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Chaminade University of Honolulu
Spring Evening
April 3 - June 12, 2000
Fort Shafter

COURSE: RE/SO 48040 Nature, Morality, and Society

TIME: Wednesdays 17:30-21:40

INSTRUCTOR: Dr. Poranee Natadecha-Sponsel

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TEXTBOOKS: Adams, Carol J., ed., 1993, **ECOFEMINISM AND THE SACRED**, New York, NY: Continuum.

Rae Eleanor, 1994, **WOMEN, THE EARTH, THE DIVINE**, Maryknoll, NY: Orbis.

Coward, Harold, and Maguire, Daniel C., **VISIONS OF A NEW EARTH: RELIGIOUS PERSPECTIVES ON POPULATION, CONSUMPTION, AND ECOLOGY**, Albany, NY: State University of New York.

DESCRIPTION:

Are human a part of or apart from nature? Are human stewards, dominators, or destroyers of nature? Such questions need to be seriously considered as we are entering a century focusing more on the spirituality and morality.

This course explores environmental ethics ___ moral problems and issues in the context of how society views the relationships among nature, gender and culture. Students will learn the impacts of religion, morality, social roles, and gender on the treatment of the environment. The focus of this course will be on the insightful study of the ecological revolution which challenges the logic of domination. The concept of ecofeminism will be examined from interdisciplinary and cross-cultural view points.

CLASS OBJECTIVES:

- *understand the concepts of ecology and feminism in the context of environmental ethics including the arguments for and against relating religious beliefs and ecology.
- *analyze the impacts of religious and social values on the differentiation of gender, human and environment.
- *survey various factors related to the possible application of religious beliefs to solve environmental crises.
- *compare different approaches to the moral study of gender and environmental problems and issues.
- *critically review the influence of social and religious values on personal and social perspectives about gender and environmental issues.
- *examine various alternatives and possibilities to develop one's own environmental ethics and morality of gender equity.
- *create greater awareness of how one's positive and negative attitude has an impact on dealing with gender and environment.

CLASS FORMAT:

This class will utilize the seminar setting, video viewing and discussion, and class presentations. It will be an interactive, cooperative learning experience for the students and the instructor. The format includes small group discussions, video analysis, student presentations and debates. Students are encouraged to actively participate in all class activities. It is very crucial that students read the assigned chapters and come to class well prepared for class discussion.

REQUIREMENTS:

Students are required to be open minded and courteous in class discussion and to participate regularly in all class activities. Each student is expected to carefully read the assigned chapter in the textbook and be prepared to discuss it for the class period of the assignment.

Only registered students are allowed to be in the class.

All students will be graded on the following requirements:

- *come to class on time and stay for the whole period.
- *be courteous and professional in class discussions i.e. take turn in speaking, allowing others to express their ideas without interruption, communicate with positive, constructive verbal and non-verbal language.
- *show respect and an open mind to different ideas and opinions from class members.
- *turn in assignments on time.
- *be responsible to cooperate and complete class/team projects on time.

GRADING:

The grading will be based on

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| 1. | Class attendance and participation | 20 pts. |
| 2. | Book chapter reports | 30 pts. |
| 3. | Reflective journal
(written journal 15 pts.
class presentation 5 pts.) | 20 pts. |
| 4. | Research project
(written report 20 pts.
oral report 10 pts.) | 30 pts. |

90-100=A, 80-89=B, 70-79=C, 60-69=D, 59 AND BELOW=F

BOOK CHAPTER REPORTS:

Students will be assigned to read chapter(s) from the textbooks and to turn in the following on the day when they take a leading role in class discussion:

- 1) a 1-2 page (typed double-spaced) insightful summary of the chapter(s) including
- 2) 3 main points from the reading clearly stated in bullet or number format, and
- 3) 3 analytical questions for class discussion.

RESEARCH PROJECT:

The purpose of the project is for students to creatively apply knowledge from classroom to real life experience. Students may choose a research topic relating to the problems and issues of environmental and related gender issues. The research methodology includes survey, interviews, and a literature review.

The written report of the research should be within the range of 7-10 double-spaced typed pages. It will be due on the last day of the class when the oral report is given.

Plagiarized work will lead to failure of the course. Also, it will be reported to the university for disciplinary action.

ORAL REPORT ON RESEARCH PROJECT:

Each student will have 10 minutes to share their project with the class. The oral report should be a brief summary of the student's written report. Reading from the written report is discouraged and points will be taken off. The grade will be based on the style of presentation, the ability to deliver information succinctly, and being conscientious about the 10 minutes time slot by not going over the time limit for each student.

REFLECTIVE JOURNAL:

Each student is required to keep a reflective journal at the end of each class. In lieu of the mid-term exam, students select one specific topic from their previous collection of journal entries to analyze in detail. This journal should reflect the student's understanding of the issues of gender and environment in the context of religious and social values. The student will orally present this fifth journal review in class and turn in all of the four weekly typed journals on the day of the mid term class presentation. Each journal must be typed double-spaced. The total number of the journal entries is five. Each entry will be graded for its brief and insightful reflection on the issues of gender and environment. The contents of all five journals should include:

- 1) reflective understanding of the chosen topic;
- 2) insightful comment on the topic; and
- 3) 3 analytical questions about the topic.

LEARNING OUTCOME ASSESSMENT:

Every student's work will be evaluated for:

- *knowledge of the subject matter from textbooks, class lectures, discussion, videos, resources from research, outside class activities.
- *ability to provide relevant examples to support viewpoints.
- *ability to apply the knowledge to understand current issues in society.
- *clarity and logical presentation.
- *demonstration of having an understanding of the subject matter objectively and from opposing viewpoints.
- *demonstration of achieving the objectives of this class.
- *ability to analyze, critically review, and compare the issues cross-culturally.

Students must turn in all class assignments and the exam in class on time. Points will be taken off for turning in assignments late. All work turned in must be typed double-spaced.

ONLY HARD COPY WILL BE ACCEPTED. EXAM AND ASSIGNMENTS ARE NOT ACCEPTED VIA EMAIL OR FAX.