

Teaching CS to All: Sustainability Implications Mapping the Problem Space



How am I implicated in

the problem?

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Can academics speak for the world's poor and dispossessed?

Whose voices are being heard?

"[M]ainstream

environmentalism has not had

to confront how maintaining its

own class privilege contributes

to and maintains environmental

and social problems"¹

What/whose histories are missing from the story?

> What are we willing to sacrifice?

How do we foster ecological, epistemological and ontological diversity?

Imperialism



Syrian and Iraqi refugees arrive in Greece

Columbus invades the Americas

Sustainable development

and neo-colonialism

Capitalism

Capitalism reorders the environment for surplus extraction



Child miner in Congo

Sustainability

Education and

computing are leverage

disciplines

Ambiguity around the term "sustainability"

"[S]ystem change actions resulting in restorative socioecological transformation"2

Crisis narratives are limiting

CS for All

More diverse perspectives on technology

Computational thinking and literacy

Sustainability of teaching resources

Patriarchy

The conceived duality between man and nature



Women recycling electronics

Science and technology assumed to be progressive

> Eurocentric science conceptualized as "the dominant mode of thought"5



Students of Fort Albany Residential School, overseen by nun

"Framings of a common good perpetuate a colonial point of view deeply engrained in the Western academy"4

Colonialism



an electronics assembly plant

"[C]ivilization' is defined as production in excess of the 'natural' world"3