitable trust. The College has its own Board of Directors, appointed by the Foundation, and a small core management staff. Expert facilitators currently run most of its courses from within the Community under short-term contracts. The College also is developing collaborative relationships with academics and other educators outside the Community.

Findhorn Foundation College, in partnership with Living Routes, is pleased to offer a program that allows students to pursue academic and holistic life-changing studies.

Findhorn College Educational Charter

Findhorn College's role is to develop holistic accredited courses in further and higher education, vocational training and professional development that draw upon almost 50 years experience of the Findhorn Community in all aspects of sustainable community living, the arts, and education

for personal and spiritual development. Findhorn College is dedicated to the full development of each individual, expressed through service to others and the planet. We are committed to creating a learning environment that stimulates balanced development of mind, body, emotions, spirit, and relationships. We aim to integrate experiential learning with mainstream academic education to create a holistic educational approach.

Educational institutions are instrumental in developing and cultivating an environment supportive of self-realization and ecological awareness. Many educators have argued that our present educational system and models do not adequately provide a supportive environment for students to embody sustainable lifestyles. Nevertheless, many educational institutions continue to shape humans into one-dimensional beings as consumers and producers, thereby repressing other important dimensions that inform our humanness. It will be increasingly important that more and more educational institutions help create conditions which deepen our understanding and embodiment of our humanness in a more-than-human world.

It is the vision of Findhorn College to contribute to the emergence of a new educational paradigm, which can deepen the process towards sustainable lifestyles and bring forth a self-realization and ecological ethic. As an essential step towards the creation of integral educational models, Findhorn College has developed an educational philosophy to align staff, faculty, and students within a comprehensive educational matrix. What follows is a summary of the premises and pedagogy of Findhorn College' educational philosophy. We endorse the values and principles of the Earth Charter, which reflect our own inspiration and vision. All we need to create a better future is for ordinary people to lead ordinary lives in extraordinary ways.

The Earth Charter*

We stand at a critical moment in Earth's history, a time when humanity must choose its future. As the world becomes increasingly interdependent and fragile, the future at once holds great peril and great promise. To move forward we must recognize that in the midst of a magnificent diversity of cultures and life forms we are one human family and one Earth community with a common destiny. We must join together to bring forth a sustainable global society founded on respect for nature, universal human rights, economic justice, and a culture of peace. Towards this end, it is imperative that we, the peoples of Earth, declare our responsibility to one another, to the greater community of life, and to future generations. We urgently need a shared vision of basic values to provide an ethical foundation for the emerging world community. Let ours be a time remembered for the awakening of a new reverence for life, the firm resolve to achieve sustainability, the quickening of the struggle for justice and peace, and the joyful celebration of life.

** Under the leadership of Maurice Strong and Mikhael Gorbachev, The Earth Charter was developed by the Earth Charter Commission between 1997 and 2000 "to establish a sound ethical foundation for the emerging global society and to help build a sustainable world based on respect for nature, universal human rights, economic justice, and a culture of peace".*

Applied Sustainable Eco-village Living

Program: Scotland: The Human Challenge of Sustainability at Findhorn

Department: Environmental Design

Course Number: ENVIRDES 592A

UMass Faculty Sponsor: Elisabeth Hamin, PhD

Lead Faculty: Alex Walker BA Geography, M Phil Town and Regional Planning

Guest Faculty: Jonathan Dawson, Michael Sharpe, Christopher Raymont, Pam & Nick Rodway,

Term: Spring 2011

Credits: 4

Course Description

In this course students examine core theoretical and practical aspects of sustainable community living, observing and participating in the interplay of ecological, economic, social dimensions of sustainability. Framed within an initial examination of the systemic nature of threats to the global ecological and social system, students' participation in the life of the Findhorn Community provides a tangible context for a holistic evaluation of the requirements for sustainability and the successes and failures of the specific approaches and sustainable practices Findhorn applies in its unique and fragile coastal ecosystem.

As we learn about the environmental, social, and economic issues regarding sustainability at Findhorn and in specific selected environs elsewhere in Scotland, we address how these relate to and translate to other places in the world, including our own homes. Can what is applied on a local level at Findhorn be expanded outward to the global? What new perspectives are we gaining from being immersed in this particular international developing ecovillage? What do we, in turn, have to offer here? Looking at past and current patterns of relationship between culture and nature, how can we move towards a new eco-social paradigm for the future?

Course Objectives

- To gain a greater understanding of the systemic nature of the threats to the planet's well-being and the social, ecological, economic, and cultural consequences of current lifestyle and community development practices
- To explore the core nature of our species as one strand in the web of life, examining the relationship of humans with the natural world and with the other species that inhabit it, as well as with other generations
- To explore humanity's relationship with nature through systems of community-building, land, farming, shelter, energy, clothing, transport, waste management and so on

- To gain exposure to a range of the alternative socio-cultural and economic approaches developed inside and outside eco-villages to enable humans to live in more sustainable and meaningful ways, drawing particularly on the experience of the individuals and institutions of the Findhorn Community and the Isle of Erraid.
- To develop both a theoretical and practical understanding of ecological indicators, and more specifically ‘ecological footprint analysis’ – a metric helping individuals and organizations gauge the ecological impact of activities and identify ways to reduce this impact
- To be empowered to return home to translate the knowledge acquired into practical and achievable plans of action

Course Expectations

- Demonstration of an evolving understanding and integration of systems thinking and sustainable design principles
- Completion of one significant book and other appropriate and/or assigned readings followed by reflection papers.
- Collaborative research visioning paper combining an appropriate level of theory and practice on one of the sustainability-related themes to emerge during the course
- Participation in various field visits, including the small-scale sustainable farming community on the Isle of Erraid, Findhorn’s community supported agriculture farm sites, and the Living Machine biological wastewater processing facility.
- Active participation in course discussion

Course Outline

- I. Introduction to the program, sustainable design principles and to the ecovillage.
- II. Introduction to systems thinking, ecological footprinting and the Global Ecovillage Network.
- III. Waste
- IV. Ecological housing
- V. Energy
- VI. Tutorials on research papers
- VII. Food & farming (2 sessions)
- VIII. Global economy
- IX. Community-level economics
- X. Taking it all back home: tools for transferring new learning’s to our home places
- XI. Completion

Course Requirements

Reflection Papers

Reflection Papers will follow Sessions on sustainability in each of the different sectors. The reflection/reaction papers are opportunities for the students to explore their beliefs and reactions

regarding the material we will have explored together on each of the specific sectors covered: energy, waste, economics and livelihoods, and so on. They will allow the students to apply to each of these sectors the concepts of systems thinking and sustainable design that we will trace throughout the semester. Students will be encouraged to describe ways in which their thinking on the subjects in question have changed and what new questions have arisen within them. Each paper should be between 500 and 1,000 words in length and will be graded on the basis of thoughtful questioning of new insights and learnings emerging from class sessions. Students will be encouraged in these papers to explore their evolving understanding and integration of systems thinking and sustainable design principles, not a recitation of learned facts. No formal references are required.

Research Paper

This paper will be the result of research work undertaken during the course of the semester. It provides the students with the opportunity to dive more deeply into one of the subjects covered during the course of the semester. It also enables the students to create stronger bonds with community members who may be working on projects of relevance to the research topic chosen. This will be a formal research paper of no less than 3,500 words in length and must be conventionally referenced. Students will generally be encouraged to choose subjects that enable them to both deepen their conceptual understanding of sustainability design principles and explore how these apply to specific contexts. Grades will be awarded on the depth and coherence of conceptual understanding demonstrated and on the rigour and intelligence with which this is applied to the specific contexts chosen.

Colloquium

Using a theme from the course, deliver a presentation to the learning community on the topic of "Transferring new learning's to our home places". The presentation is not in written form, but otherwise, as per Reflection Papers.

Course participation

Engage with materials presented; complete required reading (Hopkins 2008) and other assigned readings, articles, and chapters; complete all assigned assignments; participation in all field visits

Program participation

Criteria will be discussed in person with Faculty

Assessments Shared Between Courses

While each course has its own focus and assessment criteria, students may choose to create one project or paper that will satisfy the criteria for two—or even more—courses. This is encouraged as a way of integrating and cross-fertilizing the ideas of the program as a whole: The human challenge of sustainability. Yet, if a student chooses to do such a "shared assessment," it is important that the project/ paper reflects both depth of thought and intensity of effort demanded of two projects. That is to say that it is not a way of getting a "two for one" bargain. Assessment

criteria will be strict in terms of integrative thought and the effort made and set by Faculty at the time. Both instructors must agree upon any such shared assessment before it is begun.

Grading

In this course faculty actively promote multiple means of evaluation and authentic assessment including student self-assessment, peer assessment, and faculty-student debriefs. In order for students to receive credit for this program through the University of Massachusetts, the faculty will submit a letter grade and written evaluation of each student's learning.

Course Requirements percent of total grade is as follows:

Reflection Papers.....	40%
Research Paper.....	30%
Colloquium.....	10%
Participation.....	20%

Course Faculty

Lead Faculty

Alex Walker BA Geography, University of Leeds, M Phil Town and Regional Planning, University of Glasgow.

Alex Walker has lived in the Findhorn Community for more than twenty-five years during which time he has been a sustainability consultant and a social entrepreneur in a variety of fields both in Findhorn and elsewhere. He is currently a director of Findhorn Wind Park, and chairman of Ekopia Ltd, which operates the local 'Eko' currency. He is the editor/author of 'The Kingdom Within: A Guide to the Spiritual Work of the Findhorn Community' and is currently chairman of Development Trusts Association Scotland. He is also a member of the Rural Development Council, which advises the Scottish Cabinet Secretary for Rural Affairs and the Environment.

Guest Faculty

Jonathan Dawson is a sustainability educator and activist. He has spent much of the last 20 years involved in development work in Africa and South Asia, as a researcher, author, project manager and consultant, working primarily in the field of small enterprise and community economic development. Currently, Jonathan lives at the Findhorn Community, where he teaches on several programmes and courses. He is President of the Global Ecovillage Network (GEN-Europe), in which he is heavily involved in writing, representational and networking activities.

Michael Sharpe has a B.Sc (Hons) in Physical Geography and is a Bachelor of Journalism. He is currently studying for an M.Sc Architecture: Advanced Energy and Environmental Studies at the Centre for Alternative Technology, and University of East London. Michael has worked for

eight years for Build One Ltd., an eco-building company based at the Findhorn ecovillage. During that time he has helped build several dozen houses and design three. He has also been studying the advanced energy and environmental aspects of architecture, particularly passive solar design and renewable district heating systems. Other interests include geology, paleontology, archeology, art, photography, music, and history. In a previous life he was a journalist and scientific editor.

Christopher Raymont was awarded a first class honours degree in Environmental Studies at London University's Wye College in 1970. Since then he has devoted his life to the practice of sustainable food production and consumer education. He developed a pioneering organic dairy farm in England and sat on the organic standards committee for UK organic livestock production. Since 1990 he has been part of the Findhorn Foundation directing organic vegetable production, founding a highly successful "Community Supported Agriculture" project in the area and teaching about food and farming inside and outside the community.

Pam & Nick Rodway have been involved in organic agriculture for over 30 years, both as farmers and activists. Pam has a B.A. (Hons.) and works for the Soil Association, running the school meals campaign, 'Food For Life'. She is also on the board of Slow Food UK.

Required Reading

Hopkins, Rob. (2008). Part One The Head: Why Peak Oil and Climate Change Mean that Small is Inevitable. In, *The Transition Handbook: From Oil Dependency to Local Resilience* (pp. 18-80). White River Junction, VT: Chelsea Green Publishing.

Hopkins, Rob. (2008). Part Two The Heart: Why Having a Positive Vision is Crucial. In, *The Transition Handbook: From Oil Dependency to Local Resilience* (pp. 80-134). White River Junction, VT: Chelsea Green Publishing.

Partial Bibliography

Capra, Fritjof. (2002). *The Hidden Connections: A Science for Sustainable Living*. New York, NY: Harper Collins.

Dawson, Jonathan. (2006). *Ecovillages: New Frontiers for Sustainability*. Devon, UK: Green Books

Devall, Bill and George Sessions. (1985). *Deep Ecology: Living as if Nature Mattered*. Layton, UT: Gibbs Smith.

Dillard, Annie. (1976). *Pilgrim at Tinker Creek*. London, UK: Picador.

Freeman, Christopher, Marie Jahoda, K. Pavitt, HSD Cole. (1973). *Thinking about the Future*. London, UK: Chatto and Windus.

Jackson, H. and K. Svensson. (2003). *Ecovillage Living: Restoring the Earth and Her People*. Devon, UK: Green Books.

- Meadows, Donella, Dennis Meadows, Jorgen Randers and William Behrens. (1972). *The Limits to Growth*. Washington, DC: Potomac Associates, New American Library.
- Meyer, Aubrey. (2000). *Contraction and Convergence: The Global Solution to Climate Change*. Devon, UK: Green Books.
- Monbiot, George. (2006). *Heat: How to Stop the Planet Burning*. London, UK: Allen Lane.
- Romm, Joseph J. (2005). *The Hype About Hydrogen: Fact and Fiction in the Race to Save the Climate*. Washington, DC: Island Press
- Schumacher, E. F. (1973). *Small is Beautiful: A Study of Economics as if People Mattered*. London, UK: Blond and Briggs.
- Shuman, Michael. (2000). *Going Local: Creating Self-reliant Communities in a Global Age*. New York, NY: Routledge.
- Talbot, John. (1993). *Simply Build Green*. Findhorn, UK: Findhorn Press.
- Todd, N.J., and J. Todd. (1994). *From Eco-cities to Living Machines: Principles of Ecological Design*. Berkeley, CA: North Atlantic Books.
- Wachernagel, M. and W. Rees. (1996). *Our Ecological Footprint: Reducing Human Impact on the Earth*. Gabriola Island, BC: New Society Publishers.
- Weisman, Alan. (1998). *Gaviotas: A Village to Reinvent the World*. White River Junction, VT: Chelsea Green.

Downloads

- Community Energy Scotland. (2008). *Community Energy Scotland's Annual Review 2008-09*. Retrieved from <http://www.communityenergyscotland.org.uk/index.asp>
- Hopkins, Rob et. al. (2005). *Kinsale Energy Descent Plan. Kinsale Further Education College*. Retrieved from <http://transitionculture.org/essential-info/pdf-downloads/>.
- Porritt, Jonathon. (2009). *Living Within Our Means*. Retrieved from <http://www.forumforthefuture.org/projects/living-within-our-means>
- Walker, Alex, Michael Shaw, Jonathan Dawson et al. (2007). *Establishing a Carbon Neutral Island*. HIE. <http://www.livingroutes.com/students/scotland.htm>.

Exploring Self and Community through the Arts

Program: Scotland: The Human Challenge of Sustainability at Findhorn

Department: Service Learning

Course Number: SRVCLRNG 397I

UMass Faculty Sponsor: John Gerber, PhD

Lead Faculty: Lisa Shaw, M.F.A.

Guest Faculty: Lesley Quilty, Margot Henderson

Term: Spring 2011

Credits: 4

Course Description

Creative Expression through the arts is a profound way of understanding and expressing the human condition, while exploring the arena of sustainable living. Using Creative Expression as a vehicle enables a unique opportunity to learn about the environment and ourselves in a non-verbal, non-linear way. Art is also a tool to engage with, process and integrate the intensity of experience learning in community offers.

This course will explore artistic creativity as a means of self-awareness and self-expression, particularly in relation to the individual and her/his interaction within community. When art is appreciated and furthered in our personal and community lives, everyone benefits. We will consider art's role as an integral part of a healthy and sustainable culture. Community life itself can be seen as a multifaceted work of art: creative in the moment, beautiful, precious, nourishing, and challenging.

Creative expression through the arts brings attitudes and values into the light and opens new vistas. We have often come to believe that we are either born to be artists or should leave it alone. But creative artistic expression has a vital function for the individual, as well as for the world. As adults, we can give ourselves permission to appreciate our unique ability to be playful through art, and to feel life in its myriad forms and ever-changing interactions. We see art as an interdisciplinary practice that can both be healing and foster social engagement.

Employing a variety of media - including drawing and painting, sculpture, drama, and dance – students will learn ways to transcend blocks to creative expression and performance, and explore their own individual voice and style. In addition, immersion and participation in the lively performing arts events and celebrations of the Findhorn Community will provide a rich setting for delving into the pivotal role of the arts in communities, as well as ample formal and informal opportunities to explore public performance and presentation of creative work.

The particular setting of the Findhorn Community, an international centre for education, offers cross-cultural perspectives and an exposure to regard art within diverse cultural and social contexts, each of which offer key attributes of a quest for social sustainability.

Course Objectives

- To explore the role and meaning of creativity and artistic expression in our lives through a range of artistic media.
- To develop trust in and openness to individual voice and styles of expression, respecting the varied forms of creative processes, and working through inhibiting blocks.
- To develop the capacity to articulate constructive and critical reflection on one's own work and on the work of partners in a learning community.
- To develop the capacity to collaborate on group projects, integrating individuals' visions into a mutually- agreed upon collective whole through community service.
- To see art in a cultural context, as a window into individual and community identity within a particular place and time.
- To investigate the power of creative expression through the arts to address social and environmental issues.

Course Expectations

- Creation of a personal portfolio created from an ongoing art practice that demonstrates deep self-exploration and progress in the articulation of your unique voice and style.
- Active participation in learning community activities, including learning from community members, presenting work to the class and larger community when appropriate, offering feedback on peers' creative work, and discussion.
- Active participation in variety of intensive art workshops and related Community service.
- Completion of a minimum of one significant book and other appropriate readings as approved by faculty advisor.

Course Outline

- I. Introduction
 - a. What is art?
 - b. Finding one's authentic essence through art
 - c. The role of art in the Findhorn Community
 - d. Revealing the relationship between the personal and the ecological
- II. Contemporary Art in a Climate of Change
 - a. Cultural and social contexts of art
 - b. Healing aspects of art
 - c. Art as a vehicle for social and environmental change
- III. Exploring Self and Community through the Art
 - a. Bringing art and creativity into our everyday lives
 - b. Art in relationship to self and community
 - c. Creating a community identity via the arts

- d. Developing tools and strategies for working in collaboration with community
 - e. Values of community-based arts for both communities and artists
 - f. Local art as a means to preserve and strengthen cultural life of communities
- IV. Artful Expressions
- a. Music and Dance
 - b. Sustainability through Clowning
 - c. The Way of Clay
 - d. Voice
 - e. Studio tutorials
- V. Poetry and Passion
- VI. Collaboration with Worldviews & Con class
- VII. Prep and Coaching for portfolios and art of Collaboration
- a. Portfolio presentation
 - b. Art of Collaboration assessment

Courses Requirements

Integrative Papers

Paper 1 – Free Play

Choose a theme from the book *Free Play: Improvisation in Life and Art* by Stephen Nachmanovitch that you feel is most relevant to your experience of creativity and explain how it has influenced you. What is the role of art and improvisation in your life? This is a great opportunity to explore writing creatively, through using metaphor, simile, stories and quotes. 1500 words. (Please see Free Play paper rubric for clarity on assessment criteria).

Paper 2 – Session Paper

Choose two experiential class sessions and reflect on the learning that they evoked. You may decide to compare and contrast between the two, or to explore an idea, process, emotion or realization that has developed through the experience of both sessions. 750-1000 words (Please see session paper rubric handout from Faculty for clarity on assessment criteria).

Portfolio

Ongoing Art Exploration

Throughout the semester you will choose an art medium to develop and explore. This can be based around a theme, idea, medium or process. The purpose is to have an ongoing art practice, which with time, dedication and intention can produce amazing results. You will have time in the schedule each week where you can work in the art studio. There will also be two studio tutorials during class time and one tutorial in your learning sets outside of class time to offer support and to help you to learn and grow further. At the end of the semester you will present the creative output of this Art exploration be it through visual or performing arts, or a combination of the two.

Final Class Presentation

For the final presentation you will present the body of artwork, which you have developed during your ongoing art practice. The purpose is to share with the group your creative output in an inspiring and polished presentation. This can include visual and/or performing art and should address your learning and growth over the semester.

Artists Statement

Prepare an artists statement (500 words) to accompany your artwork at the final presentation. Describe your art practice, your intention, the key questions that inspired this artistic research, and the symbolism and meaning behind the use of material, color, light, form and presentation.

Course Participation

Readings & Discussions

You will receive weekly reading handouts on topics that relate to creative expression. Some of these readings will include exercises that deepen the learning. We will discuss these readings in class using a variety of discussion formats. Did you complete the readings? Do you engage fully in class discussions?

Art of Collaboration Assignment

Within your small groups design an art project, which is collaborative in the greatest sense. This should involve the greater community and pull on all of your individual strengths and learning from this course. The theme of this project should relate to the human challenge of sustainability. After your project is complete the assessment will be an opportunity to present about your project in front of the class giving a ten-minute presentation with visual illustrations. The visual component could be drawings, photographs, video or installation art. Verbal peer and self-assessment will follow the presentation.

Class Participation

Do you participate in class sessions, giving your full attention and energy?
Are you present and on time?

Program participation

Criteria will be discussed in person with Faculty

Assessments Shared Between Courses

While each course has its own focus and assessment criteria, students may choose to create one project or paper that will satisfy the criteria for two—or even more—courses. This is encouraged as a way of integrating and cross-fertilizing the ideas of the program as a whole: The human challenge of sustainability. Yet, if a student chooses to do such a “shared assessment,” it is important that the project/ paper reflects both depth of thought and intensity of effort demanded of two projects. That is to say that it is not a way of getting a “two for one” bargain. Assessment criteria will be strict in terms of integrative thought and the effort made and set by Faculty at the time. Both instructors must agree upon any such shared assessment before it is begun.

Grading

In this course faculty actively promote multiple means of evaluation and authentic assessment including student self-assessment, peer assessment, faculty-student debriefs and rubrics. In order for students to receive credit for this program through the University of Massachusetts, the faculty will submit a letter grade and written evaluation of each student's learning.

Course Requirements percent of total grade is as follows:

Integrative Papers.....	30%
Portfolio.....	30%
Participation in course.....	30%
Participation in program.....	10%

Faculty

Lead Faculty

Lisa Shaw M.F.A. Grays School of Art, Aberdeen, 2007-2009 B.F.A. The Cooper Union for the Advancement of Science and Art, New York City, 2000-2004. Lisa Shaw is an artist, designer and educator. She creates paintings on canvas, photographs, videos, murals and ecological installations. She initiated and facilitated the Findhorn Wind Park community murals. She has also created community art projects to raise awareness about environmental resources and issues in India, China, Bolivia, Russia and the UK. Lisa teaches the Ecological module of Gaia Education online through the Open University of Catalonia and regularly facilitates sessions for Findhorn Ecovillage Design and Ecovillage Design Education programs. She is the art director of Biomatrix Water, an ecological design and engineering firm based in Findhorn, Scotland. This work targets problems of water scarcity, contamination and land degradation.

Guest Faculty

Margot Henderson BA (Hons) First Class, Philosophy; Dip HE in Dance & Drama, LAB, Training for Artists in Schools, Institute for Arts (IATE) Dip in Integrative Arts Therapy. Margot is a poet and storyteller, skilled in community education and the Celtic ceremonial tradition. She also works in Cullerne garden.

Lesley Quilty trained as a physical theatre artist at Dell'Arte International School of Physical Theatre in northern California. She has been devising, touring and teaching in Clown Theatre ensembles in North America and the UK since 1993. Lesley teaches and performs as a "Clown Consultant" at environmental, educational and social activist conferences and events. She works with sick and dying children and their families in Scottish hospitals as a "Clown Doctor." She also coaches and presents the work of Olivier Mythodrama Associates.

Required Reading

Nachmanovitch, Stephen. (1990). *Free Play: The Power of Improvisation in Life and the Arts*. New York, NY: Jeremy P. Tarcher/Putnam.

Partial Bibliography

Cameron, Julia. (1992). *The Artists Way: A Spiritual Path to Higher Creativity*. New York, NY: Jeremy P. Tarcher/Putnam.

Dexter, Emma. (2005). *Vitamin D: New Perspectives in Drawing*. London, UK: Phaidon Press.

Gablik, Suzi. (1995). *The Reenchantment of Art*. New York, NY: Thames & Hudson.

Grande, John K. (2004). *Art Nature Dialogues: Interviews with Environmental Artists*. New York, NY: State University of New York Press.

Kastner, Jeffrey, et. al. (2006). *Land, Art: A Cultural Ecology Handbook*. London, UK: RSA.

Kester, Grant. (2004). *Conversation Pieces: Community and Communication in Modern Art*. Berkeley, CA: University of California Press.

Lacy, Suzanne. (1994). *Mapping the Terrain: New Genre Public Art*. San Francisco, CA: Bay Press.

Lippard, Lucy R. (1998). *The Lure of the Local: Senses of Place in a Multicentered Society*. New York, NY: New Press.

SARK. (2004). *Make Your Creative Dreams Real: A Plan for Procrastinators, Perfectionists, Busy People and People Who Would Rather Sleep All Day*. New York, NY: Fireside.

Group Dynamics

Program: Scotland: The Human Challenge of Sustainability at Findhorn

Department: Communications

Course Number: COMM 352

UMass Faculty Sponsor: Leda Cooks, PhD

Lead Faculty: Gill Emslie Dip. Process Oriented Psychology (Masters level of study)

Guest Faculty: Ana Rhodes-Castro, Fabiola Fuentes

Term: Spring 2011

Credits: 4

Course Description

The theory of transpersonal psychology and sociology is used to inform the practice of social relationships at all levels of interaction – interpersonal, intrapersonal, inter-group and international. Theoretical lectures and papers form the basis for students to examine the psychology of groups through first hand engagement in their learning community and the Findhorn Community and the smaller scale community on the Isle of Erraid. Working well within diverse group settings and dealing with conflict are critical competencies for effective leadership and transformative action in this age of organizational complexity and global society. Students learn practical steps to conflict prevention and resolution for the family, workplace, and the world. The knowledge acquired includes a working understanding of a Deep Democracy approach, how our belief systems influence all our actions, basic facilitation skills effective group participation, leadership both as a role and a function, (generating ideas, presenting proposals, facilitating agreement and implementing decisions) effective listening, feedback skills, meta-skills, the roots of conflict and practical conflict facilitation, working with diversity in groups and addressing rank and power dynamics and how to develop eldership or the ability to take the third position.

Course Objectives

- To explore the dynamics of groups through theoretical & experiential learning
- To understand and experience the concept of deep democracy
- To explore the relationship between personal psychology and group dynamics
- To work with non verbal communication signals and atmosphere in groups
- To identify and gain experience with roles commonly held in groups
- To identify and understand common issues in-group dynamics, including safety leadership, power,
- To demonstrate an understanding and application of basic conflict facilitation skills
- To develop skills in observation, communication, and facilitation as practical tools to be more effective in groups and to reinforce theoretical learning
- To learn to give and receive interpersonal feedback in effective ways

Course Expectations

- Completion of one significant book (this includes pre-course reading of *Sitting in the Fire* by Arnold Mindell) and other appropriate and/or assigned reading
- Student presentation on key theoretical concepts that have underpinned students' studies showing the link between theory and practice.
- Creative presentation showing how the learning from this module has contributed to increasing knowledge of group dynamics and conflict facilitation. This could include visual or movement-based images or a piece of theatre. (To be agreed with lead faculty.)
- Active participation in class discussion, activities, and group process
- Learning sets meet weekly to review and discuss learning's and insights. Students practice facilitation skills and receive feedback on their participation in the group.

Course Outline

- I. Introduction and Deep Democracy
- II. Leadership and Roles
 - a. Archetypes
 - b. Principles of leadership
 - c. Decision making strategies
 - d. Power and rank
- III. Belief Systems and Non-Verbal Communication
 - a. Exploring self in relation to other primary identity
 - b. Belief Systems
 - c. Exploring our hidden potential
 - d. Intra and interpersonal communication
 - e. Body language
- IV. Facilitation Skills
 - a. Roles, dynamics, and psychology of groups
 - b. Differences in personality
 - c. Norms, roles, cohesiveness, and Groupthink
 - d. Listening and feedback
- V. Embracing Diversity and Power, Rank & Privilege
 - a. Gender roles
 - b. Cultural patterns and expectations
 - c. Strength of different perspectives
 - d. Whole Systems Thinking
 - e. Exploring the relationship between whole systems thinking and group dynamics
- VI. Group Dynamics Approaches
 - a. Developing secondary attention
 - b. Groups as systems
 - c. Process Work
 - d. Non-violent communication (NVC)
 - e. Understanding and transforming conflict
 - f. Group Process

- g. Cycle of Blame and accusations
- VII. Understanding and Transforming Conflict
 - a. What is conflict?
 - b. Understanding self and your response to conflict
 - c. Seeing conflict as opportunity
 - d. Creative and Interactive problem solving
 - e. Conflict resolution techniques
 - f. Understanding whole systems approach to working with conflict
 - g. Final Presentations

Course Requirements

Readings

Complete all required course reading, including books, chapters and articles.

Papers

Review Paper

Write a brief analysis and critique of *Sitting in the Fire* by Arnold Mindell. For example: What are your key understandings? Do the ideas make sense to you? How are they or might they be applicable in your own life and in situations you are involved with or know about? Offer specific examples of both the concepts and examples from your life. 800-1000 words.

Review Paper

Read a selected section of 'Welcome to the War Hotel' by Arlene Audergone for discussion in class and write a paper outlining your responses to the material, your thoughts and opinions on the link between psychological dynamics and violent conflict, and what questions it raises in you. Describe an example which illustrates the relationship between global violent conflict dynamics and the way these dynamics appear within your own life and/or within communities that you've been part of. 1000 words.

Research Paper 3000 words.

This paper involves researching a specific case study of group dynamics and/or conflict facilitation, through interviews with Findhorn Community members and/or local neighbours (from Findhorn village, Forres, Kinloss or the RAF base). Discuss your findings within the context of a process-orientated (whole systems) approach, based on your critical learning so far, making explicit how your own awareness of these issues has grown during the semester and the ability to articulate both sides of the discussion. If you have a personal bias please make this explicit and indicate how it may influence your findings.

Either give an overall view of the Findhorn Community dynamics internally or in relationship to a neighbor, focus on a specific aspect of the community dynamics, or create a case study of a specific event. For example, describe and analyze a decision making process you have witnessed, a 'violent' or disturbing conflict and how it was dealt with, an experience of leadership or community building, or another 'issue' that would illustrate an aspect of your learning in this module. This paper may link up with work in other modules of the program but would need a

group dynamic or conflict facilitation perspective. The details of this paper will be finalized in consultation with lead faculty. This paper should describe an area within the field of group dynamics that the student feels drawn to deepen their knowledge in, both in terms of theory and practice. This paper will be graded on the content as well as the way that the content is communicated. Students will demonstrate their evolving understanding and integration of group dynamics or social design, and the ability to apply these skills as an essential part of a sustainable human settlement.

Presentations

20 minute presentation and feedback. In this presentation you will communicate about your experience of the group dynamics you find yourself part of, and demonstrate an understanding of the relationship between your inner and outer experiences, applying the skills and theoretical awareness gained in the course. More detail about this assignment will be given in class.

Format/Medium of presentations

You may use more than one format/medium in any presentation. You may also use material used in other parts of the course or out of the formal course structure such as in the work departments etc. if it meets the assessment criteria for this course. We can discuss your ideas of presentation, medium, etc. in your tutorial.

Tutorials

Tutorials are used for support as well as firming up on what it is that you do to meet your individual learning needs and objectives. For example faculty input is essential in deciding your research paper. These tutorials happen inside or outside of the regular class times.

Assessment criteria:

You will be assessed not only on your presentations and participation, but also on your ability to reflect on, and learn from, your experiences during the semester. Your experience and ideas, your process and self- reflexivity are an important part of the content of a good assessment. You are encouraged to engage your creativity and to take risks in this process.

Participation

In conjunction with self-assessment on learning goals established at the beginning of the course between student and tutor, participation in this course is based on the following:

Course Participation

Engage actively in the group and with materials presented; participate in all classes; give and receive feedback; apply skills learned during the course; complete the required reading including all assigned readings, articles and chapters.

Program participation

Criteria will be discussed in person with Faculty

Assessments Shared Between Courses

While each course has its own focus and assessment criteria, students may choose to create one project or paper that will satisfy the criteria for two—or even more—courses. This is encouraged as a way of integrating and cross-fertilizing the ideas of the program as a whole: The human challenge of sustainability. Yet, if a student chooses to do such a “shared assessment,” it is important that the project/ paper reflects both depth of thought and intensity of effort demanded of two projects. That is to say that it is not a way of getting a “two for one” bargain. Assessment criteria will be strict in terms of integrative thought and the effort made and set by Faculty at the time. Both instructors must agree upon any such shared assessment before it is begun.

Grading

In this course faculty actively promote multiple means of evaluation and authentic assessment including student self-assessment, peer assessment, faculty-student debriefs and rubrics. In order for students to receive credit for this program through the University of Massachusetts, the faculty will submit a letter grade and written evaluation of each student’s learning.

Course Requirements percent of total grade is as follows:

Reading.....	10%
Papers.....	35%
Presentation.....	25%
Participation.....	30%

Faculty

Lead Faculty

Gill Emslie Dip. Process Oriented Psychology, (Masters level of study)
School of Process Oriented Psychology, Portland Oregon, USA and London UK

Gill has extensive experience as an international trainer and facilitator, with training in transpersonal psychology, as a consultant to organizations and communities, and as a psychotherapist Gill delivers trainings in group dynamics and conflict facilitation, social design, personal development, staff training, supervision, and developing the relationship between individual purpose and its application in the workplace and the world. Gill currently works within the corporate and voluntary sectors both in Europe and Latin America as well as teaching in a variety of educational programs. Gill has been the lead faculty for this course since 2006.

Guest Faculty

Fabiola Fuentes Fabiola is an international teacher of Non-violent Communication skills applying these skills in a wide variety of settings. Originally from Colombia Fabiola currently lives in the town of Forres.

Ana Rhodes Castro is an accredited psychotherapist and currently Chairs the Management team of the Findhorn Foundation. For the last four years Ana has been the Head of Personnel, responsible for internal trainings, conflict facilitation, supervision, recruitment, appraisals and other internal processes. Privately Ana has run workshops and trainings on conflict resolution, group dynamics, personal and organisational development, team building and supervision.

Required Reading

Mindell, Arnold. (1995). *Sitting in the Fire: Large Group Transformation Using Conflict and Diversity*. Portland, OR: Lao Tse Press.

Audergon, Arlene. (2005). *The War Hotel*. London, UK. Whurr-John-Wiley Publishers.

Select Bibliography

Audergon, Arlene. (2005). *The War Hotel*. London, UK. Whurr-John-Wiley Publishers.

Capra, Fritjof. (2003). *The Hidden Connections: A Science for Sustainable Living*. London, UK: Flamingo.

Emslie, Gill and Robin Alfred. (2002). Findhorn Consultancy Occasional Papers FFCS, Findhorn

Hawken, Paul. (2008). *Blessed Unrest: How the Largest Social Movement in History is Restoring Grace, Justice and Beauty to the World*. New York, NY: Penguin Group.

Jaworski, Joseph. (1996). *Synchronicity: The Inner Path of Leadership*. San Francisco, CA: Berrett-Koehler Publishers.

Macy, Joanna and Molly Young Brown. (1998). *Coming Back to Life: Practices to Reconnect Our Lives, Our World*. Gabriola Island, BC: New Society Publishers.

Macy, Joanna. (1991). *World as Lover, World as Self*. Berkeley, CA: Parallax Publishers.

Mindell, Arnold. (1995). *Sitting in the Fire: Large Group Transformation Using Conflict and Diversity*. Portland, OR: Lao Tse Press.

Pre-Course Reading

Mindell, Arnold. (2002). *Deep Democracy of Open Forums: Practical Steps to Conflict Prevention and Resolution for the Family, Workplace, and the World*. Company, Charlottesville, VA: Hampton Roads Publishing.

Mindell, Arnold. (2007). *Earth Based Psychology: Path Awareness from the Teachings of Don Juan, Richard Feynman and Lao Tse*. Portland, OR: Lao Tse Press.

Rosenberg, Marshall. (2003). *Nonviolent Communication: A Language of Life*. Encinitas, CA: Puddledancer Press.

Shohet, Robin. (2000). *Supervision in the Helping Professions*. Milton Keynes, UK: Open University Press.

Schupbach, Max. (2001). *Worldwork, Transformation in Organisations, Communities, Business and the Public Space*. Retrieved from <http://www.maxfx.net/>.

Web page references

Mindell, Amy and Arny Mindell. (2001). In *Amy and Arny Mindell, Process Work, Process Oriented Psychology, Worldwork*. <http://www.aamindell.net>

Worldviews and Consciousness

Program: Scotland: The Human Challenge of Sustainability at Findhorn

Department: International Education

Course Number: EDUC 292E

UMass Faculty Sponsor: Gretchen Rossman, PhD

Lead Faculty: Melissa Godbeer, B.MSc & M.MSc

Guest Faculty: Intergral Group UK

Term: Spring 2011

Credits: 4

Course Description

In seeking to build a sustainable and ecologically viable world, and not repeat the mistakes of the past, it is imperative to examine and understand the foundations of our experience of the world.

Toward this end, this course asks two fundamental questions:

(1) What are the beliefs and assumptions that underlie our view of the world, and ourselves, what are the implications of these beliefs, and how can we shift and expand them?

(2) How can we become more fully conscious of our own potentials as humans as well as of the multi-faceted nature of the world we inhabit?

The aim of the course is to empower students by exploring alternative ways of perceiving and thinking about their lives and the world, challenging their assumptions about who they are and how the world is. A methodology of self-awareness lies at the core of the course, combining theoretical exploration and experiential activities.

This course aims to both examine and synthesize theoretical and experiential understandings of worldviews and consciousness. Students address the creation of worldviews and the processes that facilitate paradigm changes. They also examine their personal and cultural backgrounds in comparison with their worldviews, investigating how various beliefs and practices shape and are reflected in their paradigms, as well as exploring these phenomena for other individuals and in other cultures.

In addition to academic readings, journaling, reflective essays, and philosophical discussion, students experience and critically reflect upon personal daily practices.

Students examine how such practices derive from and support various worldviews, and explore the reciprocal relationship between practices and the maintenance or altering of a worldview.

Course Objectives

- To develop an understanding of worldviews and consciousness, how they affect human behavior, and their relationship to social and personal development
- To reflect critically on our own and others' worldviews and socio-cultural conditioning

- To examine how differences in worldview may affect global issues
- To explore and develop daily practices that foster conscious awareness at the individual and community/collective level
- To observe how self-reflective practices manifest themselves in daily life, reinforce or challenge our worldviews, and inform community/collective consciousness

Course Expectations

- Reading of assigned book (Pema Chödrön) and other related articles
- Completion of all set assignments
- Involvement in, and critical reflection on, a daily mindfulness practice or a related technique of introspection of the student's choice
- Regular journal entries responding to assigned reflection questions, demonstrating an evolving understanding and integration of course content
- Active participation in peer- and self-assessment exercises
- Collaborative presentations to learning community, examining assigned topics

Course Outline

- I. Introduction
 - a. Overview of course expectations, requirements, and assessment methods
- II. Daily Practice
 - a. Purpose of Daily practice
 - b. Relevance to sustainability
- III. What Creates a Worldview, What is Consciousness
 - a. Findhorn Worldview and Consciousness
 - b. Discussion with Panel of Findhorn Elders
- IV. Tutorials in Learning Support Groups
- V. Colloquium on Tipping Point
 - a. Green mind programming
 - b. Survival skills for a life post crude oil
- VI. Ancient worldviews, roaming consciousness
 - a. Integral spirituality
 - b. Shamanism
 - c. Why don't we walk our talk?
- VII. Student presentations
 - a. Next steps: relevance of course to life beyond Findhorn

Course Requirements

Required Reading

Chödrön, Pema. (2001). *The Places that Scare You: A Guide to Fearlessness in Difficult Times*. Boston, MA: Shambhala.

Required Audio Lecture

Laszlo, E. (2009). Tipping Point. *Sounds True Podcasts*.

Journal

Throughout the semester you are required to keep a practice journal. This journal will be handed into course faculty and is a place where you will write critical reflections about your Daily practice as well as respond to questions set by Faculty. Assessment based on Honesty; thoroughness of reflection and self-awareness; Depth and detail of reflective accounts; Indication of creative, critical, and analytic thought; Presentation and legibility; Regularity of entries; Proof of a willingness to question and reconsider one's own beliefs; Clear evidence of the relationship between entries, course work, and posed questions.

Daily Practice

At the start of the semester you will choose a mindfulness practice, an awareness-building tool that you will keep engaged with throughout the semester. You will be encouraged to meet with your peer group and faculty to reflect upon the development of your practice. Assessment Perform a chosen practice no less than four times a week, at least 15 minutes per session; Research and read relevant material to aid you in this practice; Reflect in your journal upon questions posed by Faculty regarding your practice; Meet with peer group once every two weeks to assess self and peers' daily practice progress; Meet with learning community to practice in a group setting Meet with Faculty for tutorials during semester.

Papers

As a tool of integration your papers in this course form a bases for you to explore and express your understanding of key lectures, required reading and experiential sessions. Each paper should illustrate the following: an original, creative approach of understanding; a personal interpretation of the material; quality and clarity of explanation or critique; demonstration of the amount of thought and effort applied to the topic; the breadth and depth with which the topic relates to the development of personal worldviews and the understanding of consciousness; personal reflections and responses that involve both: critical and analytic thought.

Presentations

At the start and completion of the course you will present to the learning community your understandings of both worldviews and consciousness. These presentations are an opportunity for you to research your own understandings of how you see the workings of the world and where you imagine your developmental areas could be or have been. Assessment based on :
Relevance of content to the title and/or purpose of the presentation; competency of response to questions and comments; ample breadth and depth of content evident during presentation; use of originality and imagination in exploring and delivering content; clear delivery of message; sufficient evidence given to support all critique; critical thinking; presence, as reflected in characteristics such as tone, posture, eye contact, audibility, clarity of articulation, etc; engagement with audience; keeping within given time limit.

Course participation

Your participation and assessment in this area will be ongoing, from the moment the class commences until the closing circle you are requested to be an active member of the course. Assessment based on Full engagement in the course; class attendance; completing all set assignments; ability to take leadership within the learning community; effective involvement in student and faculty led discussions; ability and willingness to offer constructive feedback to Faculty and peers; demonstration of willingness to receive and integrate feedback from faculty and peers; responsible communication with faculty around academic timelines such: as assignment due dates.

Program participation

Criteria will be discussed in person with Faculty

Assessments Shared Between Courses

While each course has its own focus and assessment criteria, students may choose to create one project or paper that will satisfy the criteria for two—or even more—courses. This is encouraged as a way of integrating and cross-fertilizing the ideas of the program as a whole: The human challenge of sustainability. Yet, if a student chooses to do such a “shared assessment,” it is important that the project/ paper reflects both depth of thought and intensity of effort demanded of two projects. That is to say that it is not a way of getting a “two for one” bargain. Assessment criteria will be strict in terms of integrative thought and the effort made and set by Faculty at the time. Both instructors must agree upon any such shared assessment before it is begun.

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Course Requirements percent of total grade is as follows:

Journal.....	20%
Daily Practice.....	30%
Papers.....	15%
Presentations.....	15%
Course Participation.....	10%
Program Participation.....	10%

Faculty

Lead Faculty

Melissa Godbeer B.MSc & M.MSc University of Metaphysics, California, Candidate in a Ph. D program with University of Sedona, Department of Philosophy.

Born in Zimbabwe and growing up during pre and post Apartheid South Africa Melissa has first hand experience of widely diverse worldviews and the impact worldviews can have on a society. Prior to living at Findhorn, Melissa was one of the initial leaders of the East Coast urban sustainable small farm movement, initiated through a not-for-profit pro-peace organization, which she co-founded. Intrigued by the process of world views and how they define our capacity for a collective capable consciousness, Melissa's PhD research focuses on how our 'industrialized mind programs' shape our cultural norms, 'norms' that lie at the root of present global crisis. As an active minister and holistic councilor, Melissa advocates for 'Greening our Minds'.

Bibliography

Caddy, Eileen. (1994). *Spirit of Findhorn*. Scotland, UK: Findhorn Press.

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Gunaratana, Bhante Henepola. (2002). *Mindfulness in Plain English*. Boston, MA: Wisdom Publications.

Starhawk. (1994). *The Fifth Sacred Thing*. New York, NY: Bantam.

Elphinstone, Margaret. (2009). *The Gathering Night*. New York, NY: Canongate Books

Goldsmith, Edward. (1996). *The way – An Ecological World-view*. Athens, GA: University of Georgia Press.

Schumacher, E.F. (1997). *This I believe and Other Essays*. Devon, UK: Green Books.

- Torey, Zoltan. (1999). *The Crucible of Consciousness: An Integrated Theory of Mind and Brain*. Cambridge, MA: The MIT Press.
- Hanh, Thich Nhat. (1998). *Teachings on Love*. Berkeley, CA: Parallax Press.
- Trungpa, Chogyam. (1976). *The Myth of Freedom*. Boston, MA: Shambhala.
- Trungpa, Chogyam. (2002). *Cutting Through Spiritual Materialism*. Boston, MA: Shambhala.
- Codron, Pema. (1997). *When things fall apart: Heart Advice for Difficult Times*. Boston, MA: Shambhala.
- Laszlo, Ervin. (1996). *The systems view of the world: A Holistic Vision for Our Time*. Cresskill, NY: Hampton Press.
- Bhave, Vinoba. (1994). *Moved by Love, the Memoirs of Vinoba Bhave*. Devon, UK: Green Books.
- Ray, Paul and Sherry Ruth Anderson. (2001). *The Cultural Creatives : How 50 Million People Are Changing the World*. New York, NY: Three Rivers Press.