**ENVS 397: Eco-Spirituality**

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Office Hours: T-TH: 1:00-3:00, College Hall, 416 G

Class Meetings: 4:40-5:55, Rosauer 218



“Ecology and spirituality are fundamentally connected because deep ecological awareness, ultimately, is spiritual awareness” -Fritjof Capra-

**Course Description:**

Eco-spirituality refers to contemporary social and humanistic studies of the entanglement of ecologies and spiritualities. This course has interdisciplinary focus that covers individual as well as collective ideas and actions in the arena of eco-spirituality, and pays attention to various religious (and contemporary secular) ecological practices (beliefs, traditions, actions, and innovations). In this course, we will discuss complex and diverse approaches ranging from political science, anthropology, sociology, psychology, religious studies, geography, to philosophy to provide comprehensive and inclusive understanding of contemporary eco-spiritual practices.

**Learning Outcomes:**

On completion of this course, student will be able to:

1. Understand eco-spirituality concepts and issues around the world.
2. Demonstrate the entangled knowledge of ecology and spirituality.
3. Integrate religious/spiritual perspectives in analyzing an environmental problem and proposing a solution.
4. Have a desire to take personal action in pursuit of a sustainable future for the planet.

**Reading:**

No required reading. All reading materials will be provided by the instructor.

**Classroom/Assignment Policies:**

1. It is expected that students have read the materials and ready to discuss before coming to hybrid classroom.
2. Students must **turn off all electronic devices** in the classroom. Using laptops will be tolerated for some legitimate academic reasons (e.g. attending class remotely, reading online class materials).
3. All assignments must be turned in by the midnight on the due dates listed in this syllabus. No assignments will be accepted via email. Late assignment will result in a reduction of points.

**Grade Calculation and Scale:**

Class participation                                          20%

Student-led Discussion                                  20%

Ethnographic project                                      20%

Blog project 10%

Midterm exam                                                 15%

Final exam                                                         15%

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| --- | --- | --- | --- | --- |
| **Grade** | **Percent** |  | **Grade** | **Percent** |
| A | 93-100 |  | C | 73-77 |
| A- | 90-92 |  | C- | 70-72 |
| B+ | 88-89 |  | D+ | 68-69 |
| B | 83-87 |  | D | 63-67 |
| B- | 80-82 |  | D- | 60-62 |
| C+ | 78-79 |  | F | Below 59 |

**Assignments:**

*Class participation*: Student participation in class is expected and required. You are responsible for being prepared and willing to contribute to discussions of readings in an appropriate and constructive manner. A significant component of your participation score is based upon providing a weekly recap/summary/critique/question (no more than 200 words).

*Student-led Discussion:* Students will be paired into teams of two/three, and will be asked to lead discussion in TWO class sessions, which includes very brief presentation of the TOPIC, CASE, or EXAMPLE from previous lecture (you can use any sources/articles/books of your choice, but *please don’t repeat the lecture*!) (approximately 10 minutes), questions for discussion, and effective facilitation of discussion/debate (approximately 20-25 minutes). *The detail of this presentation will be discussed in class.*

*Mini ethnographic project*: You will conduct mini ethnographic research to explore your own interests about an eco-spiritual event. You should spend time to familiarize yourself with the event and build connection with interlocutors and then talk to those who attend (or about) the event. Later, with the data you have, you will write a mini ethnographic paper (1500 words), where you relate your findings to concepts that we learn from class. *The details of the assignment will be discussed in class.* **Ethnographic essay due May 7th.**

*Exams*: there will be two take home exams during the semester. Each exam will include two sections: (1) Concepts—consisting of two short responses between 100-150 words (Each concept must include three parts: (a) the concept with clear source attribution; (b) an example of the use of the concept to illustrate you understand the meaning; and (c) suggestions about the significance of the concept in view of the course readings and lectures). (2) Short essays—you will select and respond to two from a list of three questions based on readings, lectures, and clips. The details of the exam (concepts and essay questions) will be posted on Blackboard. **Mid Exam February 25, and Final Exam April 30.**

*Blog*: Your group will also create (each student contributes to write 500 words blog section) a blog. You must include pictures in each of your blog section. You can choose to use any blog platform: Wix, WordPress, etc. The blog topic must be about contemporary eco-spiritual issues. At the end of the semester, I encourage you to share your blog on your social media (sharing blog is a great way to reach out to large audience and amplify environmental issues, and encourage them to take actions). **Blog due May 10th.**

**Course Outline:**

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| Date | Topic/Reading |
| Week 1 (Jan 19) | *Class Introduction: syllabus and assignments*  *Thursday*  Syllabus review |
| Week 2 (Jan 24-26) | *Ecology and Spirituality*  *Tuesday*  Lynn White (1967), “The Historic Roots of Our Ecological Crisis”  *Thursday*  Nasr, Seyyed. H. (1991). Chapter 1. The Encounter of Man and Nature. The Spiritual Crisis of Modern Man. Harper Collins.  Sara Bailey (2016) [Dakota Pipeline.](https://www.washingtonpost.com/news/acts-of-faith/wp/2016/12/05/the-dakota-access-pipeline-isnt-just-about-the-environment-its-about-religion/) |
| Week 3 (Jan 31-Feb 2) | *Religious Environmentalism and Research Method*  *Tuesday*  Kottak, Conrad. 2018. “Doing Anthropology.” (Ch. 3, pp.41-50).  *Thursday*  Roger Gottlieb (2007) Religious environmentalism (Ch.4) |
| Week 4 (Feb 7-9) | *Indigenous Eco-spirituality*  *Tuesday*  Leslie Sponsel Ch.3 “The Original Spiritual Ecologists.”  Clip: Winona LaDuke on Land, life, and culture.  *Thursday*  Rosalyn LaPier (2017) Introduction from the Blackfeet and supernatural world. University of Nebraska. |
| Week 5 (Feb 14-16) | *Global Eco-spirituality*  *Tuesday*   Vandhana Shiva (2013) [The gift of food.](https://www.countercurrents.org/en-shiva110105.htm)  *Thursday*  Badiu (2008) African indigenous ecology. |
| Week 6 (Feb 21-23)          **Mid-exam, Feb 25** | *Islamic Eco-spirituality*  *Tuesday*   Anna Gade (2012) Muslim environmentalism.  *Thursday*  Ulil Amri (2021). Interweaving Piety and Prosperity: Religion, Neoliberalism, and the Environmental Practices in Indonesia.  Clip: Green Waqf. <https://www.youtube.com/watch?v=BcbQtl2Xju0> |
| Week 7 (Feb 28 and Mar 2) | *Christian Eco-spirituality*  *Tuesday*  Pope Francis (2015) Laudato Si’  *Thursday*  Norman Wirzba (2003) The paradise of God (pp. 125-145). |
| Week 8 (Mar 7-9) | *Jewish Eco-spirituality*  *Tuesday*  Hava Tirosh-Samuelson (2006) “Judaism” from *The Oxford Handbook of Religion and Ecology.*  *Thursday*  Adrienne Krone (2015) Jewish food reform in the US. |
| Week 9 (Mar 14-16) | *Spring Vacation—No Class* |
| Week 10 (Mar 21-23)  **Due: Reflection** | *Hindu Ecospirituality*  *Tuesday*   Dwivedi (2006) Hindu religion and environmental wellbeing  *Thursday*  Radhika Govindrajan (2018) Animal intimacy and Hinduism. |
| Week 11 (Mar 28-30) | *Buddhist Ecospirituality*  *Tuesday*  Ugo Dessi (2013) Buddhism and ecology.  *Thursday*  Susan Darlington (2012) Tree ordination in Thailand. |
| Week 12 (Apr 4-6) | *Interfaith*  *Tuesday*  Maria Nita (2013) Christian-Muslim and climate change.  *Thursday*  Einar Tjelle (2020) Towards a green diapraxis: Experiences and reflections from an interfaith journey |
| Week 13 (Apr 11-13) | *Innovations, Actions*  *Tuesday*   Maria Jansdotter (2006) Ecofeminism.  Clip/Movie: (2011) Wangari Maathai on women against deforestation.  *Thursday*  Winona LaDuke (2005) Wild rice and the sacred. |
| Week 14 (Apr 18-20) | *Innovations, Actions*  *Tuesday*  Chaone Mallory (2010) Gender, spirituality and forest defense.  *Thursday*  O’Brien (2012) Religious ethics and environmental justice. |
| Week 15 (Apr 25-27)  **Final Exam: April 30**  **Ethnographic essay: May 7th** | *The future of eco-spirituality*  *Course wrap up and evaluation*  *Tuesday*  James Lovelock (2019) Novacene: the coming age of hyperintelligence.  *Thursday*  Kelly Alley (2019) River personhood and ecospirituality. |

**A Note on Harassment, Non-Discrimination and Sexual Misconduct:**

Consistent with its mission, Gonzaga seeks to assure that all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and Gonzaga’s policy prohibit gender-based harassment, discrimination and sexual misconduct. Gonzaga encourages anyone experiencing gender-based harassment, discrimination or sexual misconduct to talk to someone from the Campus and Local Resources list found in the [Gonzaga’s Harassment and Non-Discrimination Policy](https://my.gonzaga.edu/faculty-staff-services/human-resources/equity-inclusion/equal-opportunity-office/harassment-discrimination-policy).

It may be helpful to talk about what happened in order to get the support needed and for Gonzaga to respond appropriately. There are options for support and resolution, namely confidential [support resources](https://www.gonzaga.edu/about/offices-services/human-resources/equity-inclusion/title-ix/support-resources), and campus reporting and support options are available. Gonzaga will respond to all reports of sexual misconduct in order to stop the harassment, discrimination, or misconduct; prevent its reoccurrence; and address its effects. Responses may vary from support service referrals to formal investigations.

As a faculty member, I want to get you connected to the resources here on campus specially trained in and experienced in assisting in such complaints, and therefore **I will report all incidents of gender-based harassment, discrimination and sexual misconduct to Title IX**. A representative from that office will reach out to you via phone and/or email to explore options for support, safety measures and reporting. I will provide our Title IX Director with all relevant details, including names and identifying information, of the information reported. For more information about policies and resources or reporting options, please visit the following websites: [Equity and Inclusion](https://my.gonzaga.edu/faculty-staff-services/human-resources/equity-inclusion) and [Title IX](https://my.gonzaga.edu/faculty-staff-services/human-resources/equity-inclusion/title-ix). If you would like to make a report of harassment, discrimination or sexual misconduct directly, you may:

• Contact the Title IX Director by phone, email, or in person

 Stephanie N. Thomas, Title IX Director 509-313-6910 whaleys@gonzaga.edu Business Services Building, 018

 • Or complete an online form: [Sexual Misconduct Report Form](https://cm.maxient.com/reportingform.php?GonzagaUniv&layout_id=3)

**Notice to Students with Disabilities/Medical Conditions:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability/medical condition requiring an accommodation, please call or visit the Disability Access Office (second floor of Foley Center Library, Room 208.)

**Class Attendance:**

I follow Gonzaga’s standard policy on absences:  the maximum allowable absence is two class hours (100 minutes) for each class credit. For three-credit classes, the maximum absence is, therefore, six class hours (300 minutes). The use of the V grade for excessive absences are suspended for this semester. Excused absences (illness or family emergency) should be communicated with instructor.

**Academic Integrity:**

All members of the Gonzaga community are expected to adhere to principles of honesty and integrity in their academic endeavors. You are expected to be familiar with the University’s Academic Integrity Policy and the potential sanctions for violating it. I will abide strictly by this policy’s procedures and guidelines. Ignorance of the policy will not serve as a defense against any violations.

**Religious Accommodations for Students:**

In compliance with Washington State law (RCW 28.10.039), it is the policy of Gonzaga University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. [The Policy on Religious Accommodations for Students](https://www.gonzaga.edu/academics/academic-calendar-resources/registrars-office/policies-procedures/academic-policies-procedures) describes procedures for students requesting a Religious Accommodation and for faculty responding to such a request.

**Course Evaluation:**

At Gonzaga, we take teaching seriously, and we ask our students to evaluate their courses and instructors so that we can provide the best possible learning experience. In that spirit, we ask students to give us feedback on their classroom experience near the end of the semester. I will ask you to take a few minutes then to carry out course/instructor evaluation on-line. Please know that I appreciate your participation in this process. This is a vital part of our efforts at Gonzaga to improve continually our teaching, our academic programs, and our entire educational effort.

**Technology requirements for course:**

Course instructional learning management system uses Blackboard and Zoom. If you need assistance obtaining required technology, you should contact ITS (go to support.gonzaga.edu, email [techsupport@gonzaga.edu](mailto:techsupport@gonzaga.edu), or call (509) 313-5550).

**Participation rubric**

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| Criteria | Rating | | | Points |
| Level of engagement in class | *5 points*  Student proactively contributes to class by offering ideas and/or asks questions more than once per class. | *2.5 points*  Student proactively contributes to class by offering ideas and/or asks questions once per class. | *0 point*  Student never contributes to class by offering ideas and asking questions. | 5 points |
| Behavior | *2.5 points*  Student almost never displays disruptive behavior during class. | *1 point*  Student rarely displays disruptive behavior during class. | *0 point*  Student almost always displays disruptive behavior during class. | 2.5 points |
| Preparation | *2.5 points*  Student is almost always prepared for class with assignments and required class materials. | *1 point*  Student is usually prepared for class with assignments and required class materials. | *0 point*  Student is almost never prepared for class with assignments and required class materials. | 2.5 points |

**Student led Discussion rubric**

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| --- | --- | --- | --- | --- |
| Criteria | Rating | | | Points |
| Facilitation | *2 points*  Intriguing or thought provoking introduction to discussion topic. Able to absorb ideas from class, guides the class without dominating | *1 point*  Clear introduction to discussion topic. Guides the class but sometimes dominates and/or does not absorb ideas from class members | *0 point*  Insufficient introduction to discussion topic. Fails to guide the class and/or dominates class | 2 points |
| Exhibit support | *2 points*  Effectively demonstrates active listening skills and provides visible support for class members | *1 point*  Sometimes demonstrates active listening skills and shows some support for class members | *0 point*  Little or no evidence of active listening skills and/or support for class members | 2 points |
| Creativity | *1 point*  Demonstrates use of effective questioning techniques, able to synthesize information from class members | *0.5 point*  Synthesizes information from some class members and uses some questioning techniques | *0 point*  Does not use effective questioning techniques and/or unable to synthesize information from class members | 1 point |

**Ethnograhic project essay rubric**

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| Criteria | Rating | | | Points |
| Argument(s) | *10 points*  Main argument(s) well developed with high quality support. Reveals high degree of critical thinking | *5 points*  Main argument(s) lack detailed development. Ideas are vague with little evidence of critical thinking. | *0 point*  Main argument(s) are absent. Critical thinking is absent. | 10 points |
| Content | *15 points*  Content indicates in-depth analysis and engaging argument with evidence (academic texts), and situates the argument(s) in the context of broader discourses of eco-spirituality. | *7 points*  Shows some in-depth analysis and engaging argument with little evidence, and does not situate the argument(s) in the context of broader discourses of ecospirituality. | *0 point*  In-depth analysis is absent. The essay does not provide evidence and situate the argument(s) in the context of broader discourses. | 15 points |
| Styles | *5 points*  Shows outstanding style going beyond usual college level. The essay includes a list of references. | *2 points*  Attains college level style; The essay includes a list of references. | *0 point*  Poor writing style. No references. | 5 points |