

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

Fall 2011 T5-6 (11:45-1:40)/R6 (12:50-1:40)

Instructor: Dr. A. Whitney Sanford
email: wsanford@ufl.edu
Office hours: T 11-11:45; R 11-12:45

Office: 107 Anderson Hall
Telephone: 392-1625

Course Description

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

This course investigates the religious dimensions of environmental movements of the global South and explores the how religious concepts shape environmental movements, social relations, and ideas of social justice. Environmentalists from the global South claim that social justice is an integral part of environmentalism. Course materials will focus on the global South, primarily South Asia and Latin America, but will include marginalized groups in the United States. This course will investigate specific environmental movements, e.g. seed-saving campaigns in India and Mexico and will familiarize students with the religious and social dimensions of environmental movements, including Liberation Theology, subaltern studies, and the Catholic workers Movement.

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

Objectives and Goals

Learning Objectives

1. Introduction of students to religious dimensions of environmental movements in the global South;
2. Investigation of how religious traditions shape environmental and social justice movements;
3. Exploration of the effect of geographic location and socio-economic status on the intersection of religion, justice, and environment;
3. Read historical and theological texts critically;
4. Improvement of students’ ability to write analytically and comparatively about the broad themes and theories, as well as specific texts and cases, studied; and
5. Work collaboratively and in multidisciplinary teams on class projects.

Statement of the General Education Purpose of the Course with attention to the General Education Classification requested (H and I status requested):

This course explores the topic of religion and environmental movements of the global South from a religious studies perspective and exposes students to the theories and

methods through which religion scholars understand these movements. Exploring the different movements and religious traditions as well as the different approaches to understanding these phenomena demonstrates multiple perspectives held by those within these movements as well as by scholars. For example, the Peruvian mining arbitration exercise will demonstrate the religious, cultural, and economic different perspectives held by stakeholders.

This class also demonstrates how these movements are shaped by specific religious traditions, e.g. Hinduism, Andean indigenous traditions, and Christianity, that provide the underlying concepts that structure approaches to justice and environment. The class will also examine how geographic location as well as factors such as socio-economic status affect these movements. The unit on Corn, Society, and the Americas analyzes the relationship between religious traditions, food, and land/geography using three specific cases.

General Education Student Learning Outcomes (Humanities)

1. Understand the religious traditions and cultural norms that influence environmental and justice movements in the global South;
2. Identification and analysis of key elements, biases and influences that shape scholarly thinking about religion and the environment in the global South;
3. Understand the relationship between religion and environmental movements of the global South from diverse theoretical perspectives; and
4. Communication of the information and analysis developed in this course in a clear, organized, and effective way in written work and in class discussions;
5. Understand how intersection of religion, environment, and social justice in the context of the world's diverse cultures and religious traditions;
6. Recognize race, class, and gender diversity within different religious traditions; and
7. Analysis of multiple perspectives on religion, environment, and justice, including one's own.

General Education Student Learning Outcomes (International)

1. Understand the history, underlying theory and methodologies used to analyze relations between religion, environment and social justice as an interdisciplinary field of study;
2. Understand the effect of geographic location and socio-economic status on the intersection of religion, justice, and environment;
3. Ability to evaluate and analyze of multiple perspectives on religion, environment, and justice, including one's own

5. Understand how the intersection of religion, environment, and social justice in the context of the world's diverse cultures and religious traditions;

Policies, rules, expectations, and resources

1. *Attendance and reading:* I expect you to attend all meetings of the class, barring extraordinary circumstances, and to come prepared to discuss the reading at each and every class meeting.

2. *Handing in Assignments:* Place all papers in my mailbox in the Religion Department, 107 Anderson Hall. DO NOT slip them under the door or leave them on the door of my office, the main department office, or the teaching assistant's office. Please also keep a dated electronic copy of all your papers.

3. *Late or Make-Up Assignments:* You may receive an extension on an assignment only in extraordinary circumstances *and* with prior approval from the instructor. If an extension is not granted, the assignment will be marked down 1/3 grade (e.g., from B to B-) for each day late.

4. *Completion of All Assignments:* You must complete all written and oral assignments and fulfill the requirement for class participation in order to pass the course. I will not average a grade that is missing for any assignment or requirement.

5. *Common Courtesy:* Cell phones and other electronic devices must be turned off during class. Students who receive or make calls during class will be asked to leave. You may take notes on a laptop computer or other device, although the instructor reserves the right to ask you to turn off the computer. The instructor also reserves the right to ask any student engaging in disruptive behavior (e.g., whispering, reading a newspaper) to leave the class. Repeat violations of these rules will result in dismissal from the class.

6. *Honor Code:* On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The university specifically prohibits cheating, plagiarism, misrepresentation, bribery, conspiracy, and fabrication. For more information about the definition of these terms and other aspects of the Honesty Guidelines, see <http://www.chem.ufl.edu/~itl/honor.html>. Any student demonstrated to have cheated, plagiarized, or otherwise violated the Honor Code in any assignment for this course will fail the course. In addition, violations of the Academic Honesty Guidelines shall result in judicial action and the sanctions listed in paragraph XI of the Student Conduct Code.

7. *Accommodation for Disabilities:* Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will

provide documentation to the student, who must then provide this documentation to the Instructor when requesting accommodation.

8. *Counseling Resources* available on campus for students:
 - a. University Counseling Center, 301 Peabody Hall, 392-1575
 - b. Student Mental Health, Student Health Care Center, 392-1171
 - c. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161
 - d. Career Resource Center, Reitz Union, 392-1601

9. *Software Use:* All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

10. *Conferences*

Students are encouraged to meet with the instructor during office hours or by appointment.

11. *Grading Scale*

Full information about UF's grading policy, including credit for major, minor, General Education, and other requirements, is available at this website:

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

The grade scale for this course is as follows:

- A 94-100
- A- 90-93
- B+ 87-89
- B 84-86
- B- 80-83
- C+ 77-79
- C 74-76
- C- 70-73
- D+ 67-69
- D 64-66
- D- 60-63
- F Below 60

Please note that a C- is not a qualifying grade for major, minor, General Education, Gordon Rule, or College Basic distribution credit. To achieve such credit you must achieve a C or better in this class.

**READINGS
ASSIGNMENTS AND EXAMINATIONS**

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

Required Books

Wangari Maathai, *Replenishing the Earth: Spiritual Values for Healing Ourselves and the World*

COURSE REQUIREMENTS

Assignments and Grading

All assignment must be completed to pass the course.

1. Midterm (20% of grade)

2. Classroom Participation

Attendance and participation in classroom activities and discussion is expected. This percentage includes preparation for and participation in the in-class Peruvian Mining Arbitration exercise on October 25.

The Peruvian Mining arbitration is an in-class exercise in which teams of students will research, enact, and arbitrate concerns related to contemporary mining practices in Peru. This exercise will expose students to different religious, cultural, and economic viewpoints on this issue.(20% of grade)

3. Response/activity Papers

Response papers are 2 page double-spaced papers responding to a specific reading assignment, lecture or assigned activity. These will be announced one week in advance. (15%)

4. Take-home Essay

This essay will integrate readings and material, focusing on the second half of the semester. (25%)

5. Final Project

Students will develop collaborative poster projects that explore the religious dimensions of an environmental movement. This poster will demonstrate familiarity with the specific movement as well as the religious dimensions of this movement. More detailed information will be provided early in the semester. Projects will be presented in poster format on **November 28 and December 1** (20% of grade).

Readings and Assignments

August 23 Introduction

August 25 Defining the Global South

August 30 Guha, "How Much Should a Person Consume?"
[E-library]

September 1 Pramod Parajuli, "Revisiting Gandhi and Zapata: Motion of Global Capital, Geographies of Difference and the Formation of Ecological Ethnicities"

http://www.idrc.ca/en/ev-64534-201-1-DO_TOPIC.html#

Liberation Theology and Ecology

September 6

Film -- Romero

September 8

Liberation Theology and Contemporary Practice in Salinas,
Ecuador

[\[http://lyra.ifas.ufl.edu/unzip/RLO_MODULE_Liberation_Theologyx14603328y1/player.html\]](http://lyra.ifas.ufl.edu/unzip/RLO_MODULE_Liberation_Theologyx14603328y1/player.html)

September 13

Boff, "A Concise History of Liberation Theology"

[\[http://www.landreform.org/boff2.htm\]](http://www.landreform.org/boff2.htm)

Response Paper 1 Due: RLO

September 15

Boff, "*The Amazon: All the Capital Sins Against Ecology*"
[E-library]

Corn, Society and the Americas

September 20

Wall, Dennis and Virgil Masayeva, "People of the Corn:
Teachings in Hopi Traditional Agriculture, Spirituality, and
Sustainability," [E-library]

September 22

Winona, LaDuke, "Wild Rice: Maps, Genes and Patents"
[E-library]

September 24

Gustavo Esteva, "The Society of the Different"

[\[http://www.inmotionmagazine.com/global/gest_int_1.html\]](http://www.inmotionmagazine.com/global/gest_int_1.html)

Africa and the Green Belt Movement

September 27

Wangari Maathai, *Replenishing the Earth*

September 29

Wangari Maathai, *Replenishing the Earth*

October 4

Review Session

October 6

Midterm

Andean Religion, Mining and Pachamama

October 11

Andean Religion (TBA)
Rozzi, "The Road to Biocultural Ethics"
[e-library]

October 13

Mining and the "Rights of Mother Earth" (TBA)

October 18

Discussions and team research prep for mining arbitration exercise

Response Paper 2 Due: Dr. Rozzi's talk

October 20 Discussions and team research prep for mining arbitration exercise

October 25 Whose Rights? Peruvian mining arbitration exercise

Gandhi, Hinduism, and the Environment

October 27 Shinn, "The Inner Logic of Gandhian Ecology"
[E-library]

November 1 Hinduism, The *Gita* and Ecology (TBA)

November 3 Interpreting Chipko
Rangan, H. "From Chipko to Uttaranchal: The Environment of
Protest and Development in the Indian Himalaya"

Catholic Workers Movement: Gandhi Revisited

November 8 Dorothy Day, "On Pilgrimage"
[E-library]

November 10 Contemporary Catholic Workers Movements (TBA)

November 15 Visit to Catholic Worker House (TBA)

November 17 AAR

November 22 AAR

November 24 Happy Thanksgiving!

November 28 Poster sessions

December 1 Poster sessions

December 6 Conclusions and final discussions