

## Application for General Education and/or Gordon Rule Writing Certification

I. A.) Course Number and Title: \_\_\_REL 2166 Religion and the Environmental Crisis

B.) Credit Hours: \_\_\_3\_\_\_\_\_

C.)

Prerequisites: \_\_\_None\_\_\_\_\_

D.) Current Classification

1. General Education Code:  B  C  D  H  M  N  P  S  None

2. Gordon Rule (Writing):  E2  E4  E6  None

3. Gordon Rule (Math):  M  None

### Requests:

II. General Education

A.) Requested Classification:  B  C  D  H  M  N  P  S

B.) Effective Date:  Fall  Spring  Summer \_\_\_2011\_\_\_ (year)

Or

1-time Approval \_\_\_\_\_ (year)

C.) General Education purpose and learning outcomes for the course? [Detailed attached response requested.] See Attached syllabus

III. Gordon Rule

A.) Requested Classification for course  E2  E4  E6

B.) Writing Requirements:

1.) Number of papers, essays, etc. with word count specified.

2.) Due Dates? Returned with feedback dates?

3.) What type of feedback will be provided the student (in reference to writing skill)?

\_\_\_\_\_ Grade \_\_\_\_\_ Corrections \_\_\_\_\_ Drafts \_\_\_\_\_ Other

4.) Assessment

- a.) Will the written work be evaluated for grammar, punctuation and proper usage of standard written English?
- b.) Will written work be evaluated for an effectiveness, organization, clarity and coherence of writing?
- c.) Will a published rubric be used?

IV. Syllabus

Courses that offer students General Education and/or Gordon Rule credit must provide clear and explicit information for the students about the classification and requirements.

A.) For courses with a General Education classification, the syllabus should include:

- Statement of the General Education Purpose of the Course with attention to the General Education Classification requested
- List of assigned General Education Student Learning Outcomes
- List of any other relevant Student Learning Outcomes
- List of required and optional texts
- Weekly course schedule with sufficient detail (e.g. topics, assigned readings, other assignments, due dates)

B.) For courses with Gordon Rule (writing) classification, the syllabus should include:

- A description/list of Gordon Rule expectations for students (word count, page lengths and deadlines for assignments).
- A statement to the effect that students written assignments will be evaluated with respect to grammar, punctuation, and usage of standard written English, as well as clarity, coherence, and organization. Reference rubric.
- A statement indicating that students will receive feedback on written assignments prior to the last class meeting.
- Assessment note to include basis for grading (rubric) and a statement identifying the two components of the grading, letter grade for course and approved completion of the writing portion of the course.

V. Submission and Approvals

A.) Submitted by (Signature of Instructor): W. South  
 Date 2-8-11

B.) Department Approval: V. May

C.) College Approval: DA A. A.

D.) Committee Action:  Approved  Denied  Tabled Date \_\_\_\_\_

## **General Education and Gordon Rule Descriptions and Assessments**

### **I. General Education**

#### **A. Description of Areas**

##### **Composition (C)**

Composition courses provide instruction in the methods and conventions of standard written English (i.e., grammar, punctuation, usage) and the techniques that produce effective texts. Composition courses are writing intensive, require multiple drafts submitted to the instructor for feedback prior to final submission, and fulfill 6,000 of the university's 24,000-word writing requirement.

##### **Diversity (D)**

Diversity courses provide instruction in the values, attitudes and norms that create cultural differences within the United States. These courses encourage you to recognize how social roles and status affect different groups and impact U. S. society. These courses guide you to analyze and to evaluate your own cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups.

##### **Humanities (H)**

Humanities courses provide instruction in the key themes, principles and terminology of a humanities discipline. The courses focus on the history, theory and methodologies used within that discipline, enabling you to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

##### **International (N)**

International courses provide instruction in the values, attitudes and norms that constitute the culture of countries outside the United States. These courses lead you to understand how geographic location and socioeconomic factors affect these cultures. Through analysis and evaluation of your own cultural norms and values in relation to those held by the citizens of other countries, you will develop a cross-cultural understanding of the rest of the world.

##### **Mathematical (M)**

Courses in mathematics provide instruction in computational strategies in at least one of the following: solving equations and inequalities, logic, statistics, algebra, trigonometry, inductive and deductive reasoning, and applying these concepts to solving problems. These courses include reasoning in abstract mathematical systems, formulating mathematical models and arguments, using mathematical models to solve problems and applying mathematical concepts effectively to real-world situations.

##### **Physical (P) and Biological Sciences (B)**

The physical and biological sciences provide instruction in the basic concepts, theories and terms of the scientific method. Courses focus on major scientific developments and their impacts on society and the environment. You will formulate empirically-testable hypotheses derived from the study of physical process and living things and you will apply logical reasoning skills through scientific criticism and argument.

##### **Social & Behavioral Sciences (S)**

The social and behavioral sciences provide instruction in the key themes, principles and terminology of a social and behavioral science discipline of your choice. These courses focus on the history, underlying theory and/or methodologies used in that discipline. You will learn to identify, describe and explain social institutions, structures and processes. These courses emphasize the effective application of accepted problem-solving techniques as well as the evaluation of opinions and outcomes.

## **RELIGION AND THE ENVIRONMENTAL CRISIS**

### **Religious Studies 2166**

Period TR 4 (10:40-11:30)

Fall 2009

Sections 2554 (F3), 2557 (F4), 2558 (F6)

Instructor: Dr. A. Whitney Sanford  
email: wsanford@ufl.edu  
392-1625

Office: 107 Anderson Hall  
Telephone:

Office hours: T 9:00-10:30; TH 2:30-4

Teaching Assistant: Amy Brown  
email: amylbrown@ufl.edu  
Office hours:

Office: Anderson Hall  
Telephone: 392-1625

### **Course Description**

This class will examine the relationship between religion, nature and ethics in different religious traditions. Many people from around the world have become concerned with problems of environmental degradation and are responding to this problem from within their specific religious traditions. Concerns range from loss of traditional pilgrimage sites to issues of social justice. This class will discuss the role of nature and the environment within specific religious traditions and how these different understandings shape a religious response to the environment.

Each student should make a careful attempt to comprehend perspectives that may be very different from his or her own, as well as to reconsider preexisting assumptions. It presents a substantial body of material, some of which may evoke responses that are personal, emotional, political and controversial. There are things to learn and things to think about, and ideally your course work will integrate those two goals.

### **Objectives**

1. Introduction of students to the role of the natural world in the world's religious traditions;
2. Gain an understanding how these traditions respond to environmental crises;
3. Read historical, mythical, and theological texts critically; and
4. Improvement of students' ability to write analytically and comparatively about the broad themes and theories, as well as specific texts and cases, studied; and
5. Work collaboratively and in multidisciplinary teams on class projects.

### **General Education Student Learning Outcomes (H and N)**

1. Understand the history, underlying theory and methodologies used to analyze relations between religion and the environment as an interdisciplinary field of study;

2. Identification and analysis of key elements, biases and influences that shape scholarly thinking about religion and the environment in different religious traditions;

3. Understand these issues from diverse disciplinary and theoretical perspectives; and

4. Communication of the information and analysis developed in this course in a clear, organized, and effective way in written work and in class discussions;

5. Understand how different religious traditions perceive environmental issues;

6. Understand religious traditions shape and influence responses to environment;

7. Recognize how race, class, and gender diversity shapes responses within different religious traditions; and

8. Analysis of multiple perspectives on religion and the environment, including one's own.

### **Policies, rules, expectations, and resources**

1. *Attendance and reading:* I expect you to attend all meetings of the class, barring extraordinary circumstances, and to come prepared to discuss the reading at each and every class meeting.

2. *Handing in Assignments:* Place all papers in my mailbox in the Religion Department, 107 Anderson Hall. DO NOT slip them under the door or leave them on the door of my office, the main department office, or the teaching assistant's office. Please also keep a dated electronic copy of all your papers.

3. *Late or Make-Up Assignments:* You may receive an extension on an assignment only in extraordinary circumstances *and* with prior approval from the instructor. If an extension is not granted, the assignment will be marked down 1/3 grade (e.g., from B to B-) for each day late.

4. *Completion of All Assignments:* You must complete all written and oral assignments and fulfill the requirement for class participation in order to pass the course. I will not average a grade that is missing for any assignment or requirement.

5. *Common Courtesy:* Cell phones and other electronic devices must be turned off during class. Students who receive or make calls during class will be asked to leave.

You may take notes on a laptop computer or other device, although the instructor reserves the right to ask you to turn off the computer. The instructor also reserves the right to ask any student engaging in disruptive behavior (e.g., whispering, reading a newspaper) to leave the class. Repeat violations of these rules will result in dismissal from the class.

6. *Honor Code*: On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The university specifically prohibits cheating, plagiarism, misrepresentation, bribery, conspiracy, and fabrication. For more information about the definition of these terms and other aspects of the Honesty Guidelines, see <http://www.chem.ufl.edu/~itl/honor.html>. Any student demonstrated to have cheated, plagiarized, or otherwise violated the Honor Code in any assignment for this course will fail the course. In addition, violations of the Academic Honesty Guidelines shall result in judicial action and the sanctions listed in paragraph XI of the Student Conduct Code.

7. *Accommodation for Disabilities*: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student, who must then provide this documentation to the Instructor when requesting accommodation.

8. *Counseling Resources* available on campus for students:
- University Counseling Center, 301 Peabody Hall, 392-1575
  - Student Mental Health, Student Health Care Center, 392-1171
  - Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161
  - Career Resource Center, Reitz Union, 392-1601

9. *Software Use*: All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

10. *Conferences*

Students are encouraged to meet with the instructor during office hours or by appointment.

11. *Grading Scale*

Full information about UF's grading policy, including credit for major, minor, General Education, and other requirements, is available at this website: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

The grade scale for this course is as follows:

- A 94-100
- A- 90-93
- B+ 87-89
- B 84-86
- B- 80-83
- C+ 77-79
- C 74-76
- C- 70-73
- D+ 67-69
- D 64-66
- D- 60-63
- F Below 60

Please note that a C- is not a qualifying grade for major, minor, General Education, Gordon Rule, or College Basic distribution credit. To achieve such credit you must achieve a C or better in this class.

## READINGS

### **Required Book (available at Goering's Textbook Center on N.W. 1st Ave.)**

Susan J. Armstrong and Richard G. Botzler, *Environmental Ethics: Divergence and Convergence*

Ernest Callanbach, *Ecotopia*

Additional readings will be available via E-library.

## COURSE REQUIREMENTS

### **1. Examinations**

There will be two one-hour exams during this class. (50% of grade)

### **2. Team fieldwork project**

Teams of four students will investigate how religious communities are integrating environmental perspectives. This project will give you the opportunity to both learn about a variety of local religious communities and to understand practical dimensions of religious environmentalism. To conduct this research, teams will do field research by visiting these communities. More detailed information will be provided early in the semester. Final projects will be presented in poster format on December 1 and 3. (20% of grade)

### **3. Response/activity Papers**

Response papers are 1-2 page double-spaced papers responding to a specific reading assignment, lecture or assigned activity. (20%)

### **4. Participation**

Active participation in section discussions, based on timely and close reading of all assigned texts (10% of final grade)

### **Readings and Assignments**

Unless otherwise indicated, all readings are from *Environmental Ethics*.

August 25 Introduction

August 27 Aldo Leopold, *The Land Ethic*

September 1 Anthony Weston, Environmental Ethics as Environmental  
Etiquette: Towards and Ethics-Based Epistemology

September 3 "Is God Green?"

September 8 **Film and Talk Back Lecture/UF Office of Sustainability  
7-9 pm, Reitz Union Auditorium**

September 10 Edward O. Wilson, The Little Things That Run the World

### **Aesthetics**

September 15 Gary Paul Nabhan, The Far Outside  
David Abram, A More than Human World  
**First Response Paper Due**

September 17 Henry David Thoreau, Walking  
John Muir, A Near View of the High Sierra

September 22 Rene Descartes, Animals are Machines

### **Religious and Cultural Perspectives**

September 24 Wendell Berry, Christianity and the Survival of Creation  
[<http://www.crosscurrents.org/berry.htm>]

September 29 Agricultural Ethics from the Perspective of the Christian Faith  
[E-library]

October 1 Green Burials  
[TBA]

**October 6 First Hour Exam**

October 8 Larry Shinn, "Inner Logic of Gandhian Ecology"  
[E-library]



- October 13 established Mawil Y. Izzi Deen, Islamic Environmental Ethics  
Faraz Khan, Environmental ethics based on principles  
in Quran  
<http://www.mycentraljersey.com/apps/pbcs.dll/article?AID=2008805210384>
- October 15 Stephanie Kaza, "Penetrating the Triangle"  
Thich Nhat Hanh, The Sun My Heart  
[E-library]  
**Second Response Paper Due**
- October 20 Lawrence Troster, Created in the Image of God  
Walter Lowdermilk, "The Eleventh Commandment"  
[[http://www.watershed.org/news/spr\\_96/eleventh\\_comm.html](http://www.watershed.org/news/spr_96/eleventh_comm.html)]
- October 22 Arthur Waskow, "What is Eco-Kosher?"  
<http://www.shalomctr.org/node/1284>  
A Sacred Duty [Film]
- October 27 Hinduism and Ecology  
Vasudha Narayanan, One Tree is Worth One Thousand Sons  
[E-library]
- Utopias and Dystopias**
- October 29 Ecofeminism  
[TBA]
- November 3 *Ecotopia*  
**Third Response Paper Due**
- November 5 *Ecotopia*
- November 10 Group Conferences
- November 12 Homeward Bound: Agroecological Civilization and the Quest for a Sustainable Society: A Conversation with Pramod Parajuli  
[<http://www.talkingleaves.org/node/164>]
- November 17 Vandana Shiva, Earth Democracy  
<http://www.yesmagazine.org/issues/what-would-democracy-look-like/570>  
**Fourth Response Paper Due**
- November 19 Winona LaDuke, "Wild Rice: Maps, Genes and Patents"

[E-library]

**November 24**    **Second Hour Exam**

**November 26**    **Happy Thanksgiving!**

December 1       Posters

December 3       Posters

December 8       Conclusions