

RSOC 9-06 (43820)
WAYS OF UNDERSTANDING RELIGION
Climate Change, Religion, and Our Common Home
Fall 2016 Time MW 3:30-5:15 p.m. Kenna 104

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COURSE DESCRIPTION

This version of the Ways of Understanding Religion course navigates the form, function, and experience of religions together with environmental and social justice concerns. Students will describe, compare, critique, and reflect on contemporary religious contexts, such as Indigenous, Womanist Christian, Catholic, Buddhist, and Muslim with geographical reach in North America, Latin America, Asia, and Africa. To study religion in scholarly ways, course readings, lectures, and discussions will incorporate sociology, anthropology, history, theology, psychology, and interdisciplinary methods. To further understand environmental and social justice dimensions in religion, we will read about religion in relation to science, climate change, food, poverty, nature, ecofeminism, and environmental ethics. These lenses will provide frameworks for discussing the relevance of religion in contemporary life in the U.S. and globally, and to distinguish between “metaphysical and empirical ways of knowing,”¹ and related activities. The course assists students in developing courteous critique and constructive reflection about the complex, particular ways people engage in religious meaning, worldviews, and lifeways. Further analytical tools include comparative and cross-cultural studies, ethics, feminism, film, food studies, journalism, and religion and the arts, which prove helpful for discussing, for example, pluralism, authenticity, solidarity, diversity, integral ecology, and sustainability. Course grades will be assessed through regular quizzes and reflection papers, periodic exams and a course project on a local community displaying religiosity, for which students will study and practice qualitative research techniques. This course tests two notions from Pope Francis’ 2015 encyclical, *Laudato Si’: On Care for Our Common Home*:

We need to strengthen the conviction that we are one single human family. There are no frontiers or barriers, political or social, behind which we can hide, still less is there room for the globalization of indifference. *Laudato Si*, 52.

These [lukewarm environmental] achievements do not solve global problems, but they do show that men and women are still capable of intervening positively. For all our limitations, gestures of generosity, solidarity, and care cannot but well up within us, since we were made for love. *Laudato Si*, 58.

This course meets requirements for the RTC 1 Core Curriculum.

¹ Evan Berry, “Social Science Perspectives on Religion and Climate Change,” *Religious Studies Review*, 42:2, June 2016, 81.

CORE CURRICULUM LEARNING GOALS AND OBJECTIVES

The study of Religion, Theology and Culture forms an important component of a Santa Clara education. This course fulfills the requirement for the first course in Religion, Theology and Culture (RTC 1). From the RTC 1 web description: Religion, Theology & Culture 1 is the first in a three part series of courses designed to promote a critical engagement between faith and cultures and exemplify a commitment to academic excellence and freedom. The first course aims to enhance critical reflection on religious belief and practice. It introduces students to the basic approaches by which scholars seek to understand what religion reveals about human beings—their societies, traditions, convictions, and aspirations.

Learning Objectives for Religion, Theology, and Culture 1

1.1 Describe and compare the central religious ideas and practices from several traditions or within one, and from at least two globally distinct regions. (Knowledge of Global Cultures; Complexity of content as well as method; Ambiguity)

1.2 Use critical approaches to reflect on their own beliefs and the religious dimensions of human existence. (Critical Thinking; Complexity of Method; Reflection)

- Goals: Global Cultures, Critical Thinking, Complexity, and Religious Reflection

For this course, students will practice critical thinking and religious reflection through engagements with select themes, categories, and cultures. Students will engage in all goals and objectives through assignments, class content, and discussion.

COURSE GOALS

Through successful engagement with the course via readings, discussion, lectures, and assignments, students will meet these learning goals:

- Think less of generalized claims about entire religions (comprising thousands to billions of people) and think more about specific religious lives in context,
- Practice engaging with religious differences with courtesy whether agreeing or critiquing, appreciating various people's social, environmental, and religious locations,
- Recognize, analyze, and reflect on intersections where religious and environmental issues meet, and
- Engage systematically with local communities, individuals, and their religiosity, and
- Further develop the skill of college writing.

COURSE REQUIREMENTS AND GRADING

The assignment structure is designed for you to benefit most from the readings and engage in well-informed class discussions, which builds skills for active engagement in the university's intellectual community.

Grades will be based on the following criteria:

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| Class Engagement - Participation, Quizzes | 15% |
| Exams | 40% |
| Exam #1 – Week 6 – Monday, October 24 th , in class | |

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| Exam #2 – Week 11 – <i>Monday, December 5th, 6:30-9:30 p.m., place TBA</i> | |
| Monday Reflections | 20% |
| Weeks 2-9 for weekly readings | |
| Week 10 for the full course | |
| Group Project and Presentation | 25% |

Students realize the course goals in this class to the extent they engage in activities they have been doing since kindergarten: read, write, and talk. The course requirements are about those activities; they help direct students’ energy and activity and also ground the weighted grading system for this course. They are as follows:

- *Class Engagement:* Informed participation in class is expected and highly valued. In addition to class discussions, this includes drafting responses to preparation notes and category worksheets, meeting outside of class, and completion of online quizzes. 15% of final grade
- *Midterm Exams:* (two, weeks 6 and 11). Students demonstrate comprehension of the assigned readings and their mastery of the categories introduced in the preparation notes and in class. Midterms are drawn from quizzes, category worksheets, and class lectures and discussions. 40% of final grade
- *Monday Reflections* (eight + one). Students demonstrate they can analyze readings, identify salient issues, think critically and independently about them, and write clearly, succinctly and carefully—in short reflections (approximately 250 words) due prior to each Monday class and in one reflection due in the 10th week. 20% of final grade
- *Course Project:* A community-based independent project related to religion in Silicon Valley or the S.F. Bay Area begun early in the quarter and completed in stages, including in-class presentations the 10th week. Note: Presentations and interview videos can be submitted via Google Drive, since they are generally too large for Camino upload. 25% of final grade

Assignments and Due Dates

Readings are listed in the schedule (below), to be read by or before the date listed.

- Week 1 **Thursday, September 22, 2016, 1:00 p.m.** - First writing assignment due as an upload to the Camino website - “**Informal Reflection - Me and Religion,**” detailed instructions are on Camino
- Weeks 2-9 **Monday Reflection** writing assignments are due each Monday at 1:00 p.m, as an opportunity to engage with readings for that week, showing preparation.
- Week 10 The final **Monday Reflection** can encompass the full course.
- Week 2-9 Starting week 2, **quizzes** will be available each week from Thursday pm through Friday noon. You may repeat a quiz to improve your learning and score.
- Week 6, 11 **Midterm Exams** – covering weeks 1-5 in week 6, and weeks 6-10 in week 11
- Week 10 **Course Projects** due in class, with periodic check-ins: 10/12, 11/2, 11/14

NOTE: Weekly assignments (Quizzes and Monday Reflections) are not listed in the schedule, but should be completed as described above.

Grading Scale

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| 94.0–100 A | 87.0–89.9 B+ | 77.0–79.9 C+ | 67.0–69.9 D+ |
| 90.0–93.9 A- | 83.0–86.9 B | 73.0–76.9 C | 63.0–66.9 D |
| | 80.0–82.9 B- | 70.0–72.9 C- | 60.0–62.9 D- |
| | | | 0-59.9 F |

A letter grade for the course will be assigned at the end of the quarter based on weighted scores on the requirements students complete. Earning a grade of F in this class is difficult but not impossible. (Great thanks to Prof. Riley for the assignment structure for this class.)

Extra Credit: Students who meet with tutors at the HUB Writing Center to improve three or more assignments (Monday Reflections, writing for the Course Project) may receive extra credit if they provide evidence in writing via Camino. The upload would include a short summary of dates, times, and HUB mentors' names, plus PDFs of HUB emails proving each visit. This will be due by 5:00 p.m. on the Wednesday of finals week, December 7, and is not required.

Students will be asked to assess the course via the narrative evaluations at the end of the quarter. Students will receive regular feedback on their work from their instructor to help them improve their understanding and analytic skills. Students will also receive peer feedback for the group projects.

POLICIES

General Guidelines

- *Please arrive on time for each class meeting.*
- *Bring relevant readings to class.*
- *If I call you by the wrong name or mispronounce your name, I apologize. Please correct me.*
- *Students are responsible for meeting deadlines and complying with all university policies.*
- *Do not plagiarize. For clarification, see <http://www.plagiarism.org/plagiarism-101/what-is-plagiarism/>*
- *If unspecified, please assume assignment formatting as 12-pt. font, double-spaced, and, if printing, on double-sided pages, whenever possible. I prefer the following standard fonts: Times New Roman or Arial.*
- *Students turn in assignments to the Camino website for this course. If the Camino website is down, email the assignment to srobinson@scu.edu by the deadline for a time/date stamp.*
- *Please note and abide by the classroom technology policy.*

Attendance

Course learning occurs in class, in course readings, in assignments, and in instructor feedback on assignments. In order for students to receive the greatest benefit from course material, regular attendance is required. If you must miss a class, please inform the instructor in advance whenever possible. Students are responsible for making up missed work. **Unexcused absences will significantly lower your class participation grade, and thus your final grade.** *If you anticipate missing 3 or more class sessions due to sports or other reasons, please consider choosing a different course.*

Office Hours

The instructor offers time for individualized feedback on assignments, questions, material, etc. Attending office hours is recommended, not required. If posted office hours are not feasible, email the instructor for an appointment. During finals week, office hours are by appointment.

Technology in the Classroom

In order to support a human-scale, focused, intellectual community in this course, we will experiment with relinquishing all personal electronic devices for the duration of class. **Laptops** may only be used for referencing readings and reflection assignments, and will not be used in this course for note-taking. **Handheld devices** will not be permitted in the class, except in case of family, health, or other emergency, in which case, please step out of class for focused communication. A variety of studies show that hand-written note-taking is more effective for developing key skills beyond short-term memorization, such as retention, analysis, and integrative understanding. *Unauthorized use of laptops or other electronic devices in class will result in a failing participation grade for the day.* This policy may support appreciation for strategic use of technology in this educational setting, including the ancient technology of writing by hand on paper. If a disability renders this classroom technology policy a hardship, please see below, “Disability Accommodations.”

Academic Integrity Pledge

The Academic Integrity pledge is an expression of the University’s commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code

Students are expected to uphold the principles of this pledge for all work in this class.

Academic Honesty and Proper Citations

Plagiarism or academic dishonesty in any form (as described in the Student Conduct Code) will result in a failed grade for the project, and possibly for the course. All allegations of academic dishonesty will be reported to the department chair and Office of Student Life. For a full presentation of University policies concerning plagiarism, see:

<http://www.scu.edu/studentlife/resources/academicintegrity/>

<http://www.scu.edu/provost/policy/academicpolicy/>

In order to avoid the sanctions applied to cases of academic dishonesty, please make sure that you properly cite all sources that you utilize in your writing, including works that are directly quoted or paraphrased, as well as works used as a source of information. This includes both print and online sources. ***Your paper submissions must consist of your own writing, and any direct quotations or paraphrasing from other works must be properly cited, using quotation marks.***

For proper citation formatting, please refer to resources for Chicago-Turabian Style: Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers, Eighth Edition* (Chicago: University of Chicago Press, 2013).

Online Resource: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

For a sample paper, please see (although there is no need for a title page for assignments):

https://owl.english.purdue.edu/media/pdf/1300991022_717.pdf

If your field of study uses a different citation format, please stay consistent with one method.

Scholarly Sources and More

It is important to recognize the difference between the variety of sources available. Scholarly sources include academic books and journal articles. Wikipedia, newspapers, magazines, blogs, websites, and social media can be cited, but not as scholarly sources. If an assignment requires scholarly sources, be sure to make this distinction, since even scholars have been known to blog, but may not hold up the same writing standards for non-academic writings.

Disability Resources

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at [408-554-4109](tel:408-554-4109).

Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at [408-554-3043](tel:408-554-3043), bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

COURSE READINGS (REQUIRED) - Books available at the campus bookstore

- **Dream** - Thomas Berry, *The Dream of the Earth*, New York: Counterpoint, 2015.
Note: The 1988 version of *The Dream of the Earth* is fine, but does not include the 2015 preface by Terry Tempest Williams, which will be posted on Camino.
- **WHE** - Rosemary Radford Ruether, ed., *Women Healing Earth: Third World Women on Ecology, Feminism, and Religion*, Maryknoll, N.Y.: Orbis Books, 2005.
- **RFENA** - Benjamin Zeller, Marie Dallam, Reid Neilson, and Nora Rubel, ed., *Religion, Food, and Eating in North America*, New York: Columbia University Press, 2014.
- Readings posted on the course website on **Camino**
- **Web resources** via links for reading online

Class Times at the Forge Garden, SCU’s local, community, organic garden

<https://www.scu.edu/sustainability/programs/theforge/>

Wed., 9/28, 4:30-5:15 – Introduction with garden manager Katharine Rondthaler

Mon., 10/17, 3:30-5:15 – Garden available for student-led study groups (optional)

Mon., 11/14 – TBD as location for class discussion

Possible guest speaker in October/November – to be confirmed

CLASS SCHEDULE AND READINGS

| Week | Date | Topic, Assigned Reading (due on day of class) |
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| Week 1 | | Welcome to the SCU Intellectual Community! |
| | Sept. 19 | Welcome, overview, syllabus, activities |
| | Sept. 21 | <p>Camino – W. Bauman, R. Bohannon, and K. O’Brien, “Religion: What Is It, Who Gets to Decide, and Why Does It Matter?,” <i>Grounding Religion: A Field Guide to the Study of Religion and Ecology</i> (New York: Routledge, 2011), 13-26.</p> <p>Web resource - C. Roser-Renouf, E. Maibach, A. Leiserowitz, and S. Rosenthal, “Global Warming, God, and the ‘End Times,’” Yale Program on Climate Change Communication (July 26, 2015): http://climatecommunication.yale.edu/publications/global-warming-god-end-times/</p> <p>Dream - Thomas Berry, <i>The Dream of the Earth</i>, “Introduction,” “Ch. 1: Returning to Our Native Place,” “Ch. 2: The Earth Community” (xi-xv, 1-12).</p> <p>Optional: Dream 2015 edition – Preface by Terry Tempest Williams, (i-vi) Dream – Foreword by Brian Swimme (vii-ix) Web resource – Full article: “Global Warming, God, and the ‘End Times,’” (21 pages). http://climatecommunication.yale.edu/wp-content/uploads/2016/07/Global-Warming-God-and-the-End-Times.pdf</p> |

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| <p>Note on weekly quiz and weekly writing</p> | <p>Thursday, Sept. 22 (No class)</p> | <p>1:00 p.m. - First writing assignment due as an upload to the Camino website - “Informal Reflection - Me and Religion” <i>Future weekly Monday Reflection writing assignments due each Monday at 1:00 p.m., including week 2</i> <i>Weekly quizzes will begin week 2, available each week from Thursday pm through Friday noon. You may repeat the quiz as many times as you like to improve your score and aid in learning.</i></p> <p>NOTE: Weekly assignments (Quizzes and Monday Reflections) are not listed in the schedule below, but should be completed as noted above.</p> |
| <p>Week 2</p> | | <p>Taking Climate Change Science Seriously and Religiously</p> |
| | <p>Sept. 26</p> | <p>Camino – Ian Barbour, Introduction and Chapter 1, <i>When Science Meets Religion</i> (1-38) Camino – IPCC Factsheet Camino – IPCC Climate Change 2014 Synthesis Report: Summary for Policy Makers (1-8, read highlighted sections and graphs, text optional to support reading of graphs)</p> |
| <p>Meet in class - prepare to walk to the Forge Garden for 4:30 intro to garden</p> | <p>Sept. 28</p> | <p>Web resource – Gary Gardner, “Engaging Religions to Shape Worldviews,” <i>2010 State of the World: Transforming Cultures, From Consumerism to Sustainability</i>, New York: Worldwatch Institute, 2010, (23-29, notes 198-99): http://blogs.worldwatch.org/transformingcultures/wp-content/uploads/2009/04/Engaging-Religions-to-Shape-Worldviews-Gardner.pdf</p> <p>Web resource – Dierdre Colgan, “Visiting Sacred Spaces: ‘How-To’ Guide,” Sacred Space International, 2010 (3-10): http://www-tc.pbs.org/godinamerica/art/VisitingSacredSpaces.pdf</p> <p>Web resource – Diana Eck and the Pluralism Project, “What Is Pluralism?,” Harvard University, 2006. http://pluralism.org/what-is-pluralism/ (10 pages)</p> <p>Web resource – Global Footprint Network, “Footprint Overview,” http://www.footprintnetwork.org/en/index.php/GFN/page/footprint_basics_overview/</p> <p>Web resource – Global Footprint Network, “Personal Footprint” http://www.footprintnetwork.org/en/index.php/GFN/page/personal_footprint Please read and do the exercise before Wednesday’s class.</p> <p>Optional: Camino – continue IPCC 2014 Report (8-31)</p> |

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| Week 3 | | North American, Latin American, Global Catholic Approaches to Earth and Climate Care |
| | Oct. 3 | <p>WHE – Rosemary Radford Ruether, <i>Women Healing Earth</i>, “Introduction” (1-8)</p> <p>WHE – Rosemary Radford Ruether, “Latin America” (9-12)</p> <p>WHE – Ivone Gebara, “Ch. 1, The Trinity and Human Experience” (13-23)</p> <p>Optional: Dream – “Christian Spirituality and the American Experience” (109-22)</p> |
| | Oct. 5 | <p>Web resource - Introduction (paragraphs 1-16) and Chapter 4: Integral Ecology (paragraphs 137-162), in Francis I, <i>Laudato Si’: On Care for Our Common Home</i>, 2015: http://w2.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html</p> <p>Web resource - Excerpt (pages 1-37, largely graphs) from Maibach, E., Leiserowitz, A., Roser-Renouf, C., Myers, T., Rosenthal, S. & Feinberg, G. (2015) <i>The Francis Effect: How Pope Francis Changed the Conversation about Global Warming</i>. George Mason University and Yale University. Fairfax, VA: George Mason University Center for Climate Change Communication. http://environment.yale.edu/climate-communication/files/The_Francis_Effect.pdf</p> |
| Week 4 | | North and South American Indigenous Perspectives in Communities of Life, Project Check-in |
| | Oct. 10 | <p>RFENA – B. Zeller et al., <i>Religion, Food, and Eating in North America</i>, “Salmon as Sacrament: First Salmon Ceremonies in the Pacific Northwest” (114-33)</p> <p>WHE – Mary Judith Ress, “After Five Centuries of Mixings, Who Are We?” (51-60)</p> <p>Web resource – “Alliance Statement,” International Council of Thirteen Indigenous Grandmothers: http://www.grandmotherscouncil.org/alliance-statement</p> <p>Web resource - Indigenous Environmental Network: http://www.ienearth.org</p> <p>Optional: Web resource– Tejal Rao, “The Movement to Define Native American Cuisine,” <i>The New York Times</i>, August 16, 2016: http://www.nytimes.com/2016/08/17/dining/new-native-american-cuisine.html?hp&action=click&pgtype=Homepage&clickSource=story-heading&module=mini-moth&region=top-stories-below&WT.nav=top-stories-below&_r=1</p> |

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| | Oct. 12 | <p>Camino- Bremer, Thomas S., “Beginnings: The Diversity of Religion in America,” <i>Formed from This Soil: An Introduction to the Diverse History of Religion in America</i>, New York: Wiley-Blackwell, 2014, (1-9).</p> <p>Web resource – Dierdre Colgan, “Visiting Sacred Spaces: ‘How-To’ Guide,” Sacred Space International, 2010, (11-22, 41-45): http://www-tc.pbs.org/godinamerica/art/VisitingSacredSpaces.pdf</p> <p>Web resource – “Research Guidelines,” The Pluralism Project, Harvard University: http://pluralism.org/research-guidelines/ (10 p.)</p> <p>Optional: Dream – “The Historical Role of the American Indian,” 180-93</p> <p><u>Project Check-in #1</u> – Communities</p> |
| Week 5 | | Midterm Prep; Womanist Theology, Wilderness, Sense of Place |
| | Oct. 17 | <p>Classroom and Forge Garden available for student-led study sessions and/or course project group meetings (No Instructor)</p> |
| | Oct. 19 | <p>Camino – Dolores Williams, “Chapter 5,” <i>Sisters in the Wilderness: The Challenge of Womanist God-Talk</i>, Maryknoll, N.Y.: Orbis Books, 1993, (iii-vii, 108-39, notes 262-67).</p> <p>Camino – Karen Baker-Fletcher, “Re-Membering Who We Are,” <i>Sisters of Dust, Sisters of Spirit: Womanist Wordings on God and Creation</i>, Minneapolis: Fortress Press, 1998, (49-58).</p> |
| Week 6 | | Midterm Exam; Journey of the Universe |
| | Oct. 24 | <p>MIDTERM EXAM in class</p> |
| | Oct. 26 | <p>Dream – “Bioregions: The Context for Reinhabiting the Earth” (163-70)</p> <p>Web resource – Forum for Religion and Ecology at Yale, “About Us,” http://fore.yale.edu/about-us/ (read, navigate)</p> <p>In-Class Film: Journey of the Universe (60 minutes)</p> <p>Optional: Web resource – Rev. Dr. Shanta Premawardhana, “Eight Principles of Interfaith Relations from President Obama,” <i>Parliament of the World’s Religions website</i>, February 2016: https://parliamentofreligions.org/articles/8-principles-interfaith-relations-president-obama (3 pages)</p> |

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| Week 7 | | Climate Change, Science, Religion, and Ethics |
| | Oct. 31 | <p>Camino – E.O. Wilson, “Ch. 11: Ethics and Religion,” <i>Consilience: The Unity of Knowledge</i>, New York: Knopf, 1998 (238-65).</p> <p>Camino - Wendell Berry, “Ch. 4: Reduction and Religion,” <i>Life Is a Miracle: An Essay against Modern Superstition</i>, Berkeley, Calif.: Counterpoint, 2000 (93-103).</p> |
| | Nov. 2 | <p>Dream – “Technology and the Healing of the Earth” (50-69)</p> <p>Camino – Mary Evelyn Tucker, “Can Science and Religion Respond to Climate Change?” <i>Zygon</i>, Vol. 50, no. 4, December 2015, (949-61)</p> <p>Project Check-in #2 – Observations, Revised Research Plans, Preps for interviews</p> |
| Week 8 | | Muslim and Buddhist Approaches to Earth and Climate Care |
| | Nov. 7 | <p>Camino – Seyyed Hossein Nasr, “Living in a Multi-Religious World,” <i>The Essential Seyyed Hossein Nasr</i>, ed. William Chittick, Bloomington, Ind.: World Wisdom, 2007 (3-20).</p> <p>Web resource – Islamic Declaration on Global Climate Change (2015): http://islamicclimatedeclaration.org/islamic-declaration-on-global-climate-change/</p> <p>RFENA – “Refreshing the Concept of Halal Meat: Resistance and Religiosity in Chicago’s Taqwa Eco-food Cooperative” (274-293)</p> |
| | Nov. 9 | <p>Web resource – Thich Nhat Hanh, “Beloved Mother of All Things,” <i>Love Letter to the Planet</i>, Berkeley, Calif.: Parallax Press, 2012 (102-104), available on the web: http://www.ecobuddhism.org/wisdom/interviews/bmoat</p> <p>Web resource – Wendy Johnson, “Seven Gardening Principles that Will Permeate Your Life,” https://www.ecoliteracy.org/article/seven-gardening-principles-will-permeate-your-life</p> <p>Web resource – Buddhist Climate Change Statement to World Leaders 2015: http://gbccc.org</p> <p>Optional: Web resource – Thich Nhat Hanh, “The Five Mindfulness Trainings”: http://plumvillage.org/mindfulness-practice/the-5-mindfulness-trainings/</p> |

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| Week 9 | | <p>Religiosity, Forests, and Climate Adaptation, Examples – <i>Asia (Buddhist, Christian, East Asian cosmology), North America (Protestant Christian), North/South America (Buddhist), North America/Global (Climate Mitigation, Science in conversation with 2015 Encyclical) and Africa (Gikuyu/Shona/Catholic)</i></p> |
| <p><i>Forge Garden visit?</i></p> | <p>Nov. 14</p> | <p>For all to read: Web Resource – World Agroforestry Centre, “Agroforestry and Our Role,” http://www.worldagroforestry.org/about/agroforestry-our-role</p> <p>Read 1 or more from each of the following categories, and prepare for student-led discussion groups:</p> <p><u>CATEGORY 1: Asia</u> Camino - Pipob Udomittipong, “Thailand’s Ecological Monks,” in <i>Dharma Rain: Sources of Buddhist Environmentalism</i>, ed., Stephanie Kaza and Kenneth Kraft, Boston: Shambala, 2000 (191-197). WHE – Sun Ai Lee-Park, “The Forbidden Tree and the Year of the Lord,” (107-16).</p> <p><u>CATEGORY 2: Religious, North America</u> Camino - Julia Butterfly Hill, “Ch. 5, Embodying Love,” <i>The Legacy of Luna: The Story of a Tree, a Woman, and the Struggle to Save the Redwoods</i>, New York: Harper Collins, 2000 (63-78). Camino - John Seed, “The Rainforest as Teacher: A Conversation with John Seed, Wes Nisker for <i>Inquiring Mind</i>” in <i>Dharma Rain: Sources of Buddhist Environmentalism</i>, ed., Stephanie Kaza and Kenneth Kraft, Boston: Shambala, 2000 (286-93).</p> <p><u>CATEGORY 3: Science, North America</u> Camino – Eric Toensmeier, “Agricultural Climate Change Mitigation and Adaptation,” <i>The Carbon Farming Solution: A Global Toolkit of Perennial Crops and Regenerative Agriculture Practices for Climate Change Mitigation and Food Security</i>, White River Junction, Vt.: Chelsea Green Publishing, 2016, (19-27). Web resource – Gretchen Daily, “Securing the Well-Being of People and Nature: A Reflection on Laudato Si’,” <i>Explore: Exploring the Integration of Faith, Justice, and the Intellectual Life in Jesuit, Catholic Higher Education</i>, Spring 2016, (40-43, print version). https://www.scu.edu/ic/media--publications/explore-journal/explore/securing-the-well-being-of-people-and-nature-a-reflection-on-laudato-si.html</p> <p><u>Project Check-in #3</u> - Completed Interviews and Prep for PK Presentation</p> |

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| | Nov. 16 | <p>WHE – Rosemary Radford Ruether, “Africa,” (117-120)</p> <p>WHE – Sara C. Mvududu, “Revisiting Management of Indigenous Woodlands” (143-160)</p> <p>WHE – Teresia Hinga, “The Gikuyu Theology of Land and Environmental Justice” (172-84)</p> <p>Web resource – “Introduction, Ecological Wealth and Human Prosperity,” <i>Africa Ecological Footprint Report: Green Infrastructure for Africa’s Ecological Security</i>, (6-7, 9-17) http://www.footprintnetwork.org/images/article_uploads/africa_efr_english_low_res_1.pdf</p> <p>Web resource – Wangari Maathai, Speech: “Statement on Behalf of Civil Society,” Summit on Climate Change, 22 September 2009: http://www.un.org/wcm/webdav/site/climatechange/shared/Documents/SpeechMaathai.pdf (3 pages)</p> <p>Optional: Web resource – <i>Complete chapter</i> “Ecological Wealth and Human Prosperity,” <i>Africa Ecological Footprint Report: Green Infrastructure for Africa’s Ecological Security</i> (18-39) http://www.footprintnetwork.org/images/article_uploads/africa_efr_english_low_res_1.pdf</p> <p>In-Class Film: Taking Root (1h20m) in class, <i>please note that in-class discussion topics may also appear on the exam</i> Film available for free in multiple languages at Vimeo: https://vimeopro.com/marlboroproductions/taking-root-the-vision-of-wangari-maathai/page/2</p> |
| | Nov. 21-25 | Thanksgiving Break |
| | Week 10 | <p>Presentations – <i>All students will offer and receive peer review, in addition to instructor feedback.</i></p> <p>Note: Presentation content may appear on the Final Midterm Exam.</p> |
| | Nov. 28 | <u>Project Check-in #4 – Presentations Groups 1-4</u> |
| | Nov. 30 | <u>Project Check-in #4 – Presentations Groups 5-8</u> |
| | Finals Week | Best of luck! |
| Final Exam | Mon., Dec. 5 | <p>This course requires a final “midterm” exam, which for unknown reasons is scheduled for a Monday evening in finals week. Dec. 5 - 6:30-9:30 pm, Location TBA</p> |
| Project Due | Wed., Dec. 7 | <p>If you choose to improve your project grade in response to peer and instructor reviews, you may resubmit by Wednesday at 1:00 p.m.</p> |

Winter Break – enjoy your vacation!

Note: I offer sincere gratitude to a variety of Santa Clara University professors whose syllabi influenced this approach to an enriching and varied study area: Elizabeth Drescher, Michelle Mueller, Sarita Tamayo-Moraga, and particularly Philip Boo Riley, whose assignment structure was adapted for this course.

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Examples of Local Projects in Religion and Ecology/Interreligious Community

Note: Be sure to call ahead before visiting sites to arrange interviews, guides, etc.

- Interfaith Power and Light, SF <http://www.interfaithpowerandlight.org/>
Urban Adamah, Berkeley (Jewish) <http://urbanadamah.org/>
Note: Volunteer Work Party, November 13, 2-4pm
- Green Gulch Farm, Muir Beach (Buddhist) <http://www.sfzc.org/green-gulch>
Note: Watershed Work Party, October 9 and November 13, 1-4pm including 12:15 lunch
- Canticle Farm, Oakland <https://canticlefarm.wordpress.com/>
Note: First Saturday of the month work parties, 10am-2pm (call ahead)
- Silicon Valley Interreligious Council <http://www.sivicouncil.org/blog/>
<http://www.sivicouncil.org/blog/projects/sustainable-just-and-healthy-food-campaign/>
- Bay Area Interfaith Connect <http://www.interspirit.net/icpnewsevents.cfm>
Interfaith Center at the Presidio, SF <http://www.interfaith-presidio.org/about.htm>
Islamic Networks Group, Interfaith, San Jose <https://ing.org/>
Multifaith Voices for Peace and Justice <http://www.multifaithpeace.org/>
More local interfaith resources <http://www.interfaith-presidio.org/links.htm>

Bay Area Eco-Calendar

- Ecology Center, Berkeley <http://ecologycenter.org/>
<http://ecologycenter.org/calendar/>