

**CT/CE751: Ecological Theology**  
**Methodist Theological School in Ohio**

Spring Semester 2017

Tuesdays, 10:30 – 12:00 p.m. and 60 minutes per week online

Library: L200 2nd Floor

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**Course Description**

This course will help students to understand the current world's ecological crisis and the ways in which Christianity has responded to this reality, theologically and ethically. By engaging with scholars from different fields of expertise, this course offers opportunity for the students to develop their own ecotheological understanding. Ecological issues and theological responses will be discussed within the larger phenomena of religion(s), and religious anthropologies, imagination, consciousness, sensibilities and spiritualities. The discussions on moral challenges and ethics for human–Earth flourishing of an emerging Christian ecological ethics provide a unique strategy for rethinking sustainability and our relationship to the rest of the natural world. Broadening our understanding of sustainable development to include economic, ecological, social, cultural and spiritual wellbeing may be a basis for the construction of new practices, rituals and myths for a planetary future that is not only ecologically ethical, but also promotes a healthy and sustainable Earth-human-divine relationship. Drawing on examples from liberation, feminist, indigenous and political theologies from the Global North and South, this course provides a comparative study of how a variety of ecotheologies have formulated ecological models that challenge dominant discourses of power and hegemony in the postcolonial and postmodern Western world. This course further explores the ways in which some contemporary movements have responded to the ecological crisis through a rejection of institutionalized religions in favor of “spirituality” and are engaged in a form of ritualized activism to bring about a global transformation.

**Course's Main Questions**

This course will explore the intersections of ecology with Christian theology and ethics. General questions include: What is ecological theology? What are ecological philosophy and ethics? How does ecological theology matter? What can ecological theology and ethics do? Attention will be given to deconstructive, constructive, and interreligious modes of theological analysis.

### **The Learning Objectives of this Course Include the Following:**

- To develop a critical understanding of the role and relevance of ecotheology in contemporary society.
- To understand the relationship between religion and ecology.
- To critically analyze global and hegemonic forces of certain Christian doctrines and theology that have shaped both positive and negative attitudes and practices concerning the environment.
- To explore the way in which the relationship between humans, nature and the divine is being redefined by ecological grassroots movements and activists in the postcolonial and postmodern contexts.
- To investigate the emergence of contemporary eco-spiritual movements and their impact in creating a global environmental ethics in contemporary society.
- Applying ecological methods, insights, and theologies to real life contexts and issues.
- Testing the benefits and potential of ecological philosophy as a tool for constructive theological and ethical projects and Christian practices.
- Recognizing some of the major controversies in ecological theory, theology and ethics.

### **Course Requirements**

In order to get the most out of this course, your participation in the following is essential:

1. Regular class attendance. Regular class attendance is expected. If it becomes necessary for you to be absent from a class notify the instructor as soon as possible. See “class attendance” policy in Section VIII - MTSO Policies below. Consistent with MTSO Policy, make-up work will be assigned in the case of absence.
2. Online attendance and participation weekly as outlined in the syllabus and the Lessons section of Populi. Each week will have a different assignment and instructions for participating in discussions. It is important to remember that online work in Populi is not homework – it is class work. Online participation counts as an integral part of the 3-hour weekly hybrid course format. Failure to complete the Online Lesson assigned in Populi will constitute an unexcused absence from class. See “class attendance” policy in Section VIII - MTSO Policies below.
3. Completion of “homework” prior to class, as indicated in the syllabus will count towards your final grade.
4. Participating in class sessions and discussions.  
Because this course is designed in a hybrid format, your involvement in all class-meetings are essential and expected. It is also essential for you to read and thoughtfully reflect on the assigned material before coming to class. Be prepared to answer, discuss and ask questions about the material.
5. Your participation grade is a compilation of your general engagement with the class, participation in discussions (in large and small groups in class and online alike), and the quality of contributions to discussions that reflect careful reading of the material and that engages your colleagues in ways that push their thinking in a productive manner.

6. During class discussions it is not likely or even desirable that we will agree on all issues. When you challenge someone else's perspective or idea, keep in mind that your task is always to present a better and more compelling argument. In other words, argue vigorously; disagree respectfully. Disrespect towards different point of views will not be tolerated in classroom or online sessions.
7. Should any issues or problems arise that trouble you during the course, please initiate a timely and candid consultation with the instructor. Be aware that last- minute appeals or concerns may not be addressed immediately.

**Coursework Assignments: The projects below, with exception of the “Research Essay” will be part of ongoing activities throughout the semester. Students will need a notebook (paper) for the “Practice Journal” assignment. Find under Populi/Lessons written and video instructions on how to write annotated projects. Each project weighs differently in your final grade, however, they are equally important to this course’s success.**

1. Practice Journal - Students are asked to keep a journal throughout the course. There should be a minimum of three (3) entries per week. This journal should consist of reflections that arise from the readings, classroom discussions and watching of the documentaries. You should bring your journals to class, your journal will be a resource for in-class reflection. You are expected to do the work and I will ask for progress reports.
2. Key Concepts Dictionary - You will be introduced to several new concepts throughout this course. This assignment entails the construction of a virtual dictionary. For every new concept a new entry should be added in your Dictionary's folder. Dictionaries will be evaluated on the basis of the number of entries per week as well as clarity of the word's definition. The goal is not to write a certain number of words per entry, but to write concisely, coherently and clearly, like an annotated bibliography (For how to write an annotated bibliography see <https://www.youtube.com/watch?v=-LpgXJvQnEc> ). You may use any resources to help you to understand a concept, but the concept must be articulated in your own words. You may use your dictionaries in class as a resource for in-class discussions. I will be monitoring your dictionary's progress throughout the semester.
3. Documentary Folder - Throughout this semester you will watch one documentary or more per week. You must write a review of these documentaries by raising critical questions (such as the ones below, but not necessarily the same. You can develop your own questions) and making linkages to concepts discussed in class and course material. Every new review should be added in your Documentary Folder. This project will be evaluated on the number of entries per week (normally one is fine), ability to critically link the documentary with the course material as well as clarity and cohesion of the entries. **NB:** Review Format, maximum one page per review, justified margins, Times New Roman and 12 pt.

**Questions (when applicable),** “What are the central issues being problematized in the documentary? How did the individuals or groups start this movement? What evidence did they cite? What do they think is at stake? With whom are those involved in contention, and why?”

4. Annotated Websites Project of “Grassroots Movements” – Throughout the semester you will be introduced to different grassroots movements through the course’s prescribed readings. When requested (see the class schedule) students must identify and learn about two specific grassroots’ websites. Write a paragraph or two describing the goals and activities of the organizations of your choice and make an entry in your Annotated Websites Project’s file. **At times**, students will be required to speak about their grassroots movement for 5 minutes as part of the online class activities. For this reason, students are advised to check regularly the class schedules. See under Populi/Lessons instructions on how to write annotated projects.
5. Research Essay – During the term you will have to schedule a meeting with Dr. E Nogueira-Godsey to discuss your research question proposal. Meetings will be scheduled to take place during Week 10. April 21<sup>st</sup> is the final date for the submission of your research question proposal. Please note that your Research Essay should not go above 1500 words.

### **Evaluation and Grading:**

a) Practice Journal	Due: May 2-5	15%
b) Key Concepts Dictionary	Due: May 2-5	15%
c) Annotated Websites Project of “Grassroots Movements”	Due: May 2-5	20%
d) Documentary Folder	Due: May 2-5	20%
e) Your Participation Grade	Due: May 9	10%
f) Research Essay	Due: May 19	20%

### **Criteria for Grading Final Paper and Documentary’s Review**

The evaluation and grading of papers will use the following criteria as appropriate to each assignment: clear and persuasive academic writing; thoroughness, completeness, and diligence in discussing issues; correct grammar, punctuation, spelling, clarity of thought, and use of gender inclusive language; show evidence of critical engagement with various aspects of the course, including class readings; depth, comprehension and organization; and inclusion of appropriate notes and bibliography. Written work should conform to the Chicago Manual of Style (author-date). [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

### **Final course grades will be based on the following scale:**

A =93-100	B+=87-89	C+=77-79	D+=66-69	F=59 and Below
A-=90-92	B =83-86	C =73-76	D =63-66	
B-=80-82	C-=70-72	D-=60-62		

### **Required Texts**

#### **Books:**

- Bauman, Whitney A., Richard R. Bohannon II, and Kevin J. O’Brien. 2011. *A Field Guide to the Study of Religion and Ecology*. New York, NY: Routledge.
- Clough, David. 2012. *On Animals: Volume I: Systematic Theology*. New York, NY: T&T Clark Theology.

- Gebara, Ivone. 1999. In *Longing for Running Water: Ecofeminism and Liberation*. Minneapolis, MN: Fortress Press.
- Hessel, Dieter T. 2003. *Theology for Earth Community: A Field Guide*. Eugene, Oregon: Wipf and Stock Publishers.
- McFague, Sallie. 1993. *The Body of God: An Ecological Theology*. Minneapolis, MN: Augsburg Fortress.

**Optional Books (only 2 chapters of the following books will be required to read during the semester):**

- Kearns, Laurel, Catherine Keller, and Mitchell Silver, eds. 2007. *Ecospirit*. New York, NY: Fordham University Press.
- Moe-Lobeda, Cynthia. 2013. *Resisting Structural Evil: Love as Ecological-Economic Vocation*, 1-48. Minneapolis, MN: Fortress Press.
- Ruether, Rosemary Radford. 1996. *Introduction to Women Healing Earth: Third World Women on Ecology, Feminism, and Religion*. Maryknoll, NY: Orbis Books.
- Eaton, Heather and Lois A. Lorentzen, eds. 2003. *Ecofeminism and Globalization: Exploring Culture, Context, and Religion*. Lanham, MD: Rowman and Littlefield.

**Book Chapters (Posted on Populi):**

- Boff, Leonardo. 1994. "Social Ecology: Poverty and Misery." In *Ecotheology: Voices from South and North*, edited by David G. Hallman, 235-247. New York: Orbis Books.
- Boff, Leonardo. 1997. "Eco-Spirituality: Feeling, Loving and Thinking as Earth." In *Cry of the Earth, Cry of the Poor*, 187-202. Maryknoll, NY: Orbis Books.
- Deane-Drummond, Celia E. 2004. "Animal Ethics." In *The Ethics of Nature*, 54-85. Oxford: Blackwell Publishing.
- Deane-Drummond, Celia. 2014. "Creation." In *Systematic Theology and Climate Change: Ecumenical Perspectives*, edited by Michael S. Northcott and Peter M. Scott, 69-89. New York and London: Routledge.
- Deane-Drummond, Celia. 2008. "Eco-Eschatology." In *Eco-Theology*, 233-252. London: Darton, Longman and Todd Ltd.
- Grim, John and Mary Evelyn Tucker. 2014. "Emergence of the Field of Religion and Ecology." In *Ecology and Religion*, 85-95. Washington, DC: Island Press.
- Kearns, Laurel. 2003. "The Context of Eco-Theology." In *The Blackwell Companion to Modern Theology*, edited by Gareth Jones, 466-484. Oxford: Blackwell Publishing.
- Merchant, Carolyn. 1996. "The Death of Nature: Women and Ecology in the Scientific Revolution." In *earthcare: women and the environment*, 75-90. New York, NY: Routledge.
- Rieger, Joerg. 2004. "Liberating God-Talk: Postcolonialism and the Challenge of the Margins." In *Postcolonial Theologies: Divinity and Empire*, edited by Catherine Keller, Michael Nausner, and Mayra Rivera, 204-220. St. Louis, MO: Chalice Press.
- Ruether, Rosemary Radford. 1992. "Part One: Creation." In *Gaia and God: An Ecofeminist Theology of Earth Healing*, 15-60. New York, NY: HarperCollins Publishers.
- Segundo, Juan Luis. 1977. "Chapter 1: The Hermeneutic Circle." In *The Liberation of Theology*, 7-38. Maryknoll, NY: Orbis Books.

- Shiva, Vandana. 1996. "Let Us Survive: Women, Ecology and Development." In *Introduction to Women Healing Earth: Third World Women on Ecology, Feminism, and Religion*, edited by Rosemary R. Ruether, 65-73. Maryknoll, NY: Orbis Books.
- Taylor, Bron. 2000. "Bioregionalism: An Ethics of Loyalty to Place." *Landscape Journal* 19(1/2): 50-72.

### **Journal Articles (posted on Populi)**

- Eaton, Heather. "Mapping ecotheologies: Deliberations on difference." *Theology* 116(1):23–27.
- Isherwood, Lisa. 2001. "The Tree, the Cross and Global Capitalism." *Feminist Theology* 28:93-106.
- Jenkins, Willis. 2008. "Global ethics, Christian theology, and Sustainability." *World-Views: Global Religions, Culture, and Ecology* 12:197–217.
- Troster, Lawrence. 2013. "What Is Eco-Theology?" *Crosscurrents* December:380-385.
- Whitney, Bauman. 2007. "The Problem of a Transcendent God for the Well-Being of Continuous Creation." *Dialog: A Journal of Theology* 46(2):120-127.
- White, Lynn. 1967. 'The Historic Roots of Our Ecological Crisis.' *Science* 155:1203-207.

### **Recommended Readings for Further Learning (optional):**

- Carroll, John E. 2002. *Sustainability and Spirituality*. Albany, NY: State University of New York Press.
- Cobb, John B. 2007. *Sustainability: Economics, Ecology, and Justice*. Eugene, Oregon: Wipf and Stock Publishers.
- Eaton, Heather, and Lois A. Lorentzen, eds. 2003. *Ecofeminism and Globalization: Exploring Culture, Context, and Religion*. Lanham, MD: Rowman and Littlefield.
- Keller, Catherine. 2003. *Face of the Deep: A Theology of Becoming*. New York and London: Routledge.
- Keller, Catherine. 2005. *God and Power: Counter-Apocalyptic Journeys*. Minneapolis, MN: Augsburg Fortress.
- Levasseur, Todd and Anna Peterson. 2017. *Religion and Ecological Crisis: The "Lynn White Thesis" at Fifty*. New York and London: Routledge.
- Merchant, Carolyn. 2003. *Reinventing Eden: The Fate of Nature in Western Culture*. New York and London: Routledge.
- Mignolo, Walter. 1999. "Globalization, Civilizing Processes, and the Relocation of Languages and Cultures." In *The Cultures of Globalization*, edited by F. Jameson and M. Miyoshi Durham. NC: Duke University Press.
- Peterson, Anna L. 2001. *Being Human: Ethics, Environment, and Our Place in the World*. Berkeley and Los Angeles, CA: University of California Press.
- Plumwood, Val. 2002. *Environmental Culture: The Ecological Crisis of Reason*. New York and London: Routledge.
- Rockefeller, Steven C. and Elder, John C. 1992. *Spirit and Nature: Why the Environment is a Religious Issue*. Boston, MA: Beacon Press.
- Vásquez, Manuel A., and M.F. Marquardt. 2003. *Globalizing the Sacred: Religion Across*

*the Americas*. New Brunswick, NJ: Rutgers University Press.

• Weaver, Jace. 1996. *Defending Mother Earth: Native American Perspectives on Environmental Justice*

### **Useful Resources:**

- *Journal for the Study of Religion, Nature and Culture* (before 2007 called *Ecotheology*)
- <http://environment.harvard.edu/religion/>
- Bron Taylor's website <http://www.brontaylor.com/>
- *Religions of the World and Ecology*, Series editors: Mary Evelyn Tucker and John Grim, Harvard University Press for the Centre for the Study of World Religions, Harvard Divinity School <http://www.hup.harvard.edu/collection.php?cpk=1057>
- *The Forum on Religion and Ecology at Yale* <http://fore.yale.edu/about-us/>
- Harvard Project on Religion and Ecology <https://berkeleycenter.georgetown.edu/programs/harvard-project-on-religion-and-ecology>
- *Encyclopedia of Religion and Nature* (Available at the library)
- *Interfaith Power and Light* <http://www.interfaithpowerandlight.org/about/>

## **Schedule of Class and Online Sessions**

### **Part I: Religion and Ecology**

#### **Week One - Introduction to the course: Why is the Ecological Crisis a Religious Problem?**

#### **Key Concepts:**

#### **Required Readings and Activities Prior to the Class:**

- Documentary: *Planet Earth: The Future* Episode: 3/3 – “Living Together” <http://ihavenotv.com/living-together-planet-earth-the-future>
- Grim, John and Mary Evelyn Tucker. 2014. “Emergence of the Field of Religion and Ecology.” In *Ecology and Religion*, 85-95. Washington, DC: Island Press.
- Eaton, Heather. 2013. “Mapping Ecotheologies: Deliberations on Difference.” *Theology* 116(1):23–27.
- Focus on the three ecotheological methods listed in Eaton’s article.

#### **Lesson 1 (Jan 31<sup>st</sup>) – In classroom:**

- Introduction to each other
- Introduction to the course material and requirements
- Discussion: “Why is the Ecological Crisis a Religious Problem?”

#### **Lesson 2 - Online class**

- **Documentary:** “Baraka” <http://www.barakasamsara.com/baraka/about>  
<https://www.youtube.com/watch?v=kCrLsjn9lwI>

- Find under Populi/Lessons questions related to this documentary

### **Recommended Readings and Activities for Further Learning (optional)**

- Levasseur, Todd and Anna Peterson. 2017. *Religion and Ecological Crisis: The “Lynn White Thesis” at Fifty*. New York and London: Routledge.
- Rockefeller, Steven C. and Elder, John C. 1992. *Spirit and Nature: Why the Environment is a Religious Issue*. Boston, MA: Beacon Press.
- White, Lynn. 1967. ‘The Historic Roots of Our Ecological Crisis.’ *Science* 155:1203-207.

### **Week Two - Environmental Awareness: Ecology as Engaged Relationship**

#### **Key Concepts:**

#### **Required Readings and Activities Prior to the Class:**

- Bauman, Whitney A., Richard R. Bohannon II, and Kevin J. O’Brien. 2011. “Part I and II.” In *A Field Guide to the Study of Religion and Ecology*, 11-78. New York, NY: Routledge.
- Respond all questions proposed in the *A Field Guide to the Study of Religion and Ecology*’s chapters above and bring to class in a separated paper.

#### **Lesson 3 (Feb 7<sup>th</sup>) – In classroom**

- Class Discussion

#### **Lesson 4 - Online class**

- **Documentary**, watch one of the two documentaries:

“Last Call”

<http://www.lastcallthefilm.org/>

“11<sup>th</sup> hour”

<http://11thhourfilm.com/>

<https://vimeo.com/107108296>

- **Blog:** “The Integrity of Ecosystems”

<https://environmentalcentury.net/2016/08/03/the-integrity-of-ecosystems/>

Click and learn about the terms highlighted in **Green** throughout the text

## **Part II: The Roots of the Ecological Crisis and Christian Ethics’ Responses**

### **Week Three - Sustainability**

**Key Concepts:** consumerism, capitalism, neo-colonialism, poverty, biodiversity, permaculture, biodiversity, global warming, climate change

#### **Required Readings and Activities Prior to the Class:**

- Jenkins, Willis. 2011. “Sustainability.” In *A Field Guide to the Study of Religion and Ecology*, edited by Whitney A. Bauman, Richard R. Bohannon II, and Kevin J. O’Brien, 93-109. New York, NY: Routledge.
- Jenkins, Willis. 2008. “Global ethics, Christian theology, and Sustainability.” *World-Views: Global Religions, Culture, and Ecology* 12:197–217.



- Boff, Leonardo. 1994. "Social Ecology: Poverty and Misery." In *Ecotheology: Voices from South and North*, edited by David G. Hallman, 235-247. New York: Orbis Books.
- Respond all questions proposed in the *A Field Guide to the Study of Religion and Ecology*'s chapters above and bring to class in a separated paper.

### **Lesson 5 (Feb 14<sup>th</sup>) – In classroom:**

- Class Discussion

### **Lesson 6 - Online class:**

- "Sustainability has been used to argue for and against climate treaties, for and against free markets, for and against development spending, even for and against environmental preservation. Thinking through the relation of religion and sustainability therefore requires understanding how the pluralism and ambiguity of each concept create important questions." Watch the documentary "The Story of Stuff" <http://topdocumentaryfilms.com/the-story-of-stuff/> and choose one of the sustainability related issues addressed in the documentary, such as consumerism, food production, free-market, agronomy, indigenous knowledge, sustainable development and bioregionalism. Identify two grassroots organization's website or blog that deal with your theme. Learn about this organization, be prepared to speak about your grassroots organization or theme for 3 minutes in the following classes and to explain whether this issue is also a result of globalization. Only one person will present per class, the schedule of which will be posted prior.
- Add info to the file Annotated Websites Project of "Grassroots Movements"

### **Recommended Readings and Activities for Further Learning (optional)**

#### **• Readings:**

Cobb, John B. 2007. *Sustainability: Economics, Ecology, and Justice*. Eugene, Oregon: Wipf and Stock Publishers.

Rasmussen, Larry L. 2013. "Asceticism and Consumerism." *Earth-honoring Faith: Religious Ethics in a New Key* pp. 239-254. Oxford and New York: Oxford University Press.

#### **• Websites:**

Subscribe to "The Story of Stuff Project"

<http://storyofstuff.org/about/>

Learn about the Club of Rome

<http://www.clubofrome.org/>

Visit Charles Eisenstein's website, watch some of his short videos and listen to the podcasts.

Share in class about your favorite video.

<http://charleseisenstein.net/about-charles/>

<http://charleseisenstein.net/project/sacred-economics-directed-by-ian-mackenzie/>

Promoting Sustainable Livelihoods

<http://www.janegoodall.org/what-we-do/sustainable-livelihoods/>

#### **• Podcasts:**

ICE Fights Global Warming - Interfaith Community for the Earth

<http://northernspiritradio.org/episode/ice-fights-global-warming-interfaith-community-earth>

The Triumph of Technique: The Industrialization of Agriculture & The Destruction of Rural America

<http://northernspiritradio.org/episode/triumph-technique-industrialization-agriculture-destruction-rural-america>

• **News:**

“Climate Change Threatens World’s Coffee Supply, Report Says”

<http://www.nytimes.com/2016/09/23/science/climate-change-threatens-worlds-coffee-supply-report-says.html?smid=fb-share>

“Flooding of Coast, Caused by Global Warming, Has Already Begun”

[http://www.nytimes.com/2016/09/04/science/flooding-of-coast-caused-by-global-warming-has-already-begun.html?smid=tw-share&\\_r=0](http://www.nytimes.com/2016/09/04/science/flooding-of-coast-caused-by-global-warming-has-already-begun.html?smid=tw-share&_r=0)

• **Documentaries:**

“Energy Crossroads”

<https://vimeo.com/ondemand/enrgyxroads>

Koyaanisqatsi: Life out of Balance

<http://www.koyaanisqatsi.org/films/koyaanisqatsi.php>

<https://www.youtube.com/watch?v=z2p-snWM2sk>

“The Stories”

<http://topdocumentaryfilms.com/stories/>

**Week Four – Globalization**

**Key Concepts:**

**Required Readings and Activities Prior to the class:**

- Lois Ann Lorentzen. 2011. “Globalization.” In *A Field Guide to the Study of Religion and Ecology*, edited by Whitney A. Bauman, Richard R. Bohannon II, and Kevin J. O’Brien, 178-199. New York, NY: Routledge.
- Rieger, Joerg. 2004. “Liberating God-Talk: Postcolonialism and the Challenge of the Margins.” In *Postcolonial Theologies: Divinity and Empire*, edited by Catherine Keller, Michael Nausner, and Mayra Rivera, 204–220. St. Louis, MO: Chalice Press.
- Moe-Lobeda, Cynthia. 2013. “Introduction” and “Moral Crisis, Context, Calls.” In *Resisting Structural Evil: Love as Ecological-Economic Vocation*, 1-48. Minneapolis, MN: Fortress Press.
- Read Moe-Lobeda’s two chapters above and read another one of your choice. Be prepared to share about the chapter of your choice in class. See guidelines on how to prepare your presentation under Populi/Lessons.

**Lesson 7 (Feb 21<sup>st</sup>) – In classroom:**

- **Class Activity:** Which environmental problems would you identify as clearly global? Which as clearly local or regional? How do you judge between these categories?
- **Class Discussion** on Cynthia Moe-Lobeda’s *Resisting Structural Evil: Love as Ecological-Economic Vocation*

**Lesson 8 - Online class:**

- **Documentary:** Watch the documentary “Life and Debt” <http://topdocumentaryfilms.com/life-and-debt/>. Choose one theme among the many discussed in this documentary, identify one media among the recommended options below that discuss the same issue or theme that you chose and read, listen or watch that media. If you wish, come prepared to discuss against or in favor of what you watched, read or listened.
- **Answer the questions:** Who are the real beneficiaries of the globalized economy? Who really rules the world now? Is it governments or a handful of companies? Think about how ecological issues related to globalization and sustainability are also related to racial injustice and inequality. Come prepared to discuss this last point in the next class.

### **Recommended Readings and Activities for Further Learning (optional)**

#### **• Readings:**

Mignolo, Walter. 1999. “Globalization, Civilizing Processes, and the Relocation of Languages and Cultures.” In *The Cultures of Globalization*, edited by F. Jameson and M. Miyoshi Durham. NC: Duke University Press.

• Vásquez, Manuel A., and M.F. Marquardt. 2003. *Globalizing the Sacred: Religion Across the Americas*. New Brunswick, NJ: Rutgers University Press.

• Eaton, Heather, and Lois A. Lorentzen, eds. 2003. *Ecofeminism and Globalization: Exploring Culture, Context, and Religion*. Lanham, MD: Rowman and Littlefield.

#### **• Opinion:**

“Our Crime Against the Planet, and Ourselves”

[http://www.nytimes.com/2016/05/18/opinion/our-crime-against-the-planet-and-ourselves.html?smid=fb-share&\\_r=1](http://www.nytimes.com/2016/05/18/opinion/our-crime-against-the-planet-and-ourselves.html?smid=fb-share&_r=1)

“One Earth, Two Social Fields”

[http://www.huffingtonpost.com/entry/one-earth-two-social-fields\\_us\\_578e922de4b0f529aa0746fb](http://www.huffingtonpost.com/entry/one-earth-two-social-fields_us_578e922de4b0f529aa0746fb)

#### **• Video with Vandana Shiva on democracy and globalization**

[http://www.democracynow.org/2003/11/27/an\\_hour\\_with\\_vandana\\_shiva\\_indian](http://www.democracynow.org/2003/11/27/an_hour_with_vandana_shiva_indian)

#### **• Podcast on land grabbing and colonization:**

“Law & Making Peace with the Earth”

<http://northernspiritradio.org/episode/law-making-peace-earth>

#### **• Documentaries:**

The Tyranny of Big Oil: <http://topdocumentaryfilms.com/tyranny-big-oil/>

Catastrophic Failure: <http://topdocumentaryfilms.com/catastrophic-failure/>

Crude: The Real Price of Oil <http://topdocumentaryfilms.com/crude-real-price-of-oil/>

Surviving Progress: <https://vimeo.com/56217994>

The Globalization Tapes: <http://topdocumentaryfilms.com/the-globalization-tapes/>

The New Rulers of the World: <http://topdocumentaryfilms.com/the-new-rulers-of-the-world/>

The Cost of a Coke: <http://topdocumentaryfilms.com/the-cost-of-a-coke/>

Life Out of Control (on genetic modified food): <http://topdocumentaryfilms.com/life-running-out-of-control/>

### **Week Five – Environmental Justice and Eco-justice**

#### **Key Concepts:**

### **Required Readings and Activities Prior to the Class:**

- Bohannon, Richard R. II and Kevin J. O'Brien. 2011. "Environmental Justice and Eco-Justice." In *A Field Guide to the Study of Religion and Ecology*, edited by Whitney A. Bauman, Richard R. Bohannon II, and Kevin J. O'Brien, 160-177. New York, NY: Routledge.
- Hessel, Dieter T. 2003. "Part 4: Environmental Justice." In *Theology for Earth Community: A Field Guide*, 153-188. Eugene, Oregon: Wipf and Stock Publishers.
- James Cone, Whose Earth is it anyway? <http://www.crosscurrents.org/cone.htm>

### **Lesson 9 (Feb 28<sup>th</sup>) – In classroom:**

- **Activities:** Divide the class into small groups and assign to each group one of the blog posts below (under **Recommended Readings and Activities for Further Learning**). Report back to the classroom. The goal here is to show the different consequences of colonialism which both the Global North and South have experienced. Try to also think how those issues are related to gender oppression in addition to racial oppression. You will need this info for next week's assignment.
- **Discussion:** Which environmental problems would you identify as clearly global? Which as clearly local or regional? How do you judge between these categories? Which are also related to environmental injustice or gender oppression?
- Choose one of the grassroots movements discussed in class and during the week add to the "Annotated Websites Project of 'Grassroots Movements.'"

### **Lesson 10 - Online class:**

#### • **Documentary:**

"Fierce Green Fire" <http://www.afiercegreenfire.com/>

"Shelter in Place" <http://topdocumentaryfilms.com/shelter-place/>

- See under Populi/Discussions the date and questions for the online class discussion on the documentaries above.

### **Recommended Readings and Activities for Further Learning (optional)**

#### • **Case Studies:**

United Church's "Toxic Wastes and Race at the Twentieth Century"

- <https://www.nrdc.org/sites/default/files/toxic-wastes-and-race-at-twenty-1987-2007.pdf>
- [http://d3n8a8pro7vbm.cloudfront.net/unitedchurchofchrist/legacy\\_url/421/almost-everything-you-need-to-know-about-environmental-justice-english-version.pdf?1418423801](http://d3n8a8pro7vbm.cloudfront.net/unitedchurchofchrist/legacy_url/421/almost-everything-you-need-to-know-about-environmental-justice-english-version.pdf?1418423801)

Brazilian Landless Worker's Movement (Movimento Sem Terra/MST)

<http://www.mstbrazil.org/content/history-mst>

South Africa's Church Land Movement

<http://www.churchland.co.za/>

"Environmental Racism in America: An Overview of the Environmental Justice Movement and the Role of Race in Environmental Policies"

<http://www.goldmanprize.org/blog/environmental-racism-in-america-an-overview-of-the-environmental-justice-movement-and-the-role-of-race-in-environmental-policies/>

“Environmental Justice: An Interview with Robert Bullard”

<http://www.ejnet.org/ej/bullard.html>

Desmond D’Sa – 2014 Goldman Prize Recipient Africa

<http://www.goldmanprize.org/recipient/desmond-dsa/>

“Latinos Disproportionately Breathe Toxic Air from Big Oil and Gas”

<https://thinkprogress.org/latinos-disproportionately-breathe-toxic-air-from-big-oil-and-gas-5427e9de4f69#.f5povnpvy>

• **Podcast:** “Let Them Drown: The Violence of Othering in a Warming World” by Naomi Klein

<http://www.lrb.co.uk/v38/n11/naomi-klein/let-them-drown>

• **Readings:**

Weaver, Jace. 1996. *Defending Mother Earth: Native American Perspectives on Environmental Justice*.

Toxic Waste and Race at Twenty UCC report. <http://www.ejnet.org/ej/twart.pdf>

## **March 6-10 Mid-Term Recess (No Classes)**

### **Week Six – Gender and Sexuality**

#### **Key Concepts:**

#### **Required Readings and Activities Prior to the Class:**

- Ruether, Rosemary R. 2007. “Ecofeminist Philosophy, Theology, and Ethics: A Comparative View.” In *Ecospirit*, edited by Laurel Kearns, Catherine Keller, and Mitchell Silver, 77–93. New York, NY: Fordham University Press.
- Dietrich, Gabriele. 1996. “The World as the Body of God: Feminist Perspectives on Ecology and Social Justice.” In *Introduction to Women Healing Earth: Third World Women on Ecology, Feminism, and Religion*, edited by Rosemary R. Ruether, 82-98. Maryknoll, NY: Orbis Books.
- Mellor, Mary. 2003. “Gender and the Environment.” In *Ecofeminism and Globalization: Exploring Culture, Context, and Religion*, edited by Heather Eaton and Lois A. Lorentzen, 9-22. Lanham, MD: Rowman and Littlefield.
  - After you read Ruether’s “Ecofeminist Philosophy, Theology, and Ethics: A Comparative View” choose one of the three feminist theologians discussed by Ruether in the article. Identify the reading below that is authored by the scholar that you chose. Come to class prepared to share about that article’s main thesis. Find under Populi/Lessos guidelines for this assignment.
- Gebara, Ivone. 2003c. “Ecofeminism: An Ethics of Life.” In *Ecofeminism and Globalization: Exploring Culture, Context, and Religion*, edited by Heather Eaton and Lois A. Lorentzen, 163–176. Lanham, MD: Rowman and Littlefield.
- Shiva, Vandana. 1996. “Let Us Survive: Women, Ecology and Development.” In *Introduction to Women Healing Earth: Third World Women on Ecology, Feminism, and Religion*, edited by Rosemary R. Ruether, 65-73. Maryknoll, NY: Orbis Books.

- Merchant, Carolyn. 1996. "The Death of Nature: Women and Ecology in the Scientific Revolution." In *earthcare: women and the environment*, 75-90. New York, NY: Routledge.

**Lesson 11 (March 14<sup>th</sup>) – In classroom:**

- Class discussion about the author that you chose.

**Lesson 12 - Online class:**

- **Documentary:** "Mother: Caring for 7 Billion"

<http://www.motherthefilm.com/>

Find gender grassroots movements' websites that address one of the issues debated in the documentary "Mother: Caring for 7 Billion." Choose two websites and learn about these organizations. Add them to your "Annotated Websites Project of 'Grassroots Movements.'" Coordinate with your colleagues that you don't choose the same organizations.

**Recommended Readings and Activities for Further Learning (optional)**

TBA

**Week Seven – Animals and Religion and Animal Theology**

**Key Concepts:**

**Required Readings and Activities Prior to the Class:**

- Aftandilian, Dave. 2011. "Animals and Religion." In *A Field Guide to the Study of Religion and Ecology*, edited by Whitney A. Bauman, Richard R. Bohannon II, and Kevin J. O'Brien, 110-126. New York, NY: Routledge.
- The animal liberation movement by Peter Singer  
<http://www.utilitarian.org/texts/alm.html>
- Mazis, Glen A. "Ecospirituality and the Blurred Boundaries of Humans, Animals, and Machines." In *Ecospirit*, edited by Laurel Kearns, Catherine Keller, and Mitchell Silver, 12-155. New York, NY: Fordham University Press.
- Deane-Drummond, Celia E. 2004. "Animal Ethics." In *The Ethics of Nature*, 54-85. Oxford: Blackwell Publishing.

**Lesson 13 (March 21<sup>st</sup>) – In classroom:**

- **Class discussion:** Read the blogs below on Harambe's story and debate the statement "A society that treats animals like humans is a society that will treat humans like animals." "The Value of a Gorilla vs. Human"

[http://www.huffingtonpost.com/bron-taylor/the-value-of-a-gorilla\\_b\\_10214928.html](http://www.huffingtonpost.com/bron-taylor/the-value-of-a-gorilla_b_10214928.html)

"The Story of Harambe"

<http://www.stateofformation.org/2016/06/the-story-of-harambe/>

A society that treats animals like humans is a society that will treat humans like animals.

"The Gorilla Megillah"

<http://www.nationalreview.com/article/436073/gorilla-harambe-killing-justified>

- Assign one poem to each student from, Griffin, Susan. 1984. *Woman and Nature: The Roaring Inside Her*, 217-227. Great Britain: The Women's Press.

#### **Lesson 14 - Online class:**

##### **• Documentary:**

“Call of Life: Facing the Mass Extinction”

<http://speciesalliance.org/index.php>

<https://vimeo.com/76503362>

“Waterfalls Displays”

<https://vimeo.com/18404370>

##### **• News:**

“River Gets Rights Due to Maori Mindset”

<http://www.nytimes.com/2016/07/14/world/what-in-the-world/in-new-zealand-lands-and-rivers-can-be-people-legally-speaking.html?smid=fb-share>

#### **Recommended Readings and Activities for Further Learning (optional)**

- “State Supreme Court Finds Dogs Are ‘Sentient Beings,’ Not Mere Property, In Landmark Ruling”

[http://articles.barkpost.com/good/oregon-court-finds-dogs-are-sentient-beings/?utm\\_source=app&utm\\_medium=partner&utm\\_campaign=ResQwalk](http://articles.barkpost.com/good/oregon-court-finds-dogs-are-sentient-beings/?utm_source=app&utm_medium=partner&utm_campaign=ResQwalk)

[http://www.nytimes.com/interactive/2016/07/07/world/americas/bolivia-climate-change-lake-poopo.html?smid=fb-share&\\_r=0](http://www.nytimes.com/interactive/2016/07/07/world/americas/bolivia-climate-change-lake-poopo.html?smid=fb-share&_r=0)

- “Climate Change Claims and Lake, and an Identity”

[http://www.nytimes.com/interactive/2016/07/07/world/americas/bolivia-climate-change-lake-poopo.html?smid=fb-share&\\_r=0](http://www.nytimes.com/interactive/2016/07/07/world/americas/bolivia-climate-change-lake-poopo.html?smid=fb-share&_r=0)

### **Part III: Ecotheologies**

#### **Week Eight - Mapping Ecotheologies and Ecotheological Methodologies**

##### **Key Concepts:**

##### **Required Readings and Activities Prior to the Class:**

- Kearns, Laurel. 2003. “The Context of Eco-Theology.” In *The Blackwell Companion to Modern Theology*, edited by Gareth Jones, 466-484. Oxford: Blackwell Publishing.
- Troster, Lawrence. 2013. “What Is Eco-Theology?” *Crosscurrents* December:380-385.
- Hessel, Dieter T. 2003. “Introduction” In *Theology for Earth Community: A Field Guide*, 1-19. Eugene, OR: Wipf and Stock Publishers.
- Identify grassroots movements that have influenced the emergence of the ecotheological discourse. Choose two, learn about and add them in the “Annotated Websites Project of ‘Grassroots Movements.’” See a guideline for this activity under Populi/Lesson. Come prepared to speak about one of them for 2-3 minutes.

#### **Lesson 15 (March 28<sup>th</sup>) – In classroom:**

- Class discussion on the grassroots movements of your choice

#### **Lesson 16 - Online class:**

- **Documentary:** “Disobedience” or “The Great Turning”

<https://www.youtube.com/watch?v=Tdtc7ltYB8E>

Critically reflect about the quote “We create change through the empowerment of people” and think about how can we empower people as theologians?

In the documentary “Disobedience”, Naomi Klein stated that “the laws of economics and earth are in conflict.” What about the laws of theology and the earth?

- **Short Documentary:** “Covenant”

<https://vimeo.com/2970560>

Think about how can you start preaching or teaching about ecological awareness and ethics in your church?

- **Short Documentary:** “The Story of Change”

[http://storyofstuff.org/movies/story-of-](http://storyofstuff.org/movies/story-of-change/?akid=4413.915418.qOfEaf&rd=1&t=1&utm_medium=email&utm_source=welcom)

[change/?akid=4413.915418.qOfEaf&rd=1&t=1&utm\\_medium=email&utm\\_source=welcom](http://storyofstuff.org/movies/story-of-change/?akid=4413.915418.qOfEaf&rd=1&t=1&utm_medium=email&utm_source=welcom)  
[ecycle](http://storyofstuff.org/movies/story-of-change/?akid=4413.915418.qOfEaf&rd=1&t=1&utm_medium=email&utm_source=welcom)

- **Take the Quiz:**

[http://storyofstuff.org/changemaker/?akid=4413.915418.qOfEaf&rd=1&t=2&utm\\_medium=](http://storyofstuff.org/changemaker/?akid=4413.915418.qOfEaf&rd=1&t=2&utm_medium=email&utm_source=welcom)  
[email&utm\\_source=welcom](http://storyofstuff.org/changemaker/?akid=4413.915418.qOfEaf&rd=1&t=2&utm_medium=email&utm_source=welcom)  
[ecycle](http://storyofstuff.org/changemaker/?akid=4413.915418.qOfEaf&rd=1&t=2&utm_medium=email&utm_source=welcom)

### **Recommended Readings and Activities for Further Learning (optional)**

- **Reading:**

Kinsley, David. 1995. “Contemporary Ecotheology.” In *Ecology and Religion: Ecological Spirituality in Cross-Cultural Perspective*, 164-177. New Jersey: Prentice Hall.

- **Website:**

Visit *Happen Films*’ website and learn about their projects. Choose one of the documentaries that teaches you’re a simpler life

<http://happenfilms.com/>

Visit *Dailygood: News that Inspires*’s website and read “What Role Were You Born to Play in Social Change?”

<http://www.dailygood.org/story/1325/what-role-were-you-born-to-play-in-social-change-george-lakey/>

- **Documentary:**

“Fighting Goliath: Texas Coal”

Wars<https://www.youtube.com/watch?v=0k9DVofyDRQ>

“The Great Turning”

<https://vimeo.com/100967656>

### **Week Nine: Learning to Develop an Ecotheological’s Framework**

#### **Key Concepts:**

#### **Required Readings and Activities Prior to the Class:**

- Gebara, Ivone. 1999. “Knowing Our Knowing: The Issue of Epistemology.” In *Longing for Running Water: Ecofeminism and Liberation*, 19-66. Minneapolis, MN: Fortress Press.
- McFague, Sallie. 1993. “Methodology.” *The Body of God: An Ecological Theology*, 65-98 Minneapolis, MN: Augsburg Fortress.



- Campbell, Brian G. 2011. "Place." In *A Field Guide to the Study of Religion and Ecology*, edited by Whitney A. Bauman, Richard R. Bohannon II, and Kevin J. O'Brien, 200-218. New York, NY: Routledge.
- Taylor, Bron. 2000. "Bioregionalism: An Ethics of Loyalty to Place." *Landscape Journal* 19(1/2): 50-72.  
[http://www.brontaylor.com/environmental\\_articles/pdf/Taylor--Bioregionalism+Ethics.pdf](http://www.brontaylor.com/environmental_articles/pdf/Taylor--Bioregionalism+Ethics.pdf)

**Lesson 17 (April 4<sup>th</sup>) – In classroom:**

- **Class Discussion** on Epistemology, Methodology, Place and Bioregionalism.

**Lesson 18 - Online class:**

- **Read**, Segundo, Juan Luis. 1977. "Chapter 1: The Hermeneutic Circle." In *The Liberation of Theology*, 7-38. Maryknoll, NY: Orbis Books.
- **Design** a hermeneutic circle mind map based on the reading. Bring your design to the next class.  
<https://imindmap.com/how-to-mind-map/>  
<http://blog.iqmatrix.com/how-to-mind-map>

**Recommended Readings and Activities for Further Learning (optional)**

- **Reading:**  
McFague, Sallie. 1987. *Models of God: Theology for an Ecological, Nuclear Age*, 3-90  
Minneapolis, MN: Fortress Press
- **Documentary:** "Natural Connections"  
<http://docuseek2.com/bf-natcon>

**April 10-14 Holy Week Break (No Classes)**

**ATTENTION: Schedule an appointment to discuss your research essay with Dr. E Nogueira-Godsey during week 10**

**Week Ten – Anthropology**

**Key Concepts:**

**Required Readings and Activities Prior to the Class:**

- Gebara, Ivone. 1999. "The Human Person from an Ecofeminist Perspective." In *Longing for Running Water: Ecofeminism and Liberation*, 67-100. Minneapolis, MN: Fortress Press.
- McFague, Sallie. 1993. "Anthropology." In *The Body of God: An Ecological Theology*, 99-130. Minneapolis, MN: Augsburg Fortress.

**Lesson 19 (April 18<sup>th</sup>) – In classroom:**

- **Class Discussion:** "The Concept of the Human Person"

**Lesson 20 - Online class:**

- **Documentary:** "Awakening the Dreamer: Changing the Dream"

<http://topdocumentaryfilms.com/awakening-dreamer-changing-dream/>

• **Short Documentaries:**

“A New Story of the People (Sustainable Man)

<http://charleseisenstein.net/project/a-new-story-of-the-people/>

“Sacred Economics”

<http://charleseisenstein.net/project/sacred-economics-directed-by-ian-mackenzie/>

**Recommended Readings and Activities for Further Learning (optional)**

• **Readings:**

Peterson, Anna L. 2001. *Being Human: Ethics, Environment, and Our Place in the World*. Berkeley and Los Angeles, CA: University of California Press.

• **Documentary:** “Human”

<http://topdocumentaryfilms.com/human-yann-arthus-bertrand/>

**Week Eleven - Theology**

**Key Concepts:**

**Required Readings and Activities Prior to the Class:**

• Gebara, Ivone. 1999. “God: An Ecofeminist Approach to the Greatest of Mysteries.” In *Longing for Running Water: Ecofeminism and Liberation*, 101-136. Minneapolis, MN: Fortress Press.

• Whitney, Bauman. 2007. “The Problem of a Transcendent God for the Well-Being of Continuous Creation.” *Dialog: A Journal of Theology* 46(2):120-127.

• McFague, Sallie. 1993. “Theology.” In *The Body of God: An Ecological Theology*, 131-158. Minneapolis, MN: Augsburg Fortress.

**Lesson 21 (April 25<sup>th</sup>) – In classroom:**

• Discussion on what panentheism is and if the concept of a transcendent God is an ecological problem or not.

**Lesson 22 - Online class:**

• **Documentary:** “Journey of The Universe”

<http://www.interfaithpowerandlight.org/resources/films/>

• **Discussion questions:** Find the discussion’s guide and date for the online group discussion under Populi/Lessons

**Recommended Readings and Activities for Further Learning (optional)**

• **Reading:**

Keller, Catherine. 2005. *God and Power: Counter-Apocalyptic Journeys*. Minneapolis, MN: Augsburg Fortress.

• **Documentary:** “Gaia”

<http://docuseek2.com/bf-gaia>

**ATTENTION: Final Week to Discuss with Dr. E Nogueira-Godsey your Research Essay's Main Question.**

**Week Twelve: Cosmology "Creation"**

**Key Concepts:**

**Required Readings Prior to the Class:**

- Ruether, Rosemary Radford. 1992. "Part One: Creation." In *Gaia and God: An Ecofeminist Theology of Earth Healing*, 15-60. New York, NY: HarperCollins Publishers.
- Deane-Drummond, Celia. 2014. "Creation." In *Systematic Theology and Climate Change: Ecumenical Perspectives*, edited by Michael S. Northcott and Peter M. Scott, 69-89. New York and London: Routledge.
- McFague, Sallie. 1993. "Cosmology." In *The Body of God: An Ecological Theology*. Minneapolis, 27-64. MN: Augsburg Fortress.

**Due Week to Submit all Projects with the Exception of the Research Essay**

**Lesson 23 (May 2<sup>nd</sup>) – In classroom:**

- Class discussion on the difference between the theological proposals presented by the authors above

**Lesson 24 - Online class:**

- **Documentary:** "Samsara"

<http://www.barakasamsara.com/>

- **Read:** Clough, David. 2012. "Part I: Creation." In *On Animals: Volume I: Systematic Theology*. New York, NY: T&T Clark Theology.
- Find questions guide and the date for the online group discussion under Populi/Lessons

**Recommended Readings and Activities for Further Learning (optional)**

**• Readings:**

Keller, Catherine. 2003. *Face of the Deep: A Theology of Becoming*. New York and London: Routledge.

Plumwood, Val. 2002. *Environmental Culture: The Ecological Crisis of Reason*. New York and London: Routledge.

Merchant, Carolyn. 2003. *Reinventing Eden: The Fate of Nature in Western Culture*. New York and London: Routledge.

- **Documentary:** "The Magical Forest"

<http://topdocumentaryfilms.com/magical-forest/>

**Week Thirteen: Christology, Salvation and Redemption**

**Key Concepts:**

**Required Readings Prior to the Class:**

- Gebara, Ivone. 1999. "Jesus from an Ecofeminist Perspective." In *Longing for Running Water: Ecofeminism and Liberation*, 173-192. Minneapolis, MN: Fortress Press.
- McFague, Sallie. 1993. "Christology." In *The Body of God: An Ecological Theology*, 159-196. Minneapolis, MN: Augsburg Fortress.
- Clough, David. 2012. "Part II: Reconciliation and Part III: Salvation." In *On Animals: Volume I: Systematic Theology*. New York, NY: T&T Clark Theology.
- Isherwood, Lisa. 2001. "The Tree, the Cross and Global Capitalism." *Feminist Theology* 28:93-106.

### **Lesson 25 (May 9<sup>th</sup>) – In classroom:**

- **Ritual:** "The Council of all beings" (**read prior class**)

<http://www.joannamacy.net/resources/deepecolgy/111-joanna-macy-council-of-all-beings-july2002.html>

<http://www.rainforestinfo.org.au/deep-eco/council.htm>

<http://www.rainforestinfo.org.au/deep-eco/cabcab.htm>

- It is strongly recommended that as soon as possible after this role play, you write down observations from your experience in your Practical Journal.

### **Lesson 26 - Online class:**

- **Documentary:** "Wisdom to Survive"

<http://www.bullfrogfilms.com/catalog/wts.html>

- **Read:** Boff, Leonardo. 1997. "Eco-Spirituality: Feeling, Loving and Thinking as Earth." In *Cry of the Earth, Cry of the Poor*, 187-202. Maryknoll, NY: Orbis Books.

- **Blog:** "The Growing Indigenous Spiritual Movement that Could Save the Planet"

<https://thinkprogress.org/indigenous-spiritual-movement-8f873348a2f5#.r9i6piru8>

### **Recommended Readings and Activities for Further Learning (optional)**

- **Documentary:** "A New Story of Humanity"

<http://topdocumentaryfilms.com/new-story-humanity/>

"All Things Are Connected"

<http://topdocumentaryfilms.com/all-things-are-connected/>

### **Week Fourteen: Eschatology**

#### **Key Concepts:**

#### **Required Readings Prior to the Class:**

- Gebara, Ivone. 1999. "That All May Have Life: The Way to a New Understanding of Religion." In *Longing for Running Water: Ecofeminism and Liberation*, 193-216. Minneapolis, MN: Fortress Press.
- McFague, Sallie. 1993. "Eschatology." In *The Body of God: An Ecological Theology*, 197-212. Minneapolis, MN: Augsburg Fortress.
- Deane-Drummond, Celia. 2008. "Eco-Eschatology." In *Eco-Theology*, 233-252. London: Darton, Longman and Todd Ltd.

### **Lesson 27 - In classroom:**

- Class Discussion on the different eschatological perspectives between the above authors.

### **Lesson 28 - Online class:**

- **Documentary:** “Fierce Light: When Spirit Meets Action”

<https://www.amazon.com/Fierce-Light-Spirit-Meets-Action/dp/B0028YW39M>

- **Read:** Kearns, Laurel. 2011. “Afterword: Teaching Indoors, But Not Business as Usual.” In *A Field Guide to the Study of Religion and Ecology*, edited by Whitney A. Bauman, Richard R. Bohannon II, and Kevin J. O’Brien, 219-224. New York, NY: Routledge.

### **MTSO Policies**

**Please see Student Handbook for sections providing policy details on the following:**

**ADA**—MTSO seeks to remove barriers to inclusion in its learning communities. Students who feel they may need an accommodation based on the impact of a documented disability should contact the instructor privately to discuss their specific needs at the beginning of the semester. Please contact the Director of Student Services to coordinate reasonable accommodations for students with documented disabilities. Any accommodation must be agreed upon prior to the due date of the affected course requirement.

**Class attendance**—Regular attendance is expected in all classes. During unavoidable absences, students are responsible for missed work. An excessive number of absences may result in grade reduction or course failure, despite successful completion of all assigned work. In most cases, a student will not be allowed credit for a course if he or she is absent for 25% of the class sessions. As it relates to blended courses, students may not be allowed credit if they are absent for 25% of class meetings or if 25% of online course work is not completed. Use of Skype or similar technology is not a substitute for attendance in class.

**Electronic Devices**—Turn mobile devices off or “vibrate only” during class. Browsing the Internet or engaging in email or social network conversations during class is discouraged. Instructors have the right to impose grading penalties for disruptions due to electronic devices.

**Human Subjects Research**—Research by MTSO faculty, students, or affiliated personnel that collects non-public information from and/or about living individuals or contemporary organizations/groups for purposes of publication or public presentation (including class assignments) must be approved by the Human Subjects Research Committee. MTSO faculty, students, or affiliated personnel should err on the side of caution and apply for committee approval of any activity that may fit this description.

**Inclusive Language**—In accordance with MTSO’s policy on inclusive language, all students are expected to use gender inclusive or gender neutral language in their writing and in the classroom discussions when referring to human beings.

**Incompletes**—To receive a course grade of Incomplete, students must submit the petition form from the Registrar with all signatures to the Dean’s Office before the last day of regularly scheduled classes. See Student Handbook for intensive term deadlines. Any petition submitted without a due date for outstanding work will be denied. If work is not complete by the due date the Registrar will record the grade of F for the course.

Pass/Fail—The decision to exercise this option must be made before the end of the second week of the course by completing the appropriate form available through the Registrar. To receive a grade of "pass" the student must do at least the equivalent of C minus work in the course.

**Plagiarism**—Plagiarism is a serious matter of academic, professional, and personal integrity. All students at the masters' level are expected to understand the requirement to provide attribution when the work of others is used. Students are also expected to be familiar with and understand the school's policy on Academic Misconduct found in the Student Handbook. If students have questions about attribution, citation, and how to avoid plagiarism they should consult the course instructor, the school's writing instructor, or library staff. When in doubt it is better to provide attribution even if one is uncertain about the proper citation form. Plagiarism is a form of academic misconduct that results in disciplinary actions per the Student Handbook that may range from failing an assignment or course to expulsion.

Revised 5/4/16