

**Earth Ethics: Religion, Nature and Globalization**

**REL 3492 (BA)**

**RLG 5183 (MA)**

**Meets Global Learning Requirement (BA)**

**Writing Across the Curriculum Course (BA)**

**Fall 2021**

**Tu/Th 12:30-1:45pm<sup>[1]</sup> (EST) (BA)**

**Tu: 12:30-3:15 (MA)**

**GC 280**

“The whole marvelous panorama of life that spreads over the surface of our globe is, in the last analysis, transformed sunlight.” Ernst Haeckel, *Welträtsel*

**Room: GC 280**

**Instructor: Whitney Bauman**

**Office: DM 301A (remote and in person available)**

## Office Hours: By appointment

**Phone: 305-348-3348 (I rarely use this phone)**

**Email: [wbauman@fiu.edu](mailto:wbauman@fiu.edu) (Best way to contact me)**

### Course Description

This course draws from religious, philosophical, and scientific sources in order to examine planetary environmental problems. Environmental Philosophy and Ethics, as well as the emerging field of Religion and Ecology have developed over the past 50-60 years in an attempt to address problematic human-earth relations. However, underlying many of these approaches is a very western understanding of “nature” as pristine, pure and without human presence. The

**Commented [MOU1]:** 1:15 on live Zoom; 1:15 online asynchronous.

spend live time being the “content specific expert consultant”

reductive and productive model of science, for instance, has attempted to define all non-human nature as “dead” stuff and thereby as resource for human use. Historically, some religious worldviews have understood nature as either a pristine creation for which humans ought to be good stewards, or as evil material that must be controlled and eventually escaped. Finally, some thinkers have argued that culture and technology are the culprits of ecological and social ills, and human beings ought to return to a paradisiacal relationship with nature.

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

**Modality:** This will be an in-person course and we will rely heavily on canvas and other tools to facilitate quizzes, essay submissions and discussions. There will be some weeks where we will not have “in person” class, and I will inform you what we will do on those weeks.

There are 2 sections in this class, a BA (bachelor) section and a MA (Masters) section. I will put MA/BA when different things apply.

**Covid Situation:** Given the current situation and all its unknowns, I am going to be very flexible in terms of deadlines and attendance. If you are sick, please do not come to class but let me know through email. If you are in class, please get vaccinated and wear a mask for everyone else’s sake.

## **Aim Of the Course**

To explore the philosophical and religious sources and forms for the processes known as “globalization” as they pertain to the human and non-human community, and to discern an appropriate, non-colonizing environmental ethic in a world that has multiple meanings of “nature” and what is “natural.”

### **Global Learning Outcomes (BA)**

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

### **Writing Across the Curriculum Outcomes (BA)**

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

### **BA Requirements (See Due Dates in the Course Schedule Below) (BA)**

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

#### **1. Class Participation/Quizzes—10% (BA)**

The first step to doing well in this class is to show up and participate, even in zoom lectures and online discussions! You can’t be a part of the learning community if you are not present. If you have to be absent for an extended period due to illness or family issues, etc., please let me know.

The second step to doing well in the class is to “speak up” during reading discussions. This means you must read materials and contribute to course reading questions in your group! There will also be time for Q&A on course lectures day. It is important to hear your voice!

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

1. Confidentiality: Sometimes we are exploring serious issues in the course that may be hard to speak about or give voice too. I expect that students will respect one another’s privacy in this course and allow room for this type of exploration.
2. Trust and Respect: The classroom is a learning community and it is only as good as the relationships of the people that make up the classroom. Give your classmates the benefit of the doubt before jumping to conclusions about what is said. Also, be sure to state your opinions, questions, ideas and beliefs in a way that is not intentionally disrespectful to others in the class. While freedom of expression, and challenging assumptions is encouraged in this classroom, hate speech will not be tolerated.
3. Academic Honesty: In all written materials, students will be expected to cite sources. Plagiarizing and “Copying” from other students will result in a failing grade. Grading for written assignments will follow the Rubric that is handed out on the first day.
4. Students should be aware of everyone in the classroom and enable each person to contribute to the conversation. Likewise, each participant should refrain from dominating class discussion.
5. In order to facilitate dialogue, on discussion days we may break out into small groups.

Interactive Canvas tools: In order to facilitate interaction with course materials (lectures and readings), I will provide you with reading questions, that will be answered in groups, and then posted for the whole class on Canvas. We will go over these questions on Thursdays in Class.

Quizzes: The third component of class participation is course readings! It is important that you engage with the texts of the course! A quiz will be given every 3-4 weeks on the readings and lectures for the given weeks; these will be delivered on the blackboard site and will be open on a Thursday and stay open until Tuesday.

**2. Planetary Thinking Essays (WAC Assignment): 50% of the grade (BA)**

Each student is expected to write three “planetary thinking” essays. These essays will be distinct but will build upon one another.

Each essay should be 1000-1200 words, typed, double-spaced, 12-point font. You must cite your sources (even if they are just course materials). Any type of plagiarism will not be tolerated. Each essay should contain AT LEAST (though you may have more) once citation from a book, one citation from an article (academic, newspaper, or magazine), and one citation from a reputable online source. Use your course materials for these citations as well! Remember not all sources are equally reputable and there is a lot of false information out there. Part of this assignment is to help you sift through information and discern what sources are reputable. A good way to do this is to check claims with multiple, scholarly sources. In terms of online sources, remember there is a difference between .edu, .org, .net, and .com addresses. When you are citing a source online, be sure to figure out what type of organization is making a claim and why.

For all essays, follow the citation and formatting guidelines of the Chicago, Turabian Style: <https://www.chicagomanualofstyle.org/turabian/citation-guide.html>.

Students must make an appointment (in person or virtual) with a Writing Center tutor for the first essay (v <https://case.fiu.edu/writingcenter/make-an-appointment/>). **You will have to turn in some sort of proof that you went to the writing center for this first essay, which they can provide you with (usually an official email approval or stamp).** It is strongly recommended that you make an appointment early, and take your essay along to that appointment. You can make in-person and on-line appointments here, but do it early because the time-slots fill up! <https://case.fiu.edu/writingcenter/make-an-appointment/index.html>.

**Attending a writing center session will account for 20% of grade of the first essay.**

A. First Essay: Ecological Footprint Journal.

([http://www.footprintnetwork.org/en/index.php/GFN/page/personal\\_footprint](http://www.footprintnetwork.org/en/index.php/GFN/page/personal_footprint)). Write a reflection about your results in your journal including addressing the complex question, “what is sustainability?” **Be sure to read *Grounding Religion*, ch 14 for your reflections on this journal!** Offer your own reflections about whether or not humans are responsible for living within the ecosystems of planet earth. Finally, offer your reflections on what you might be able to “do” given the results of your ecological footprint. This is a “writing to learn” assignment meant to help you understand the complex issues surrounding the concept of sustainability and how your own habits relate to sustainability. **Due September 23<sup>rd</sup>, Turn it In.**

### B. Second Essay: Food Consumption Journal.

Write down everything you eat, including the ingredients, and try to find out: a) where the food came from and how much it had to travel to get to you, b) how the people in farms/factories were treated in the making of the food product (this one may not be possible in all cases, but do your best), c) how the crops and animals that make up your food were grown /raised (organically? With pesticides? In factory farms? Small farms? Etc.) After completing these three steps, reflect on ways that these issues tie into your own ecological footprint from the first assignment. This is a “writing to learn” exercise that is meant to help you explore how your daily food habits have global implications; it is meant to introduce you into the issues of food, globalization, and the environment. **Due October 14<sup>th</sup>, Turn it in.**

### C. Third Essay: Council of All Beings Journal.

First, **Read *The Council of All Beings*** (which will be given to you). The Council of All Beings, developed by thinker Joanna Macy, is an exercise in which you take on the avatar of another organism or system in nature, and then through that organism or system, you tell the human community how it experiences the actions of human beings. This is meant to help us understand that the earth is a planetary community and that there are many perspectives outside of the human. For this journal, choose an animal, plant, or system (dolphins, the ocean, the everglades, alligators, polar bears, the climate, etc.) Based upon your ecological footprint and food journals, describe how current human technologies and lifestyles are affecting that animal, plant, organism or system (you might need to do a little outside research to determine this). Based upon your findings throughout the course, what are some technologies, attitudes, and or life-changes that could be made to help foster the flourishing of your animal, plant, organism, or system? This is a “writing to explain” task and is meant to help you use conceptual tools to analyze and think about solutions to some of the problems that emerge in around the issues of religion, nature, and globalization. **Due, November 11<sup>th</sup>, Turn It In.**

- 3. Final: Eco-Autobiography: 40% of the Grade.** Answer the 4 questions in relationship to your own “eco-autobiography.” First, what stories shaped the way you understand your own relationship to the rest of the natural world? Second, how do race, sex, and class shape your own understanding of other animals and the rest of the natural world? Third, how has this course uncovered injustices that might be part of the way in which you understand nature? And Fourth, given those injustices and what you have learned in the course, how has your “story” about human-earth relations shifted?

This should be from 1500 (min) to 2000 words (max). Again, use citations from course materials and follow the Turabian, Chicago style for formatting the essay:

<https://www.chicagomanualofstyle.org/turabian/citation-guide.html>. **These will be due on the date of the final exam, on Turn it In.**

### **MA Requirements (See Due Dates in the Course Schedule Below)**

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

#### **1. Class Participation (25%) (MA)**

As this is a graduate course, the first half of the class you will join the BA students for lecture. The second half of the class is just for us to discuss the special MA readings. Please note. Our discussion will be seminar style. This means that you must come prepared with reading questions. I will ask each of you to bring to class, each week (and email to the whole class) a 250 word reflection on the week's MA readings, which end with a question or two for group discussion.

The first step to doing well in this class is to show up and participate, even in zoom lectures and online discussions! You can't be a part of the learning community if you are not present. If you have to be absent for an extended period due to illness or family issues, etc., please let me know.

The second step to doing well in the class is to "speak up" during reading discussions. This means you must read materials and contribute to course reading questions in your group! There will also be time for Q&A on course lectures day. It is important to hear your voice!

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

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

disrespectful to others in the class. While freedom of expression, and challenging assumptions is encouraged in this classroom, hate speech will not be tolerated.

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

## 2. Planetary Thinking Essays (WAC Assignment): 25% of the grade (MA)

Each student is expected to write three “planetary thinking” essays. These essays will be distinct but will build upon one another.

Each essay should be 1000-1200 words, typed, double-spaced, 12-point font. You must cite your sources (even if they are just course materials). Any type of plagiarism will not be tolerated. Each essay should contain AT LEAST (though you may have more) once citation from a book, one citation from an article (academic, newspaper, or magazine), and one citation from a reputable online source. Use your course materials for these citations as well! Remember not all sources are equally reputable and there is a lot of false information out there. Part of this assignment is to help you sift through information and discern what sources are reputable. A good way to do this is to check claims with multiple, scholarly sources. In terms of online sources, remember there is a difference between .edu, .org, .net, and .com addresses. When you are citing a source online, be sure to figure out what type of organization is making a claim and why.

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([http://www.footprintnetwork.org/en/index.php/GFN/page/personal\\_footprint](http://www.footprintnetwork.org/en/index.php/GFN/page/personal_footprint)). Write a reflection about your results in your journal including addressing the complex question, “what is sustainability?” **Be sure to read *Grounding Religion*, ch 14 for your reflections on this**

**journal!** Offer your own reflections about whether or not humans are responsible for living within the ecosystems of planet earth. Finally, offer your reflections on what you might be able to “do” given the results of your ecological footprint. This is a “writing to learn” assignment meant to help you understand the complex issues surrounding the concept of sustainability and how your own habits relate to sustainability. **Due September 23<sup>rd</sup>.**

B. Second Essay: Food Consumption Journal.

Write down everything you eat, including the ingredients, and try to find out: a) where the food came from and how much it had to travel to get to you, b) how the people in farms/factories were treated in the making of the food product (this one may not be possible in all cases, but do your best), c) how the crops and animals that make up your food were grown /raised (organically? With pesticides? In factory farms? Small farms? Etc.) After completing these three steps, reflect on ways that these issues tie into your own ecological footprint from the first assignment. This is a “writing to learn” exercise that is meant to help you explore how your daily food habits have global implications; it is meant to introduce you into the issues of food, globalization, and the environment. **Due October 14<sup>th</sup>.**

C. Third Essay: Council of All Beings Journal.

First, **Read *The Council of All Beings*** (which will be given to you). The Council of All Beings, developed by thinker Joanna Macy, is an exercise in which you take on the avatar of another organism or system in nature, and then through that organism or system, you tell the human community how it experiences the actions of human beings. This is meant to help us understand that the earth is a planetary community and that there are many perspectives outside of the human. For this journal, choose an animal, plant, or system (dolphins, the ocean, the everglades, alligators, polar bears, the climate, etc.) Based upon your ecological footprint and food journals, describe how current human technologies and lifestyles are affecting that animal, plant, organism or system (you might need to do a little outside research to determine this). Based upon your findings throughout the course, what are some technologies, attitudes, and or life-changes that could be made to help foster the flourishing of your animal, plant, organism, or system? This is a “writing to explain” task and is meant to help you use conceptual tools to analyze and think about solutions to some of the problems that emerge in around the issues of religion, nature, and globalization. **Due November 11<sup>th</sup>.**

- 3. Final Paper: 25% of the Grade.** Every graduate student is expected to submit a final paper for this course of between 4,000 and 5,000 words. The topic of the paper should address some aspect of how religious ideas shape human-earth interactions. Special attention should be paid to issue of embodiment (race, class, sex, sexuality, ableness, etc.) and to globalization and climate change (how do these two issues really change our humanity in ways that have not been seen before?). The topic of your paper should be chosen in consultation with the professor. You should submit an abstract for this paper no later than **October 5<sup>th</sup>. The final paper will be due at the time listed online for the final exam.**

Again, use citations from course materials and follow the Turabian, Chicago style for formatting the essay: <https://www.chicagomanualofstyle.org/turabian/citation-guide.html>. **These will be due on the date of the final exam, on Turn it In.**

### **Plagiarism Policy**

This course adheres strictly to FIU's plagiarism policy:

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

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

Examples of plagiarism include, but are not limited to:

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

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

### **Grading Scale**

A	96-100	C+	76-79
A-	90-95	C	70-75
B+	87-89	D	60-69
B	83-86	F	59 and below
B-	80-82		

### **BA: Required Texts (Recommended for MA Students)**

Whitney Bauman, Rick Bohannon, and Kevin O'Brien, eds., *Grounding Religion: A Fieldguide to the Study of Religion and Ecology, Second, Revised Edition* (Routledge 2017). (provided online in Course Canvas)

Ronald Sandler, *Environmental Ethics: Theory in Practice* (Oxford University Press, 2017).

Other Readings Provided Online. (marked in Yellow)

### **MA: Required Texts**

Whitney Bauman and Kevin O'Brien, *Environmental Ethics and Uncertainty* (Routledge 2020). (Provided online in course canvas)

Sarah McFarland Taylor, *Ecopiety: Green Media and the Dilemma of Environmental Virtue* (NYU Press, 2019).

James Miller, *Chinas Green Religion* (Columbia University Press, 2017)

Carol Wayne White, *Black Lives and Sacred Humanity* (Fordham University Press, 2016)

### **Important Web Resources**

Forum on Religion and Ecology: <http://fore.yale.edu/>  
Environmental Ethics: <http://online.sfsu.edu/~rone/Environ/Enviroethics.htm>.  
Center for Environmental Philosophy: <http://www.cep.unt.edu/>.

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

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

Evangelical Environmental Network: <http://www.creationcare.org/>

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

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

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

United Nations Environmental Program: [www.unep.org](http://www.unep.org)

Nature Critical, "Queer Ecology": <https://naturecritical.wordpress.com/queer-ecology-queer-ecocriticism-reading-list/>.

GreenFaith: <http://www.greenfaith.org/>.

Encyclopedia of Religion and Nature: [https://fiu-flvc.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=01FALSC\\_FIU:FIU&search\\_scope=MyInstitution&tab=LibraryCatalog&docid=alma990325749980306571](https://fiu-flvc.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=01FALSC_FIU:FIU&search_scope=MyInstitution&tab=LibraryCatalog&docid=alma990325749980306571).

### **Important Dates**

- September (1962):** Publication of Rachel Carson's *Silent Spring*
- September 26:** St. Francis Birthday
- December 19:** Anniversary of the Brundtland Report
- December 24:** Anniversary of Apollo Earth Rise Image
- February 16 (2005):** Kyoto Protocol Comes into Effect
- March 10 (1967)** Lynn White Essay "Historical Roots" published
- March 15 (2017)** New Zealand names Whanganui River as a legal Person with Rights
- March 20 (2017)** The Ganga and Yamuna Rivers named as Persons with Rights
- March 24, (1989):** Exxon Valdez Oil Spill
- March 26 (1974):** First Large Action of the Chipko Movement
- May 24 (2015)** Laudato Si Publication
- April 1 (1940):** Birthday of Wangari Maathai

- April 20-24, 2009:** Indigenous People's Global Summit on Climate Change
- April 22 (1970):** First Earth Day
- April 26 (1986):** Chernobyl Disaster
- June 4 (1892):** Sierra Club formed with John Muir as President
- July 4 (1845):** Thoreau moves to Walden Pond
- August 2 (1978):** Lois Gibbs begins movement at Love Canal

## Course Schedule

### Conceptual Introductions

Week 1, August 24/26: Introduction to Course: Sources for Environmental Ethics. Overview of Syllabus and Requirements

T: Discussion of Syllabus

Th: Group Discussions (in class).

MA/ BA READINGS: Lynn White reading (online); *Grounding Religion*, "Introduction"; Sandler, chapter 1.

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Week 2, August 31 / Sept 2: What is Religion? What is Nature? (Online Week)

Meet here:

Topic: Earth Ethics

Time: This is a recurring meeting Meet anytime

Join Zoom Meeting  
<https://fiu.zoom.us/j/94350484625>

T: Lecture.

Th: Group Discussions Online.

BA READINGS: *Grounding Religion*, Chs. 1-2; Sandler, chapter 2.

MA READINGS: Bauman/O'Brien: Intro through chapter 2.

Week 3, September 7/9: What is Nature? What is Religion? (Online Week)

Join Zoom Meeting  
<https://fiu.zoom.us/j/94350484625>

Meeting ID: 943 5048 4625

T: Lecture

Th: Group Discussions Online

BA: READINGS: *Grounding Religion*, Chs. 3-4; Sandler, chapters 3-4.

MA READINGS: Bauman/O'Brien, chapters 3-4.

Historical Overviews: Religion, Nature, and Cosmologies

Week 4, September 14 / 16: Religion and Nature: The Ancient Near East, Greece and Proto-Forms of Modern Western Science

T: Lecture

Th: Group Discussions.

BA READINGS: Online: Selections from: “Genesis”, “Aristotle”; Selections from the *Enuma Elish* (online); Merchant, *Reinventing Eden* (online)

MA READINGS: Bauman/O’Brien, chapters 5-8.

**BA: Online Quiz 1: Weeks 1-4**

**(Open from Thursday after class until the following Tuesday at class time)**

Week 5, September 21/23: Religion and Nature: Islamic Thought and the Scientific “Revolution”: Shifting Paradigms

T: Lecture

Th: Group Discussions

BA READINGS: Selection from Ahmad Dallal, *Islam, Science and the Challenge of History* (online); Merchant, *Death of Nature* chapters 5 and 7 (online).

MA READINGS: Wayne White, Intro-Chapter 1.

**Everyone: First Essay Due: Ecological Footprint Journal (online)**

Week 6, September 28/30: Colonization of land, animals and “others”

T: Lecture

Th: Group Discussion

BA READINGS: Sandler, chapters 5-6; Roxanne Dunbar-Oritz, *An Indigenous Peoples' History of the United States*, Chs. 1 and 2 (online).

MA READINGS: Wayne White, chapters 2-3.

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Week 7, October 5/7: The Romantic “Return”

T: Lecture

Th: Group Discussion

BA READINGS: *Grounding Religion*, Ch. 7. Sandler, chs. 11-12.

MA READINGS: Wayne White, chapters 4-Conclusion.

**BA: Online Quiz 2: Weeks 5-7**

(Opens from Thursday after class until the following Tuesday at class time)

**MA Students: Abstract Due**

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Topics in Religion and Ecology / Nature

Week 8, October 12/14: Human-Animal Relations; Guest Lecture by James Wildman

T: Lecture

Th: Group Discussions Online.

BA READINGS: *Grounding Religion*, Chs. 10-11. Sandler, chapter 13.

MA READINGS: Miller, Intro through chapter 2.

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Week 9, October 19/21: Globalization and its Discontents

T: Lecture

Th: Group Discussion

BA READINGS: *Grounding Religion*, Ch. 8, 15; Ruether, 1-44 (online).

MA READINGS: Miller, Chapters 3-5.

**Second Essay Due Oct 21st**

Week 10, October 26/ 28: Religion, Gender, Sexuality and Nature

T: Lecture:

Th: Group Discussion

BA READINGS: *Grounding Religion*, Ch. 5; Sandler chapter 14.

MA READINGS: Miller, chapters 6-8.

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Week 11, November 2/4: Technology

T: Lecture

Th: Group Discussion

BA READINGS: *Grounding Religion*, Ch. 12; Online: Selections from David Noble, *The Religion of Technology*, Chs. 1 and 2 (online).

MA READINGS: McFarland Taylor, Intro through chapter 2.

**BA: Online Reading Quiz 3: Week 8-11**

Week 12, November 9/11: Environmental Justice

T: Lecture

Th: VETERANS DAY NO CLASS

BA READINGS: *Grounding Religion*, Chs. 6 & 13; Sandler, chapter 15.

MA READINGS: McFarland Taylor, chapter 3-5.

Week 13, 16/18: Global Climate Change

T: Lecture

Th: Group Discussions

BA READINGS: *Grounding Religion*, Ch 9; Climate Literacy (online); Sandler, chapter 16.

MA READINGS: McFarland Taylor, Chapter 6-Conclusion

**EVERYONE: Essay 3 Due: Council of All Beings**

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Week 14, November 23/25: Food and Agriculture

T: Lecture

Th: Thanksgiving / no class.

BA READINGS: No new readings / Catch up on life!

MA READINGS: Work on Final paper.

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Week 15, November 30 / December 4: The Planetary Future

Tuesday: Lecture, "The Planetary Future"

Thursday: Group Discussion

BA READINGS: *Grounding*, chapter 16; Sandler, chapter 17; Bauman and O'Brien (online)

MA READINGS: Work on Final Paper.

Week 16: Final's week no regular classes

**BA: Final Online Quiz 4: Weeks 12-15**

**BA: Turn in Eco-Autobiography, 12/7/2021**

**MA: Turn in Final paper by 12/7/2021**

[\[1\]](#) Syllabus is subject to change. Required purchased texts, course requirements, and course time will not change, but some of the reading materials may, depending on events that happen throughout the semester.