

Application for General Education and/or Gordon Rule Writing Certification

I. A.) Course Number and Title: ___REL 3169 Religion and Environmental Movements in the Global South_____

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. Sabal
 Date 7-8-11

B.) Department Approval: V. Wang

C.) College Approval: AAAS

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 Environmental Movements of the Global South
Religious Studies 3169, Section 4869**

Spring 2009

T5-6 (11:45-1:40)/R6 (12:50-1:40)

Instructor: Dr. A. Whitney Sanford
email: wsanford@ufl.edu
Office hours: T 10:30-11:30; TH 11:30-12:30, 2-3

Office: 107 Anderson Hall
Telephone: 392-1625

Course Description

“There is no environmentalism without social justice.” Pramod Parajuli

This course explores the relationship between religion, society and environmental movements as a means to understand how these relationships reflect and shape social relations among people. Environmentalists from the global South claim that social justice is an integral part of environmentalism. Course materials will focus on the global South, primarily South Asia and Latin America, but will include marginalized groups in the United States. This course will investigate specific environmental movements, e.g. seed-saving campaigns in India and Mexico and will familiarize students with the religious and social dimensions of environmental movements, including Liberation Theology, subaltern studies, and eco-feminism.

Environmental degradation and shortages of natural resources such as land and water lead to conflicts lead to social conflict among groups and nations disproportionately affected by these problems. These conflicts reveal much about the cultural and religious constructions of the natural world and the societies in which they arise. This course includes writings by Leonardo Boff, Winona LaDuke, Gustava Esteva, and Vandana Shiva.

Objectives and Goals

Learning Objectives

1. Introduction of students to environmental movements in the global South;
2. Investigation of the relationship between religion, society and environmental justice in these movements;
3. Read historical and theological texts critically;
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. 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 food 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 the global South;
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 the intersection of religion, environment, and social justice in the context of the world's diverse cultures and religious traditions;
6. Understand how different religious values and attitudes influence environmental movements around the world;
7. Recognize race, class, and gender diversity within different religious traditions; and
8. Analysis of multiple perspectives on religion, environment, and justice, 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:

- a. University Counseling Center, 301 Peabody Hall, 392-1575
- b. Student Mental Health, Student Health Care Center, 392-1171
- c. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161
- d. 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
- E 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 ASSIGNMENTS AND EXAMINATIONS

(Additional readings will be available via e-library.)

Required Books

- Leonardo Boff, *Cry of the Earth, Cry of the Poor*
- Heather Eaton and Lois Lorentzen, *Ecofeminism and Globalization. Exploring Culture, Context and Religion.*
- Ramachandra Guha, *How Much Should a Person Consume*
- Dan Jaffe, *Brewing Justice: Fair Trade Coffee, Sustainability, and Survival*
- Wangari Maathai, *Unbowed: A Memoir*

COURSE REQUIREMENTS

Assignments and Grading

All assignment must be completed to pass the course.

1. Midterm (20% of grade)

2. Classroom Participation

Attendance and participation in classroom activities and discussion is expected. (20% of grade)

3. Response/activity Papers

Response papers are 3 page double-spaced papers responding to a specific reading assignment, lecture or assigned activity. These will be announced one week in advance. (20%)

4. Take-home Essay

This essay will integrate readings and material, focusing on the second half of the semester. (20%)

5. Final Project

Students will develop individual or collaborative projects that demonstrate the relationship between religion and food in practical and demonstrable ways. Examples of these projects might include an ethnographic study or oral history of a relevant local movement or project, analysis of environmental impact of a planned development, production of a (brief) video, or organization of an event or group, among many other possibilities. This is not a library project, but the goal is to see how these issues emerge beyond the classroom. More detailed information will be provided early in the semester. Projects will be presented in poster format on April 12 and 14 (20% of grade).

Readings and Assignments

January 6	Introduction
January 8	Pramod Parajuli, "Revisiting Gandhi and Zapata: Motion of Global Capital, Geographies of Difference and the Formation of Ecological Ethnicities" http://www.idrc.ca/en/ev-64534-201-1-DO_TOPIC.html#
	Liberation Ecology
January 13	Leonardo Boff, <i>Cry of the Earth, Cry of the Poor</i>
January 15	<i>Cry of the Earth</i>
January 20	<i>Cry of the Earth</i>
	Africa and the Green Belt Movement
January 22	Wangari Maathai, <i>Unbowed</i>
January 27	Wangari Maathai, <i>Unbowed</i>
	Indian Environmental Movements
January 29	Kelley Alley, "Idioms of Degeneracy" [E-library]
February 3	William Fisher, "Sacred Rivers, Sacred Dams" [E-library] Arundhati Roy, <i>Dam/Age</i>
February 5	Guha, <i>How Much Should a Person Consume</i>
February 10	<i>How Much Should a Person Consume</i>
February 10	<i>How Much Should a Person Consume</i>
February 12	Vinay Lal, "Too Deep for Deep Ecology: Gandhi and the Ecological Vision of Life" [E-library]

- February 17 **Corn, Society and in the Americas**
 Wall, Dennis and Virgil Masayesva, "People of the Corn: Teachings in Hopi Traditional Agriculture, Spirituality, and Sustainability," [E-library]
- February 19 Gustavo Esteva, "The Society of the Different"
 (http://www.inmotionmagazine.com/global/gest_int_1.html)
- February 24 Cedecam and Practical Responses
 (http://lamnews.com/ways_of_ancient_mexico_reviving_barren_lands.htm)
- February 26 **Fair Trade and Coffee**
Survival Dan Jaffe, *Brewing Justice: Fair Trade Coffee, Sustainability, and Survival*
- March 3 *Brewing Justice*
- March 5 **Hour Exam**
- March 10** **Spring Break**
- March 12** **Spring Break**
- March 17 **Gender and Ecology Issues**
 Ecofeminism
 Reading TBA
Poster abstracts due
- March 19 Eaton, *Ecofeminism and Globalization: Exploring Culture, Context, and Religion*
- March 24 *Ecofeminism and Globalization*
- March 24 **Global Environmentalism and Sustenance**
 Vandana Shiva, "Globalization and the War against Farmers and the Land"
 [E-library]
- March 26 Meera Nanda, "Response to My Critics." Social Epistemology. (Special issue focusing on the Prophets) Vol. 19, January-March 2005: 147-191.
- March 31 Winona, LaDuke, "Wild Rice: Maps, Genes and Patents"
 [E-library]

April 2	Ananthakrishnan Aiyer, “The Allure of the Transnational” [E-library]
	Global Food Democracy Movements
April 7	E. Melanie DuPuis and David Goodman, “Should We Come Home to Eat?” [E-library]
April 9	TBA
April 14	Poster Presentations
April 16	Poster Presentations
April 21	Conclusion