



# ST. JEROME'S UNIVERSITY

**St. Jerome's University in the University of Waterloo**  
**Department of Religious Studies**  
**Course RS285 and ERS294**  
**The Sacred Earth: Religion and Ecology**  
**Winter 2019**  
**36 hours, SJ1-3016**

## **Instructor**

Instructor: Marybeth White

Office: SH2113

Office Hours: Tuesday 11:30-1pm; Thursday 12:30-2pm.

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## **Course Description**

An examination of the past and present effects of Christianity and other world religions on human treatment of the natural world. Historical background, recent debates, and contemporary approaches to the ethical issues will be investigated.

[Note: This course fulfills an Area 3C requirement for Religious Studies majors.]

## **Course Goals and Learning Outcomes**

Upon completion of this course, students should be able to:

- A. Locate the Environment and Ecological Issues in our local and global lives
  - Read Haupt's book
  - Engage in Classroom Discussions
  - Complete a journal entry each week
  - Submit the book review and journaling exercise
- B. List the basic tenets of the Judaic, Christian, Islamic, Hindu, Buddhist, Sikh, Chinese and Shinto, and Indigenous traditions
  - Engage in class lectures
  - Review materials and lecture notes in preparation for quizzes
- C. Explain the key teachings from the religious traditions studied that can be applied to ecological issues
  - Engage in class lectures and reading materials
  - Prepare for in class quizzes
- D. Improve Collaborate Teamwork, Oral Presentation, Written Report, and Critical Evaluation Skills
  - Make a commitment and engage in group work
  - Participate in research, preparation, presentation, collaborative writing of report, and peer review process

## Required Text

- Haupt, Lynda Lynn. *Crow Planet: Essential Wisdom from the Urban Wilderness*. New York: Little, Brown and Company. 2009.

This text will be used in class and in conjunction with a journaling exercise

## Readings Available on LEARN

A selection of chapters are available online through UW course reserves. They can be accessed directly through the library site or through a portal available on the RS285/ENS285 LEARN site.

## Course Requirements and Assessment

Assessment	Date of Evaluation (if known)	Weighting
Quiz 1	5 February 2019	20%
Quiz 2	12 March 2019	20%
Quiz 3	4 April 2019	20%
Book Review and Journaling Exercise	7 April 2019	10%
Peer Review	Within 1 week after report submitted	5%
Group Presentation	TBD	10%
Group Report	Within 1 week after presentation	15%
Total		100%

## Quizzes

Quizzes will be based on in class lectures and readings. The focus of each quiz will be the materials covered in the four weeks of study. Quiz 1 will cover weeks 1 -4; Quiz 2 will cover weeks 5-8; Quiz 3 will cover weeks 9-12. Content: Key religious terms, thinkers, and religious approaches to environmental issues will be assessed. Format: A combination of multiple choice, fill-in-the-blank, matching, and short answer questions. All Quizzes will take place during class.

## Book Review and Journaling Exercise

The book review is based on Haupt's required text book and will be coupled with a journaling exercise that will take place throughout the 12 weeks of the term. The purpose of the exercise is to add an experiential component whereby students are expected to put some of Haupt's observations into practice within their own lives during the 12 week period. A critical assessment of both Haupt's notions and their own experiences and observations over the 12 week period will provide the content for the journal. A total of 10 (1 paragraph – 1 page) entries will form the body of the journaling exercise while a 2 – 4 page critique will complete the book review of Haupt's text. Both are to be submitted together, to the LEARN drop box, before April 7th, 2019 at 11:59pm.

## Group Presentation

Students will work with 2-4 other students in an exploration of an environmental issue of their choice and how religious understandings can be invoked to address the issue. Some ideas to consider: Overpopulation, Pollution, Consumerism, Water Resources, Climate Change, Migration and Food Security, Animal 'Husbandry,' Deforestation, Agribusiness, Economics, Fishing and Whaling Industries. Groups will be organized by the fourth week of classes. Forty-five minute presentations and fifteen minute Q&A periods will be nested within lessons throughout the second half of the term.

## Group Report

The group's final written report will be submitted to the LEARN drop box within one week of the group's presentation. This will provide the group with time to make any further adjustments to the report about their findings and take into consideration any points of discussion that may arise during the Q&A period following their presentation.

## Peer Review

A peer review will be completed after the group's report has been submitted to the drop box. Each student is expected to critique their own contributions as well as those of their fellow group members. Honesty and integrity will play an integral role in your reviews. You will be expected to rank the members of your group as well as providing comments as to why perhaps some members were not able to shoulder as much of the work as others or those who were somewhat absent through the group process. The peer review must be submitted to the appropriate drop box within seven days of submitting the written group report.

## Course Outline / Class Schedule

All readings are found online through the University of Waterloo reserve system. Required readings are in BOLD

Week	Date	Topic	Readings Due
1	Jan 8	Introduction to Sacred Earth/Sacred Space	Week 1 readings
	Jan 10	Religion and Ecology	<b>Gottlieb, "Introduction: Religion in an Age of Environmental Crisis." In <i>This Sacred Earth</i></b>
2	Jan 15	Relationship: Judaic Tradition	Recommended Reading from Oxford Reader: Tirosh-Samuelson, "Judaism." pp. 25-56.
	Jan 17		<b>Heinegg, "Love for Animals" Start Reading <i>Haupt's Crow Planet</i>.</b>
3	Jan 22	Community: Christian Tradition	Recommended Reading From This Sacred Earth: Radford Ruether, "Ecofeminism: Symbolic and Social Connections of the Oppression of Women and the Domination of Nature." pp.388-400
	Jan 24		<b>From Oxford Reader, Hart, "Catholicism."</b>
4	Jan 29	The Desacralization of the Earth: Enlightenment and the Industrial Revolution	<b>From This Sacred Earth: White, "The Historical Roots of Our Ecological Crisis."</b>

Week	Date	Topic	Readings Due
	Jan 31	Relationship and Community: A Re-visioning and Transformation	<b>Excerpts from Berry and Merton</b> Recommended Reading: From <i>This Sacred Earth</i> , McFague, "The Scope of the Body: The Cosmic Christ." pp. 262-272.
5	Feb 5	Mystical Earth  <b>QUIZ ONE</b>	<b>Watling, "The Modern Worldview, the Ecological Model, and the Reimagination of Nature."</b>
	Feb 7	Care and Justice: Islam	Recommended Reading: From Oxford Reader, Foltz, "Islam." pp.207-217.
6	Feb 12	Week 7 topics	<b>From This Sacred Earth, Ammar, "An Islamic Response to the Manifest Ecological Crisis: Issues of Justice."</b>
	Feb 14	Nature in Urban Centres	<b>Complete the reading of Haupt's Crow Planet and From Oxford, The Spiritual Dimension of Nature Writing</b>
	READING	WEEK ☺	
7	Feb 26	Immanence: The Hindu Tradition	<b>Fowler-Smith, "Hindu Tree Veneration as a Mode of Environmental Encounter."</b>
	Feb 28	Hindu Tradition and Presentation	Recommended Reading: From <i>This Sacred Earth</i> Key Chapple, "Hinduism and Deep Ecology."
8	Mar 5	Interconnectedness: The Buddhist Tradition	<b>Gross, "Toward a Buddhist Environmental Ethic."</b>
	Mar 7	Buddhist Tradition and Presentation	Recommended Reading: From Oxford, Kaza, "The Greening of Buddhism: Promise and Perils." pp. 184-206.
9	Mar 12	Service: The Sikh Tradition <b>QUIZ TWO</b>	<b>Palmer and Finlay, "Sikhism"</b>
	Mar 14	Sikh Tradition and Presentation	
10	Mar 19	Harmony and Balance: Chinese and Shinto Traditions	<b>Palmer, "Shintoism" and Oxford, "Daoism and Nature."</b>

Week	Date	Topic	Readings Due
	Mar 21	Chinese and Shinto Tradition and Presentation	
11	Mar 26	Embodiment: Indigenous Traditions	<b>From Oxford, "Indigenous Traditions: Religion and Ecology"</b>
	Mar 28	Indigenous Traditions and Presentation	Recommended Reading: From <i>The Sacred Earth</i> Medicine Eagle, "The Rainbow Bridge," and Black Elk, "Winwanyag Wachipip: The Sun Dance," and Lachecki, "The Blessing of the Water."
12	Apr 2	Deep Ecology/ Ecospirituality/Ecofeminism	<b>From <i>The Sacred Earth</i> Thoreau, Emerson, and Macy</b> <b>From Oxford, Radford Ruether, Religious Ecofeminism</b> <b>And Deignan, "Love for the Paradise Mystery"</b>
	Apr 4	Concluding Remarks <b>QUIZ THREE</b>	<b>From Oxford, "Religious Environmentalism in Action" pp. 467-474, 477-490, 500-502.</b>

### Late Work

Proper documentation is required for any assessment that is not completed on the due date (UW VIF, doctor, counselor, funeral director's note, police or hospital report). The documentation should include the date(s) that you are unable to participate in your full time studies and an estimated date that the doctor expects you will be able to resume your studies. A 2.5%/day penalty is applied to late submissions. Quizzes are not written outside of the classroom due date without documentation.

### Information on Plagiarism Detection

Students may be asked to submit their assignments to turnitin.com at the course director's discretion.

### Electronic Device Policy

Laptops and electronic devices may be utilized in class for the purpose of note taking; however, all phones must be turned off or have the volume off during class. If you wish to make a call, check to see who called, or receive a call, then please step out of the classroom to do so. Also take your internet explorations, status updates, viewing of party pictures, etc. out into the hallway. You are in class for 80 minutes to learn, don't distract others around you who have come to class to engage with the materials.

### Attendance Policy

Students are expected to attend all 24 classes. Come to lectures and tutorials prepared to discuss the

relevant materials for that class. Seek clarification for any materials that you are uncertain about during office hours. Medical documentation is not necessary should you miss a class due to illness; however, it will be up to the student to ensure that they are familiar with the materials that were covered that day.

## **Important Information**

**Copyrighted Materials:** The educational materials developed for this course, including, but not limited to, lecture notes and slides, handout materials, examinations and assignments, and any materials posted to LEARN, are the intellectual property of the course director. These materials have been developed for student use only and they are not intended for wider dissemination and/or communication outside of a given course. Posting or providing unauthorized audio, video, or textual material of lecture content to third-party websites violates an instructor's intellectual property rights, and the Canadian Copyright Act. Recording lectures in any way is prohibited in this course unless the instructor has granted specific permission. Failure to follow these instructions may be in contravention of the university's code for student conduct and/or code of academic conduct, and may result in appropriate penalties. Participation in this course constitutes an agreement by all parties to abide by the relevant University Policies, and to respect the intellectual property of others during and after their association with the University of Waterloo.

**Academic Integrity:** To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) webpage for more information.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome's University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

**Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the [St. Jerome's University Policy on Student Petitions and Grievances](#).

**Appeals:** A decision made or penalty imposed under the St. Jerome's University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome's University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome's University Policy on Student Appeals](#).

**Note for Students with Disabilities:** The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.