

Earth Ethics: Religion, Nature and Globalization
REL 3492
Meets Global Learning Requirement
Writing Across the Curriculum Course
Spring 2014
Tuesdays/Thursdays 12:30-1:45

Room: TBA

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Course Description

This course draws from religious, philosophical, and scientific sources in order to examine planetary environmental problems. Environmental Philosophy and Ethics, as well as the emerging field of Religion and Ecology have developed over the past 50-60 years in an attempt to address problematic human-earth relations. However, underlying many of these approaches is a very western understanding of “nature” as pristine, pure and without human presence. The Modern, Western Scientific Worldview, for instance, has attempted to define globally what “nature” is. Historically, some religious worldviews have understood nature as either a pristine creation for which humans ought to be good stewards, or as evil material that must be controlled and eventually escaped. Finally, many Romantic thinkers have argued that culture and technology are the culprits of ecological and social ills, and human beings ought to return to a paradisiacal relationship with nature.

Might these very static notions of nature, as either pristine source of salvation or chaotic source of evil, exacerbate planetary ills? This is precisely what some political, post-modern, and post-colonial scholars have suggested. Nature, from this perspective should be thought of in the plural and not as something separate from “culture.” The very attempt to define nature and globalize that understanding of nature leads to social oppressions (think about what is coded as “natural” or “unnatural”) and ecological ills (through removing humans from their ecological and often urban contexts). This course will explore the effects of globalizing understandings of “nature” and “religion.” The hypothesis of the course is that both religion (culture) and science (nature) have served as apolitical foundations for forcing truth claims upon “others.” In response to this, this course will explore what a “planetary” understanding and ethic (Spivak) of the world as opposed to that of the global might look like. In other words, what might planetary environmental ethics look like?

AIM OF THE COURSE

To explore the philosophical and religious sources and forms for the processes known as “globalization” as they pertain to the human and non-human community, and to discern an

appropriate, non-colonizing environmental ethic in a world that has multiple meanings of “nature” and what is “natural.”

GLOBAL LEARNING OUTCOMES

In this course: a) Students will be able to identify interrelationships between religious ideas and the ways we interact with other animals and the rest of the natural world; b) Students will be able to identify specific, global environmental challenges and analyze them from multiple perspectives; c) Based on their awareness of how their own life-choices affect global environmental issues, students will be able to describe possible solutions that work toward global health.

WRITING ACROSS THE CURRICULUM OUTCOMES

This course is intended to help students become better writers. In particular, this course is aimed at helping students “write to learn.” Writing to learn involves developing ones critical thinking, reasoning, and argument skills through writing. As such, students will write three short, interconnected essays and work in peer-review groups to evaluate the essays. After the peer-review of each essay, students will have the opportunity to revise each essay according to the peer evaluations. All writing requirements will be assessed by rubrics handed out on the first day of class.

REQUIREMENTS

Recognizing that there are many different learning styles, these requirements are designed to provide you with a variety of ways in which you can demonstrate your engagement with the materials in the course.

1. Class Participation—20%

The first step to doing well in this class is to show up! You can’t be a part of the learning community if you are not present. If you have to be absent from the course, please notify me ahead of time. Any more than two absences (unless there are extenuating circumstances) will result in a lowering of your participation grade. One absence is a free-bee. The second you may use the “get out of class” free card that I am providing on the first day of class. **(Just attending all sessions gets you 10%.)**

The second step to doing well in the class is to speak up during course discussions. This means you must read materials and attend lectures! I realize that we all exist on a spectrum between introversion and extroversion, but remember that the classroom is as good as all of the voices therein. We all lose if we don’t hear your voice at some point(s) throughout the semester. **(This will count for 10%)**

The classroom is a community of learners. That is, we are all in the process of critically engaging the lectures and course materials together. Learning should be a collaborative process and it will take all of us to learn this semester. Having said that there are some ground rules that should be followed in course discussions and assignments.

1. Confidentiality: Sometimes we are exploring serious issues in the course that may be hard to speak about or give voice too. I expect that students will respect one another’s privacy in this course and allow room for this type of exploration.
2. Trust and Respect: The classroom is a learning community and it is only as good as the relationships of the people that make up the classroom. Give your classmates the benefit of the doubt before jumping to conclusions about what is said. Also, be sure to state your opinions, questions, ideas and beliefs in a way that is not intentionally disrespectful to others in the class.

3. Academic Honesty. In all written materials, students will be expected to cite sources. Plagiarizing and “Copying” from other students may result in a failing grade. Grading for written assignments will follow the Rubric that is handed out on the first day.
4. Students should be aware of everyone in the classroom and enable each person to contribute to the conversation. Likewise, each participant should refrain from dominating class discussion.
5. In order to facilitate dialogue, on discussion days we may break out into small groups.

3. Ecological Footprint Essays (WAC Assignment): 40%

Each student is expected to write three “ecological footprint” essays. These essays will be distinct, but will build upon one another. Each writing assignment will be peer-reviewed in groups decided upon during the first week of class. After each peer review, students will have the opportunity to resubmit the essay for an improved grade. Each journal entry should be 1000-1200 words, typed, double-spaced, 12-point font. For each section, you should cite information using parenthetical citations; include a “works cited” page at the end of each essay. Any type of plagiarism will not be tolerated.

NB: We will also have a workshop from someone in the Writing Center during the first week of class (this will not count as your private writing center session).

A. Students must make an appointment with a Writing Center tutor for the first essay. You will have to turn in some sort of proof that you went to the writing center for this first essay. It is strongly recommended that you make an appointment early, and take your first essay along to that appointment; some students may also choose to go to the Writing Center between the due date of the first essay and the due date of the revised first essay. Students must also fill out the peer-review forms for their groups papers. Peer-review forms for each essay must be turned in to the instructor with the corresponding essay. These peer-review forms will be available on the course blackboard site. **Attending a writing center session and peer review of papers will account for 10% of this portion of the grade.**

B. Go online and complete the Ecological Footprint. (http://www.footprintnetwork.org/en/index.php/GFN/page/personal_footprint). Write a reflection about your results in your journal including addressing the complex question, “what is sustainability?” Offer your own reflections about whether or not humans are responsible for living within the ecosystems of planet earth. Finally, offer your reflections on what you might be able to “do” given the results of your ecological footprint. This is a “writing to learn” assignment meant to help you understand the complex issues surrounding the concept of sustainability and how your own habits relate to sustainability. **Due January 30th on the course blackboard site. We will work in peer-review teams to critique and analyze the writing style of this assignment on February 4th. Revised Drafts will be due February 6th. 10%**

C. Monitor your food consumption for a day. Write down everything you eat, including the ingredients, and try to find out: a) where the food came from and how much it had to travel to get to you, b) how the people in farms/factories were treated in the making of the food product (this one may not be possible in all cases, but do your best), c) how the crops and animals that made your food were grown /raised (organically? With pesticides? In factory farms? Small farms? Etc.) After completing these three steps, reflect on ways that these issues tie into your own ecological footprint from the first assignment. This is a “writing to learn” exercise that is meant to help you explore how

your daily food habits have global implications; it is meant to introduce you into the issues of food, globalization, and the environment. **Due February 20th on the course blackboard site. We will work in peer-review teams to critique and analyze the writing style of this assignment on February 27th. Revised Drafts will be due March 6th. 10%**

D. Choose a topic that we have covered or will cover in the course and relate it to your first two journal entries describing: a) why is it important in the context of what you learned from your ecological footprint and your food journal; b) some perspective from the course lectures and readings that might help you to address ecological problems you identified in the first two entries and c) from that perspective articulate a constructive solution to the ecological problem you have focused on. This is a “writing to explain” task and is meant to help you use conceptual tools to analyze and think about solutions to some of the problems that emerge in around the issues of religion, nature, and globalization. **Due April 3rd on the course blackboard site. We will work in peer-review teams to critique and analyze the writing style of this assignment on April 10th. Revised Drafts will be due April 17th. 10%**

4. Quizzes, Mid-term, Final Exams—40%

Quizzes: A quiz will be given every three or so weeks on the readings and lectures for the given week; these will be delivered on the blackboard site and will be open for the entire week under which the quiz is listed. There will be 5 quiz sessions. They will make up **20% of the grade**.

Each student must take the midterm and final exams. They will be take-home essays, given out at the end of a Thursday class. The mid-term given out at the end of class on **March 6th** and due in class on **March 18th**. The final will be given out at the end of the last class on **April 17th** and due at the end of the day on **April 24th**. **They will make up 20% of the grade.**

PLAGIARISM POLICY

This course adheres strictly to FIU's plagiarism policy:

This Policy views plagiarism as one form of academic misconduct, and adopts the definition of the university's Code of Academic Integrity, according to which plagiarism is:

the deliberate use and appropriation of another's works without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for the ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism.

Examples of plagiarism include, but are not limited to:

1. Term papers acquired online or from other sources;
2. Copying of original material without attribution;
3. Use of other students' work;
4. Copying and pasting, verbatim, information from Internet sources, without quotation marks and correct citation.

Plagiarism will result in a failing grade for the course and a referral to the College of Arts and Sciences Dean of Students for academic misconduct.

Grading Scale

A	96-100	C	72-77
A-	91-95	C-	71, 70
B+	89, 88	D+	69, 68
B	82-87	D	62-67
B-	80, 81	D-	60, 61
C+	79, 78	F	59 and below

Required TEXTS

Whitney Bauman, Rick Bohannon, and Kevin O'Brien, eds., *Grounding Religion: A Fieldguide to the Study of Religion and Ecology* (Routledge 2010).

David R. Keller, *Environmental Ethics: The Big Questions* (Blackwell 2010)

Other selected PDF Readings on Moodle.

Important Web Resources

Forum on Religion and Ecology: www.environment.harvard.edu/religion/religion.

Environmental Ethics: <http://online.sfsu.edu/~rone/Environ/Enviroethics.htm>.

Center for Environmental Philosophy: <http://www.cep.unt.edu/>.

Ecofeminism: <http://eve.enviroweb.org/>.

Environmental Justice: <http://www.ejnet.org/ej/>.

Evangelical Environmental Network: <http://prayerforcreationcare.creationcare.org/index.php>

Coalition on the Environment and Jewish Life: <http://www.coejl.org/index.php>

Indigenous Environmental Network: <http://www.ienearth.org/>

Islamic Foundation for Ecology and Environmental Sciences: <http://www.ifees.org.uk/>

United Nations Environmental Program: www.unep.org

Important Dates

September (1962): Publication of Rachel Carson's *Silent Spring*

September 26: St. Francis Birthday

December 19: Anniversary of the Brundtland Report

December 24: Anniversary of Apollo Earth Rise Image

February 16 (2005): Kyoto Protocol Comes into Effect

March 24, (1989): Exxon Valdez Oil Spill

March 26 (1974): First Large Action of the Chipko Movement

April 1 (1940): Birthday of Wangari Maathai

April 20-24, 2009: Indigenous People's Global Summit on Climate Change

April 22 (1970): First Earth Day

April 26 (1986): Chernobyl Disaster

June 4 (1892): Sierra Club formed with John Muir as President

July 4 (1845): Thoreau moves to Walden Pond

August 2 (1978): Lois Gibbs begins movement at Love Canal

SCHEDULE

Conceptual Introductions

Week 1: Introduction to Course: Sources for Environmental Ethics. Overview of Syllabus and Requirements

Jan 7: Intro lecture; Please Read: Blackboard: Lynn White, The Historical Roots of the Ecological Crisis (PDF online)

Jan 9: Writing Workshop

Week 2: What is Religion? What is Nature?

Jan 14: Lecture

Jan 16: Reading Discussions

READINGS: Keller, "Introduction" pp 1-24.

Grounding Religion, 1-46.

Week 3: What is Nature? What is Religion?

Jan 21: Lecture

Jan 23: Reading Discussion

READINGS: Keller, 193-220; 230-251.

Grounding Religion, 47-78.

Moodle: Val Plumwood, "Decolonizing Nature," 51-75

Online Quiz 1: Weeks 1-3

Historical Overviews: Religion, Nature, and Cosmologies

Week 4: "Religion and Nature: The Ancient Near East, Greece and Proto-Forms of Modern Science"

Jan 28: Lecture

Jan 30: Reading Discussion

READINGS: Keller, 57-88; 252-256.

Moodle: Selections from the *Enuma Elish*; Genesis 1 Creation Story; Ferngren, Chapter 5, "Aristotle", 33-46.

Journal 1 Due, Jan 30th

Week 5: Religion and Nature: Islamic Thought and the Scientific "Revolution": Shifting Paradigms.

February 4: Lecture/ Writing Workshop on Journal 1; reading discussions.

February 6: Special Guest: David Trujillo: Spirituality and Organic Agriculture

Revised Drafts of Journal 1 Due

READINGS: Keller, 352-367

Moodle: Ferngren, "Islam" pp 73-92. Merchant, *The Death of Nature*, chapters 5 and 7.

Week 6: Colonization of land, animals and "others"

February 11: Lecture

February 13: Reading Discussion

READINGS: Keller, 257-280.

Grounding Religion, 147-162.

Moodle: Bauman, Chapter 3, "Ex Nihilo, Erasure and Discovery," 57-78.

Online Quiz 2: Weeks 4-6

Week 7: The Romantic "Return"

February 18: Lecture

February 20: Reading Discussion

Film: "The Use and Abuse of Vegetational Concepts"

READINGS: Keller, 89-146. 311-327.

Moodle: Taylor, *Dark Green Religion*, 42-70.

Journal 2 Due, February 20th

Topics in Religion and Ecology / Nature

Week 8: Globalization and its Discontents

February 25: Lecture

February 27: Writing Workshop on Journal 2; reading discussions

READINGS: Keller, 409-413; 551-558.

Grounding Religion, 181-202

Moodle: Ruether, 1-44.

Week 9: Religion, Gender and Nature

March 4: Lecture

March 6: Reading Discussion; **Hand out Mid-term
Revision of Journal 2 Due**

READINGS: Keller, 281-310.

Grounding Religion, 130-146.

Moodle: Merchant, *Reinventing Eden*, XXX-XXX.

Online Reading Quiz 3: Week 7-9

March 10-14 SPRING BREAKWeek 10: Technology, Religion and Nature

March 18: Lecture; **Midterm Due**

March 20: Reading Discussion

READINGS: Keller, 368-376

Moodle: Haraway, "Cyborg Manifesto."

Week 11: Agriculture and Food

March 25: Special Lecture: James Wildmann

March 27: Reading Discussion

READINGS: Keller, 161-174; 443-468, 476-490.

Grounding Religion, 113-129, 203-221.

Week 12: Environmental Justice

April 1: Lecture

April 3: Reading Discussion

READINGS: Keller, 509-550.

Grounding Religion, 163-180

Moodle: *Inherited Land*, 148-170.

Journal 3 Due on April 4!

Online Quiz 4: Weeks 10-12

Week 13: Global Climate Change.

April 8: Lecture

April 10: Writing workshop on Journal 3; reading discussions.

READINGS: Keller, 561-574.
Moodle: IPCC Report.

Week 14: The Planetary Future

April 15: Lecture

April 17: Reading Discussion; Hand out Final; Evaluations

Revised Journal 3 due

Hand out Final Exam

READINGS: *Grounding*, 81-95, 222-227.

Moodle: Bauman, "From Global to Planetary Identities."

Online Quiz 5: Weeks 13 and 14

Finals Week: Final Exam due April 24th.

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