

Cover Sheet: Request 13285

REL3492 Religion, Ethics, and Nature

Info

| | |
|------------------------|--|
| Process | Course New/Close/Modify Ugrad Gen Ed |
| Status | Pending at PV - General Education Committee (GEC) |
| Submitter | Anna Peterson annap@ufl.edu |
| Created | 10/23/2018 4:40:51 PM |
| Updated | 1/28/2019 11:33:43 AM |
| Description of request | I would like to add a 2000 word writing requirement to this course |

Actions

| Step | Status | Group | User | Comment | Updated |
|-----------------------------------|----------|---|-----------------|---------|-------------------------|
| Department | Approved | CLAS - Religion 011619002 | Terje Ostebo | | 10/23/2018 |
| No document changes | | | | | |
| College | Approved | CLAS - College of Liberal Arts and Sciences | Joseph Spillane | | 11/26/2018 |
| Modular debate-3492.pdf | | | | | |
| General Education Committee | Pending | PV - General Education Committee (GEC) | | | 11/8/2018 11/26/2018 |
| No document changes | | | | | |
| Office of the Registrar | | | | | |
| No document changes | | | | | |
| Catalog | | | | | |
| No document changes | | | | | |
| College Notified | | | | | |
| No document changes | | | | | |

Course|Gen_Ed|New-Close-Modify for request 13285

Info

Request: REL3492 Religion, Ethics, and Nature

Description of request: I would like to add a 2000 word writing requirement to this course

Submitter: Anna Peterson annap@ufl.edu

Created: 10/23/2018 4:39:28 PM

Form version: 1

Responses

Course Prefix and Number

Response:
REL3492

Enter the three letter prefix, four-digit course number, and lab code (if applicable), as the course appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog). If the course has been approved by the UCC but is still pending at SCNS, enter the proposed course prefix and level, but substitute XXX for the course number; e.g., POS2XXX.

Course Title

Enter the title of the course as it appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog, or as it was approved by the UCC, if the course has not yet been approved by SCNS).

Response:
Religion, Ethics, and Nature

Delivery Method

Please indicate the delivery methods for this course (check all that apply). Please note that content and learning outcome assessment must be consistent regardless of delivery method.

Response:
Classroom

Request Type

Response:
Change GE/WR designation (selecting this option will open additional form fields below)

Effective Term

Enter the term (semester and year) that the course would first be taught with the requested change(s).

Response:
Earliest Available

Effective Year

Response:
Earliest Available

Credit Hours

Select the number of credits awarded to the student upon successful completion. Note that variable credit courses are not eligible for GE or WR certification.

Response:
3

Prerequisites

Response:
none

Current GE Classification(s)

Indicate all of the currently-approved general education designations for this course.

Response:
H

Current Writing Requirement Classification

Indicate the currently-approved WR designation of this course.

Response:
None

Requesting Temporary or Permanent Approval

Please select what type of General Education Approval you desire for this course. Selecting 'Permanent', will request a permanent General Education designation. You may also select a temporary General Education assignment for 1, 2, or 3 semesters.

Response:
Permanent

Requested GE Classification

Indicate the requested general education subject area designation(s) requested for this course. If the course currently has a GE designation and the request includes maintaining that designation, include it here.

Response:
None

Requested Writing Requirement Classification

Indicate the requested WR designation requested for this course. If the course currently has a WR designation and the request includes maintaining that designation, include it here.

Response:



RELIGION 3492: RELIGION, ETHICS, AND NATURE

Instructor: Anna Peterson
Contact: Tel. 352-273-2936, annap@ufl.edu
Office: 105 Anderson Hall
Mailbox: 107 Anderson Hall (Deliver all papers and assignments here)
Office hours: TBD

OVERVIEW

This course examines the ethical dimensions of humans' interactions with the environment. We will look at materials from a variety of religious traditions in order to explore the ways different religious traditions and philosophical approaches answer the following questions:

1. What is "nature"?
2. Why do people value it?
3. How should people treat nature?

The diverse perspectives offered in the readings will provide a framework for thinking both about social-political ethics and about contemporary environmental issues, both practical and theoretical. We will examine the ways different problems have been approached, the assumptions underlying those approaches, and their strengths and weaknesses. We will also use the readings to evaluate specific local and regional environmental issues.

GENERAL EDUCATION DESCRIPTION AND STUDENT LEARNING OUTCOMES

HUMANITIES DESCRIPTION

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn 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.

HUMANITIES SLOs:

Content: Identify, describe, and explain the history, underlying theory and methodologies used.

In this course, students will learn about the theories, and methodologies used in the discipline of religious ethics and specifically in the study of the relations between religion and nature. Students will study the historical development and current uses of different religious-ethical theories about nature. They will read and discuss major theories, thinkers, and issues in this field, learning to understand key arguments and the relations among them.

Critical Thinking: Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives. In this class, students will study important factors affecting the ways people think about the value of nature and human relations to it. Students will learn about diverse religious and philosophical perspectives on the moral value of nature and human obligations to it. They will learn to analyze particular arguments and scholarly conversations in complex and critical ways.

Communication: Communicate knowledge, thoughts and reasoning clearly and effectively.

Students in this class will learn to communicate what they have learned clearly and effectively, in writing and orally. The class will strengthen students' ability to write and talk about moral and philosophical claims in clear, accurate, and comprehensive ways.

WRITING REQUIREMENT

The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. This course carries 2000 words that count towards the University Writing Requirement. You must turn in all written work counting towards the 2000 words in order to receive credit for those words. The writing course grade assigned by the instructor has two components: the writing component and a course grade. **To receive writing credit a student must satisfactorily complete all the assigned written work and receive a minimum grade of C (2.0) for the course.** It is possible to fail to meet the writing requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.

The writing requirement for this course will be fulfilled by the two short essays. Through writing and revising the papers, and participating in peer review, students will learn to organize

their arguments with an appropriate thesis statement, detailed outline, adequate and relevant support for arguments, and clear and correct writing style. In writing assignments, students demonstrate skills in framing arguments, developing plans (outlines), identifying appropriate and accurate support for arguments, and introducing and concluding papers in persuasive and clear ways.

Students will receive feedback from the instructor on the final papers, including comments and suggestions on both content and writing, within 2 weeks of submitting the final papers. This feedback will address content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and other mechanics. The rubric that I use for evaluating all written work is attached at end of syllabus, along with the grading scale. In addition, I will provide specific guidelines for individual assignments closer to the time each is due.

In addition to the feedback from the instructor and the peer review, I encourage you to seek help from the university's Writing Studio (www.writing.ufl.edu), which offers support for writing in all fields and can be very helpful both in developing your first drafts and in polishing those drafts.

I recommend the Chicago manual of style (<https://www.chicagomanualofstyle.org/home.html>) as a guide for writing format and style. However, if you are used to following a different style guide, that is acceptable, as long as you check with me first and make sure to use the same format consistently throughout your paper.

RUBRIC FOR ESSAYS

Content

Excellent: The paper offers a direct and persuasive response to the topic; strong evidence is provided and treated with complexity; the paper exhibits excellent understandings and critical evaluations of sources

Good: The essay responds to the topic; it selects relevant evidence and presents it clearly; it chooses relevant sources and uses them appropriately

Satisfactory: The paper exhibits at least some evidence of ideas that respond to the topic; it provides adequate discussion with basic understanding of sources

Poor: The paper does not respond to the topic; does not use appropriate sources and/or does not understand them accurately

Organization and Coherence

Excellent: The paper is clearly organized around a strong thesis statement; arguments follow a logical progression leading to a persuasive conclusion

Good: The paper has a logical organization and builds to the conclusion in a way that is easy for the reader to follow

Satisfactory: The paper as a whole and individual paragraphs shows some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas

Poor: The paper is disorganized and difficult to follow; there is no clear thesis that organizes the arguments; transitions are lacking

Argument and Support

Excellent: The essay uses persuasive and confident presentation of ideas, strongly supported with evidence from well-chosen, clearly documented sources

Good: The paper presents ideas clearly and supports them with evidence that is relevant to the topic and well-documented

Satisfactory: Papers provide generalized discussion of ideas and adequate discussion and rely on some support for arguments

Poor/unsatisfactory: Documents make only weak generalizations, providing little or no support; summaries and narratives do not provide critical analysis

Style

Excellent: Word choice is complex and appropriate to the context, genre, and discipline. The essay as a whole displays complexity and logical sentence structure; the narrative flows clearly and is easy for the reader to follow.

Good: Word choice is appropriate to the context, genre, and discipline. Readers are able to follow the arguments without trouble.

Satisfactory: The paper displays a generally accurate use of vocabulary and correct sentence structure; writing style is mostly appropriate to the context, genre, and discipline

Poor/Unsatisfactory: The paper uses words that are inappropriate for the context, genre, or discipline. Documents may also use words incorrectly.

Mechanics

Excellent: Sentences use correct grammar, punctuation, and spelling.

Good: Papers will feature correct or error-free presentation of ideas, with no significant mistakes in grammar, spelling, and punctuation.

Satisfactory: Grammar, spelling, and punctuation are generally correct. Papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.

Poor/Unsatisfactory: Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility

GRADE SCALE

| <u>Letter Grade</u> | <u>Percentage</u> | <u>GPA points</u> |
|---------------------|-------------------|-------------------|
| A | 94-100 | 4.0 |
| A- | 90-93 | 3.67 |
| B+ | 87-90 | 3.33 |
| B | 84-86 | 3.0 |
| B- | 80-83 | 2.67 |
| C+ | 77-79 | 2.33 |
| C | 74-76 | 2.0 |
| C- | 70-73 | 1.67 |
| D+ | 67-69 | 1.33 |
| D | 64-66 | 1.0 |
| D- | 60-63 | 0.67 |
| E | 0-59 | 0 |

REQUIRED READINGS

Books

1. Dale Jamieson, *Ethics and the Environment: An Introduction* (Cambridge, 2008).
2. J. Baird Callicott, *Earth's Insights: A Multicultural Survey of Environmental Ethics from the Mediterranean Basin to the Australian Outback* (University of California Press, 1994)
3. Max Oelschlaeger, *Caring for Creation: An Ecumenical Approach to the Environmental Crisis* (Yale, 1994)

Articles and Chapters (Available on Canvas)

1. Aldo Leopold, "The Land Ethic," from *A Sand County Almanac* (Ballantine, 1970), 237-244.
2. White, Lynn, Jr. "The Historical Roots of our Ecologic Crisis." *Science* 155 (1967): 1203-1207.
3. Rita Gross, "Buddhist Resources for Issues of Population, Consumption, and the Environment" in *Buddhism and Ecology*, 291-312.
4. Gary Snyder, "Nets of Beads, Webs of Cells," from *A Place in Space*, 85-93.

5. Joanna Macy, "The Greening of the Self," from *Dharma Gaia*, 53-91.
6. Wendell Berry, "Christianity and the Survival of Creation," from *Sex, Economy, Freedom & Community* (Pantheon, 1993), 93-116
7. Bishops of the Pacific Northwest, "The Columbia River Watershed: Caring for Creation and the Common Good." (http://www.columbiariver.org/main_pages/Watershed/PDF/english.pdf)
8. Heather Ann Ackley Bean, "Toward an Anabaptist/Mennonite Environmental Ethic," from *Creation and the Environment: An Anabaptist Perspective on a Sustainable World*, 184-204.

Course Requirements

1. Participation. The participation grade will be based on performance in random quizzes (five over the semester), which will be based on assigned texts (10% of final grade).
2. In-class writing assignment (15% of grade).
3. Two short essays, 1000 words each (30% each, 60% total). Students will turn in a rough draft of each essay, which we will discuss during peer review in class. Only the final revised draft will be graded and will count toward the 2000 words for the writing requirement.
4. Modular Debate (15% of grade). To be held the last day of class. Students will work in groups, but each student will write a short (1-2 page) paper for their part of the debate. Grades will be based on the individual paper and participation.

POLICIES, RULES, AND RESOURCES

1. *Handing in Assignments*: Place all papers in Peterson's mailbox in the Religion Department, 107 Anderson Hall. DO NOT slip them under the door or leave them on the door of any office. Please keep a dated electronic copy of all your papers.
2. *Late or Make-Up Assignments*: You may take an exam early or receive an extension on an exam or essay assignment only in extraordinary circumstances. If possible, please request prior approval from the instructor. If that is not possible, please contact the instructor as soon as possible to arrange for the makeup. 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.
3. *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 any assignment or requirement.
4. *Attendance and Participation*: Class attendance is required. Please come to class prepared to discuss the readings assigned for each day. Students who have more than three unexcused absences will lose 1/3 of a letter grade (e.g., from B+ to B).

5. *Common Courtesy:* Cell phones should be turned off during class, except in emergencies, when you may set your phone to vibrate so you can receive notifications. Please notify the instructor at the start of class in this situation. You may take notes on a laptop computer, although the instructor and/or teaching assistant (TA) may ask you to turn off the computer if circumstances warrant. The instructor and TA reserve the right to ask any student engaging in disruptive behavior (e.g., whispering, reading a newspaper) to leave the class.

6. *Honor Code:* The honor code applies to this and all courses taken at UF: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the university, the following pledge is either required or implied:

On my honor, I have neither given nor received unauthorized aid in doing this assignment” (<https://archive.catalog.ufl.edu/ugrad/1617//advising/info/student-honor-code.aspx>).

The university specifically prohibits cheating, plagiarism, misrepresentation, bribery, conspiracy, and fabrication. Any student(s) 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 may result in judicial action and sanctions, as specified in the Student Conduct Code (<https://sccr.dso.ufl.edu/process/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:* Resources available on-campus for students include the following:
a. University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling;
b. Student Mental Health, Student Health Care Center, 392-1171, personal counseling;
c. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling;
d. Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

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.

SCHEDULE

| <u>Date</u> | <u>Topic/Assignment</u> |
|-------------|---|
| Tues. 1/8 | Introduction to the class |
| Thurs. 1/10 | White, “The Historic Roots of our Ecologic Crisis” Leopold, “The Land Ethic” |

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|-------------|---|
| Tues. 1/15 | Jamieson, <i>Ethics and the Environment</i> , Ch. 1 |
| Thurs. 1/17 | Jamieson, <i>Ethics and the Environment</i> , Ch. 2-3 |
| Tues. 1/22 | Jamieson, <i>Ethics and the Environment</i> , Ch. 4 |
| Thurs. 1/24 | Jamieson, <i>Ethics and the Environment</i> , Ch. 5-6 |
| Tues. 1/29 | Jamieson, <i>Ethics and the Environment</i> , Ch. 7 |
| Thurs. 1/31 | In-class exam |
| Tues. 2/5 | Callicott, <i>Earth's Insights</i> , Ch. 1 |
| Thurs. 2/7 | Callicott, <i>Earth's Insights</i> , Ch. 2-3 |
| Tues. 2/12 | Callicott, <i>Earth's Insights</i> , Ch. 4 |
| Thurs. 2/14 | Callicott, <i>Earth's Insights</i> , Ch. 5-6 |
| Tues. 2/19 | Callicott, <i>Earth's Insights</i> , Ch. 7 |
| Thurs. 2/21 | Callicott, <i>Earth's Insights</i> , Ch. 8-9 |
| Tues. 2/26 | Callicott, <i>Earth's Insights</i> , Ch. 10 |
| Thurs. 2/28 | Peer review in class for first short essay. |

No class March 2-9 – Spring Break

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|-------------|--|
| Tues. 3/12 | Gross, “Buddhist Resources” ** Revised version of first essay due in class today. |
| Thurs. 3/14 | Macy, “The Greening of the Self” Snyder, “Nets of Beads, Webs of Cells” |
| Tues. 3/19 | Oelschlaeger, <i>Caring for Creation</i> , Introduction |
| Thurs. 3/21 | Oelschlaeger, <i>Caring for Creation</i> , Ch. 1 |
| Tues. 3/26 | Oelschlaeger, <i>Caring for Creation</i> , Ch. 2 |
| Thurs. 3/28 | Oelschlaeger, <i>Caring for Creation</i> , Ch. 3 |
| Tues. 4/2 | Oelschlaeger, <i>Caring for Creation</i> , Ch. 4 |

Thurs. 4/4 Oelschlaeger, *Caring for Creation*, Ch. 5

Tues. 4/9 Oelschlaeger, *Caring for Creation*, Ch. 6

Thurs. 4/11 Peer review in class for second essay

Tues. 4/16 Berry, "Christianity and the Survival of Creation"
** Revised version of second essay due in class today

Thurs. 4/18 Bean, "Toward an Anabaptist/Mennonite Environmental Ethic"
Bishops of the Pacific Northwest, "The Columbia River Watershed"

Tues. 4/23 Modular debate in class
** Individual debate papers due in class today

General Instructions

We will have four short modular debates on the final day of class. A modular debate is a form of debate that demonstrates multiple perspectives (rather than just two) and engages an entire classroom (rather than only a few students at a time). The technique we are using is drawn from the model developed by “Difficult Dialogues” (University of Alaska, Anchorage), as explained at

http://www.difficultdialoguesuaa.org/handbook/content/technique_modular_debate

The class will be divided into four groups, each of which will focus on a particular ethical issue in contemporary American social life. Each group will follow these steps:

1. *Define your issue:* Each group chooses or is given an issue related to environmental ethics. As a group, you will frame the proposition, with a focus on its ethical dimensions. Your group will work together to choose a specific proposition to debate. You should not simply choose a topic, such as environmental justice, but rather frame a question, e.g., how should local communities address the inequitable distribution of environmental costs and benefits? Make sure you select an issue that has significant ethical dimensions and that you focus on these aspects in your discussions. For example, you might ask what values are at stake in the debate, what moral communities are involved in the debate, what is the best way to discuss the options, etc.
2. *Identify the constituencies:* Each group will work together to identify 4-5 groups that have a stake in the issue. The constituencies will vary among groups, although there may be overlap as the same group may feature in several debates). Some constituencies to consider are parents of school age children, residents of particular regions or neighborhood, professionals in different fields (medicine, law, environmental science, etc), local government officials, community and advocacy organizations, people affected by particular issues, and so forth. Your group won't be able to cover all the constituencies affected by the issue, but please select a range to provide different perspectives on the important moral issues.
3. *Assign roles:* Every group member chooses or is assigned to a constituency that is involved in the issue and writes a position paper that identifies the perspectives, values, and goals of the constituency in regards to your issue.
4. *Write position papers:* Each student will write a short paper (about 2 pages) that explains how their constituency represents understands the issue, the values that are most important to that constituency, where they stand on the issue, and how they support their position. While this is not a full-fledged research paper, you should not just imagine what your constituency thinks about the issue – conduct some research using sources such as scholarly articles, surveys, news articles, and primary research (e.g., websites and materials produced by particular communities or groups).

Evaluation: Your paper will be graded individually, based on (i) clear and detailed identification of the ethical issues at stake, (ii) clear statement of the position/interests of your

constituency group, (iii) evidence supporting this position, and (iv) overall organization and persuasiveness of your writing.

5. *Conduct the debate:* We will hold four short debates on the final day of class. Each group will have about 15-20 minutes, and each member of the group will do a short presentation of her/his position paper. You won't have time to read your entire papers, so you should highlight the most important issues, including points of agreement and disagreement among different constituencies.