

E- 4400 / E- 5400 CARE FOR THE EARTH: Ethics and the Environment
Fall Semester 2015 | Tuesdays - 7:00 - 9:45 p.m.

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COURSE DESCRIPTION:

This course is an interdisciplinary basic introduction to environmental ethics from the perspective of the Catholic intellectual tradition. Various environmental ethics methods are explored, however, this course will focus on an inductive virtue ethics methodology. Through the study of themes found in biblical texts; Christian doctrinal sources; and Christian ethics sources and norms, we will expose a Catholic moral vision for sustainable living, and action on behalf of environmental justice. In particular, theological and ethics sources from the Franciscan school and Catholic Social Teaching on environmental responsibility will be studied.

Since the Catholic intellectual tradition takes seriously knowledge available through the empirical sciences, various methods of environmental science will be exposed, and the basic knowledge about the function of key planetary systems (“earth literacy”) will be introduced as a vital component for an adequate inductive method for moral decision-making and environmental ethics. The scientific method and also the more encompassing scientific process will be explored using a historical example from Earth science. We will employ a systems perspective to understand how the four great Earth spheres (lithosphere, hydrosphere, atmosphere and biosphere) function together and how human impacts on the environment reverberate across those interconnected spheres.

Speakers from CTU religious order communities, and local and national faith-based agencies, will introduce practical behavioral and technical resources for sustainable life-style changes, advocacy for environmental justice.

FORMAT:

The course will be a blend of lecture, small group study, and discussion. Each session will begin with a lecture to focus the topic for the class from the perspective of science and theological ethics. The second half of the class will include a variety of focused small group discussions, use of various media, and learning exercises. Class discussions will engage not only content of the assigned readings, but to move to evaluation, critique and application of the material to concrete realities and situations.

Course Objectives in Relation to CTU Degree Program Outcomes

D.Min.

1. Identify, articulate, critically and theologically reflect on the ideas, proposals, and principles of significant scholars writing on ecological issues
2. Identify, articulate, critically and theologically reflect on individual and group theoretical and practical proposals for ecological ethics, in conversation with the scholars studied, the Roman Catholic Church and/or other faith traditions or belief systems, in collaboration and with colleagues in the course.
3. Lead small group members in developing their proposal and final research project with an eye to use in future academic or pastoral settings
4. Identify, articulate, critically and theologically reflect on, and employ an inductive virtue ethics methodology in an interdisciplinary approach with environmental science through research, writing, and other modes of communication relevant to particular ministry settings

MA-General and MA-Research

1. Define, compare, contrast, and critique the major approaches to environmental ethics.
2. Define, explain, and critique the classical environmental theories of major environmental ethicists.
3. Name, select, explain, assess [exegetical adequacy] and apply biblical themes that address values and relationships for and among God, human, other than human living creatures (plants; animals), inanimate earth elements (earth, air, water, fire).
4. Name, explain, and demonstrate use of the 7 General Themes from Catholic Social Teaching and the 7 Themes from Catholic Social Teaching for Environmental responsibility as guiding principles for environmental ethics and moral deciding.
5. Name, explain, and demonstrate critical use of environmental science literature and methods (earth literacy) as a vital component of an inductive ethics method.
6. Explain how an Earth system science perspective is necessary to understand the impacts of human activities on the environment.
7. Assess how the scientific process builds consensus concerning the projected future human impacts.
8. Define, explain, and critique the concept of “integral ecology” as employed by Leonardo Boff and Pope Francis.

MA in Ministry, M.Div., MAPS

1. Name, explain, and demonstrate use of Catholic doctrinal warrants as criteria for judging environmental and ecological issues as matters of deep moral concern, and occasions for action for justice - personally and as a community of faith
2. Name, select, explain, assess [exegetical adequacy] and apply biblical themes that address values and relationships for and among God, human, other than human living creatures (plants; animals), inanimate earth elements (earth, air, water, fire).
3. Name, explain, and demonstrate use of the 7 General Themes from Catholic Social Teaching and the 7 Themes from Catholic Social Teaching for Environmental responsibility as guiding principles for environmental ethics and moral deciding.
4. Name, explain, and demonstrate critical use of environmental science literature and methods (earth literacy) as a vital component of an inductive environmental ethics method.
5. Recognize, explain, and demonstrate the use of the Pastoral Spiral as a tool for social analysis in relation to ecological and environmental issues.
6. Explain how an Earth system science perspective is necessary to understand the impacts of human activities on the environment.
7. Assess how the scientific process builds consensus concerning the projected future human impacts.

Course Objectives in Relation to DePaul Upper-level Undergraduate Requirements

1. Identify and provide a basic definition of each of the four major sources of moral wisdom utilized in doing ethics from a Catholic perspective.
2. Identify and explain the significance of three biblical themes – creation, covenant, community – concerning environmental issues, understood from a Catholic perspective.
3. Name and explain three key biblical texts central to a Catholic understanding of environmental responsibility.
4. Name and explain the 7 General Themes from Catholic Social Teaching and the 7 Themes from Catholic Social Teaching for Environmental responsibility as guiding principles for environmental ethics and moral deciding.
5. Name, explain, and demonstrate critical use of environmental science literature and methods (earth literacy) as a vital component of an inductive environmental ethics method.
6. Explain and demonstrate the use of the Pastoral Spiral as a tool for social analysis in relation to ecological and environmental issues.
7. Explain why an Earth system science perspective is necessary for understanding the impacts of human activities on the environment.
8. Assess how the scientific process builds consensus concerning the projected future human impacts.
9. Be able to think and write critically about religion and environmental issues.

REQUIRED TEXTBOOKS¹**Environmental Ethics**

- Dempsey, Carol J. and Mary Margaret Pazdan, eds. *Earth, Wind, and Fire: Biblical and Theological Perspectives on Creation*. Collegeville, MN: The Liturgical Press, 2004. ISBN 978-0-8146-5110-0
- Gudorf, Christine E. and James Edward Huchingson. *Boundaries: A Casebook in Environmental Ethics*. Washington, DC: Georgetown University Press, 2010. ISBN 978-1-58901-636-1 (paper) (Kindle edition is available)
- Haight, John F. *Science and Faith: An Introduction*. New York: Paulist Press, 2012. ISBN 978-0-8091-4806-6. (Kindle edition is available)
- Nothwehr, Dawn M. *Ecological Footprints: An Essential Franciscan Guide for Faith and Sustainable Living*. Collegeville, MN: Liturgical Press, 2012. ISBN 978-0-8146-3957-3 (e-book) ISBN 978-0-8146-3374-8 (paper)
- Encyclical Letter, LAUDATO SI of the Holy Father Francis on Care for Our Common Home* - available on D2L
- Additional assignments from recommended and other texts available on D2L or CTU Library Reserves.

Environmental Science

- Mann, Michael E. and Lee R. Kump. *Dire Predictions, Understanding Climate Change, Second Edition*: DK, 2015. ISBN-13: 978-1465433640

RECOMMENDED TEXTS:**Environmental Ethics**

- Christiansen, Drew and Walter Glazer, eds. *And God Saw That It Was Good: Catholic Theology and the Environment*. Washington, DC: United States Catholic Conference, 1996.
- Hart, John. *What Are They Saying About Environmental Theology?* New York: Paulist Press, 2004. ISBN0-8091-4230-9 (paper)
- Schaefer, Jame and Tobias Winright, eds. *Environmental Justice and Climate Change: Assessing Pope Benedict's Ecological Vision for the Catholic Church in the U.S.* Lanham, MD: Lexington Books, 2013.
- Toolan, David. *At Home in the Cosmos*. Maryknoll: Orbis Books, 2001.
- Winright, Tobias, ed. *Green Discipleship: Catholic Theological Ethics and the Environment*. Winona, MN: Anselm Academic, 2011.

Environmental Science

- The Story Behind the Science*, <http://www.storybehindthescience.org/>, A project funded by the National Science Foundation.
- Climate Change 2013: The Physical Science Basis, <http://www.ipcc.ch/report/ar5/wg1/>, Intergovernmental Panel on Climate Change, 2013.
- The National Climate Assessment, <http://nca2014.globalchange.gov/>, U.S. Global Change Research Program, 2014.
- Climate Change Indicators in the United States, <http://www.epa.gov/climatechange/science/indicators/>, U.S. Environmental Protection Agency, 2014.

Course Requirements and Items for Assessment:

Assigned Readings: It is expected that students will read the **Required Readings** {for their respective degree program} before each class session as indicated in the *Schedule of Assignments* given below. **Supplemental Readings** allow students to pursue topics further.

Class Discussions [50 points] Students need to take careful notes, raise questions, or pursue insights as issues arise while reading, and to offer their ideas during class discussions. Class discussions will engage not only content

¹ Available from: <http://astore.amazon.com/caththeounio-20> Nothwehr, Dawn M. *Ecological Footprints: An Essential Franciscan Guide for Faith and Sustainable Living*. Collegeville, MN: Liturgical Press, 2012. ISBN 978-0-8146-3957-3 (e-book) ISBN 978-0-8146-3374-8 (paper) Available at Public Lecture for author's discount - \$30.00

of the assigned readings, but to move to evaluation, critique, and application of the material to concrete realities and situations.

Written Assignments:

1. Environmental Autobiography Paper – Everyone [50 pts.]

A worksheet to guide students in this exercise is posted on D2L in the WELCOME section. Guided by the worksheet, write a 5-page environmental autobiography paper summarizing your insights. **Due September 15th.**

2. Extra Credit Opportunity – (optional) Everyone [100 pts.]

Attend the event: An Ecumenical Celebration and Reception of Pope Francis Encyclical, “Laudato Si”: An ACTS Convocation, October 3, 2015 from 9 a.m. - 5:00 p.m. Co-Sponsored by: Catholic Theological Union, Archdiocese of Chicago Office for Peace & Justice, and Archdiocese of Chicago Office for Ecumenical and Interreligious Affairs
The admission is \$20.00 for the full day. You must attend the full day, and write a 3-5 page reflection paper on one of the presentations given in one of the breakout sessions you attend.

3. Weekly Reflection / Response Papers [30 points each] - MA in Ministry, M.Div., MAPS

In preparation for each class session write a short Reflection / Response Paper. This paper will consist of **only three paragraphs**: (one single-spaced, typed page with standard margins and font). Please follow the format given on the Guide Sheet that it posted on D2L in the WELCOME section. See WEEKS 2, 3, 4, 5, 6, 8, only. *Each paper is due immediately following our in-class discussion (No exceptions.)*

4. Six (6) Weekly Abstract and Analysis Papers [30 points each] – D.Min., MA-General, and MA-Research

A list of all Supplemental Readings is posted on the WELCOME section of D2L. You need to choose 7 articles or book chapters from that list. At the **September 15th** class, we will circulate a Sign-Up Sheet that list of all Supplemental Readings, among the MA-Gen, MA-Res, and D. Min. students. You will then submit an Abstract and Analysis Paper for those items to which you committed – on the due date given on the Sign-Up Sheet. The filled in Sign-up Sheet for Weekly Abstract and Analysis Papers will be posted on the D2L WELCOME section. Guidelines for this assignment are posted on the D2L WELCOME section, as well. See WEEKS 2, 3, 4, 5, 6, 8, only. *Each paper is due immediately following our in-class discussion (No exceptions.)*

5. Response to Questions for Reflection and Discussion - Upper Level Undergrads

Each week, students should provide written responses to the Questions for Reflection and Discussion from the source(s) indicated on the Schedule of Assignments (below). A link for posting responses can be found on each section of D2L. [30 points per week]

6. Final Project or Paper – Everyone See the specifics for your degree program below.

D.Min.: a 20-25 page research paper dealing with any element of the Catholic environmental ethics tradition, showing the interplay between experience, culture, and tradition. Your paper must integrate the appropriate use of environmental science in the discussion of your thesis. Please submit a written proposal to the professor prior to beginning work on this paper. [EDM1].

MA-General, and MA-Research: a 20-25 page research paper dealing with any element of the Catholic environmental ethics tradition, demonstrating research and articulation appropriate for the student’s MA track. Students need to be explicit about the advantages/disadvantages, strengths & weaknesses of the ethical method used to arrive at a potential resolution to the problem posed in the paper. Your paper must integrate the appropriate use of environmental science in the discussion of your thesis. Please submit a written proposal to the professors prior to beginning work on this paper. [MA 1,2].

MA in Ministry, M.Div., MAPS: a 15-20 page ecotheological issue project / paper, in which the student explores how Catholic Social Teaching concerning the environment provides direction for the resolution of a concrete environmental problem. The pastoral project needs to show how the conclusions of the paper bear concretely on preaching, catechesis, and social action in a parish setting. Your paper must integrate the appropriate use of environmental science in the discussion of your thesis. [M. Div. 2; MAPS 1]

- (a) Select a specific environmental problem that faces the people in your country.
- (b) Explore the historical, social, political, economic, ecological dimensions of the problem. Use knowledge from the pertinent scientific fields and basic environmental literacy in your analysis.
- (c) Ground your analysis of the issue using Christian doctrinal sources, the Catholic magisterial teachings from your local Church, statements from the Roman Magisterium and other resources explored in this course, and show the critique this moral wisdom brings to bear on the problem.
- (d) Draw conclusions and make a recommendation for the resolution of the problem.

Upper Level Undergrads: a 10-15 page paper in which you explore a topic related to this course. You must consult with the professors and receive their approval prior to writing. Since this is an interdisciplinary course, your proposal should include the appropriate use of both environmental science (earth literacy) and the perspective of Catholic theological ethics. See the WELCOME section of D2L for some suggestions to help you get started thinking about your paper.

Policy on Late Assignments and Final Papers

Students should not presume that late assignments or papers will be accepted. Only in the very rare instance will provision be made for tardiness. This is because the very success of the class depends on the timely and mutual cooperation of all participants. **Final papers are due on December 8th at 4:00 p.m.** If you believe you have a valid reason for an extension for the final paper, kindly consult with the professors and CTU students must bring the proper form from the Registrar with you to the consultation. *Without proper documentation for an extension the paper grade will be lowered one grade point for each day past the due date.*

CTU Grading Scale – See Student Handbook Section 4 at page 46

Grading of Formal Written Work

A 96-100 Excellent	B 85-88 solid	C 73- 76 borderline
A- 93-96 very good	B- 81-84 adequate	D 70- 72 poor
B+ 89-92 good	C+ 77-80 sufficient	F 69 or below failure

The "A" range:

These grades reflect superior work that is well above the average level of competency in writing. Work at this level reflects an ability to critically engage the material being discussed. This would include an ability to analyze texts and ideas in a way that interests and excites the reader and that assists the reader in viewing the issue in a new light. The work will be coherent and have a well-formulated argument or thesis that the reader will easily be able to grasp. This includes a logical progression of ideas between and within paragraphs giving the paper a sense of wholeness. Writing at this level will be fluid, clear, precise, and grammatically correct. It will not only make sense, the reader should find it compelling.

The "B" range:

These grades reflect work that is above average. It will be obvious to the reader that thought has been given to the topic. In general summary and narrative have been avoided in favor of critical analysis. The writing contains a clearly stated thesis or argument that provides the shape of the work. In general, all parts of the paper support and strengthen the thesis. Ideas will be adequately developed and an effort to be clear and coherent will be apparent. On the whole the work will flow well and contain few, if any, grammatical errors.

The "C" range:

Work at this level indicates competence, but also exhibits problems. Sufficient thought may not have been given to the topic. There might be too heavy a reliance on summary or narrative rather than argument and critical analysis. The thesis may be uninteresting and not excite or engage the reader or the thesis may not be sufficiently developed. The work may lack unity with little logical progression or connection of thoughts between and within paragraphs. The relation of all parts of the work to the central argument or thesis may be unclear, and the style of writing may be too colloquial or obscure, thus, making it difficult for the reader to understand and follow your position. The lack of clarity or coherence may be directly related to poor grammar and weak writing skills.

Important Academic Policies

[CTU Mission Statement](#) – See *Student Handbook* page 11 [See the Helpful Links on D2L at <https://d2l.ctu.edu>].

[CTU Bias-Free Language](#) – See *Student Handbook* Section 4 at page 40

[CTU Netiquette and Nethics](#) – See *Student Handbook* Section 4 beginning at page 51

[CTU Copyright Policy](#) – See *Student Handbook* pages 42 and 115.

[CTU Statement on Academic Integrity](#) – See *Student Handbook* Section 4, Plagiarism, at page 52. Academic integrity demands that a student acknowledge all sources employed in the preparation of written assignments, whether in the use of exact quotations, or in substantial reproduction of ideas. *Failure to do so (plagiarism) will result in a failing grade for the course and may also result in dismissal.*

[DePaul Statement on Academic Integrity](#) - Work done for this course must adhere to the University Academic Integrity Policy. According to the DePaul University [Student Handbook](#), “Violations of academic integrity include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources, alteration or falsification of academic records; academic misconduct; and complicity.” The Handbook also states that, “If an instructor finds that a student has violated the Academic Integrity Policy, the appropriate initial sanction is at the instructor's discretion.” To support this policy, your assignments may be submitted to the website turnitin.com. For more information, definitions, and examples, see DePaul University's Academic Integrity website at <http://academicintegrity.depaul.edu>.

[DePaul sources of help](#) – Center for Students with Disabilities (CSD) and PLuS Program (for LD, AD/AH), Lincoln Park Student Center 370, 773-325-1677. The Dean of Students can assist with accommodations for health or family emergencies.

SCHEDULE OF ASSIGNMENTS

- MUSE** Project MUSE materials are available through CTU Bechtold Library on-line.
- R** Class Reserve – CTU Bechtold Library
- D2L** Posted on Course page on D2L
- CTU** Search for the journal by its TITLE in Bechtold Library “Books & Other Materials;”
Click blue box – **GET IT CTU** & follow link to enter vol., issue. & page number.

SEPTEMBER

September 8th WEEK I – Earth Story: In Relationship with Scripture, Science, and Ethics

Location	Required Reading
D2L	Encyclical Letter, LAUDATO SI – Introduction, §§ 1-16
Textbook	Haight, <i>Science and Faith</i> , “Introduction,” 1-8 and “Is Faith Opposed to Science?” 9-20
Textbook	Gudorf & Hutchingson, <i>Boundaries</i> , “Theory in Environmental Ethics,” 3-28.
D2L	Elizabeth A. Johnson, “Turn to the Heavens and the Earth: Retrieval of the Cosmos in Theology,” <i>Catholic Theological Society of America Proceedings</i> 51 (1999): 1-14.
CTU	Holmes Rolston, III, “Ecology: A Primer for Christian Ethics,” <i>Journal of Catholic Social Thought</i> 4/2 (Summer 2007): 293-312.
R D2L	James B. Martin-Schramm, <i>Christian Environmental Ethics: A Case Study Method</i> , “Case Studies and Moral Deliberation,” 47-56.
D2L	CHART: 7 Principles CST & 7 Themes of Ecological Responsibility

-Video: John Bimson, “Interpreting the Creation Narratives in Genesis 1-3” <http://downloads.sms.cam.ac.uk/1557926/1557931.m4v>

Science Materials

Web	http://video.nationalgeographic.com/tv/cosmos-a-spacetime-odyssey/the-cosmic-calendar
In Class	http://astrosociety.org/edu/astro/act2/H2_Cosmic_Calendar.pdf

Supplemental Readings / Abstract Choices

Location	Reading
D2L	Andrea Vicini, SJ, “New Insights in Environmental and Sustainable Ethics,” <i>Asian Horizons</i> , Vol.6, No.2, June 2012.
D2L	Mary Evelyn Tucker, “Ecology, Religion, Policymaking,” <i>Boston Theological Institute Bulletin</i> , 6/2 (Spring 2007): 8-15.
D2L	Jeffrey D. Sachs, “How the Church Can Help Build a Sustainable World,” <i>America</i> (December 9-16, 2013):13-16.
D2L	Joseph P. Carver, “Ecological Examen,” <i>America</i> 210/14 (April 21, 2014):16-18.
D2L	Donal Dorr, “‘The Fragile World’: Church Teaching on Ecology before and by Pope Francis,” <i>Thinking Faith</i> , February 26, 2014.
D2L	Two documents from the: Sustainable Humanity, Sustainable Nature: Our Responsibility - Pontifical Academies Conference May 2-6, 2014. (a) Summary (b) Statement
D2L	D. Edwards, “Planetary Spirituality,” <i>Compass</i> 44/4 (Winter 2010): 16-23.
Web	A Very Deep Question: Just How Old is Earth? http://www.storybehindthescience.org/pdf/earthsage2.pdf

September 15th WEEK II – Earth Story: Old Testament, Evolution and Geology

Location	Required Reading Environmental Autobiography Papers – Due. D. Min., MA-Gen. and MA-Research Sign-up for Abstract & Analysis Papers today.
D2L	Encyclical Letter, LAUDATO SI – Chapter 1 “What’s Happening to Our Common Home,” §§17-61.
Textbook	Nothwehr, “In the Beginning . . .,” in <i>Ecological Footprints</i> , 3-21.
Textbook	Dempsey & Pazdan, eds. <i>Earth, Wind, and Fire</i> C. Dempsey, “Creation, Evolution, Revelation, Redemption,” 1-20. A. Laffey, “The Priestly Creation Narrative: Goodness and Interdependence,” 24-34.
Textbook	John F. Haught, “Is Faith Compatible with Evolution?” in <i>Science and Faith</i> , 35-50.
Textbook	Case Study: Gudorf & Hutchingson, <i>Boundaries</i> , “We’re All in This . . . Alone,” 29-46.

Video: Peter Harrison, “Religious Origins of Modern Science” https://www.youtube.com/watch?v=j_mTlhN-WuU

Science Materials

Web	Plate tectonics and Wegener: http://www.storybehindthescience.org/pdf/jigsaw.pdf
In Class	Exercise on plate tectonics

Supplemental Readings / Abstract Choices

Location	Reading
D2L	Finomo Julia Awajiusuk, “Genesis 1:26-28 - A Panacea to Environmental Degradation in Niger Delta, Nigeria,” Asian Horizons, Vol. 6, No. 2, June 2012.
CTU	David Toolan, <i>At Home in the Cosmos</i> , “Is there an Environmental Crisis?” 75-91. “Pushing the Limits,” 92-103. “The Dynamics of Unsustainability,” 104-126.
Web	Charles Darwin: A Gentle Revolutionary http://www.storybehindthescience.org/pdf/darwin.pdf

September 22nd WEEK III – Earth Story: New Testament and Science Known to Jesus and the Apostles

Location	Required Reading
D2L	Encyclical Letter, LAUDATO SI – Chapter 2 “The Gospel of Creation,” §§ 62-100.
Textbook	Nothwehr, “Toward a New Creation,” in <i>Ecological Footprints</i> , 22-47.
Textbook	Dempsey & Pazdan, eds. <i>Earth, Wind, and Fire</i> B. Bowe, “Soundings in the New Testament Understanding of Creation,” 52-66 S. McGinn, “All Creation Groans in Labor,” 114-123.
Textbook	John F. Haught, “Do Miracles Really Happen?” in <i>Science and Faith</i> , 50-63.
Textbook	Case Study: Gudorf & Hutchingson, <i>Boundaries</i> , “For Ecological Health or Profit,” 49-67.

-Video: Peter Harrison (Gifford Lectures) “The Cosmos and the Religious Quest” <https://www.youtube.com/watch?v=sCxktaQy7Dw>

Science Materials

Web	Dan M. Kahan, Making Climate-Science Communication Evidence-Based — All the Way Down, Culture, Politics and Climate Change (eds. M. Boykoff & D. Crow, Routledge Press, 2014 Forthcoming), http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2216469 .
In Class	Climate change role-playing activity

Supplemental Readings / Abstract Choices

Location	Reading
R	D. Reid, “Enfleshing the Human,” in <i>Earth Revealing-Earth Healing</i> , 69-84.
R	D. Edwards, “For Your Immortal Spirit is in All Things,” in <i>Earth Revealing-Earth Healing</i> , 45-68
D2L	D. Edwards, “Ecological Commitment and the Following of Jesus,” in <i>Ecology at the Heart of Faith</i> , 48-64.
Textbook	B. Reid, “Sabbath the Crown of Creation,” Dempsey & Pazdan, eds., In <i>Earth, Wind, and Fire</i> , 67-76.
Web	The Great Debate: Just How Big is the Universe? http://www.storybehindthescience.org/pdf/universe.pdf

September 29th WEEK IV – St. Clare: Model for Sustainable Living

Location	Required Reading <i>Reminder: Extra Credit Opportunity – October 3, 9a.m.-5p.m.</i>
D2L	Encyclical Letter, LAUDATO SI – Chapter 3 “The Human Roots of Ecological Crisis,” §§ 101-136.
Textbook	Nothwehr, “A Word from Lady Clare on Sustainable Living,” in <i>Ecological Footprints</i> , 51-73. ¹
Textbook	John F. Haught, “Are We Special?” in <i>Science and Faith</i> , 120-147.
R	Denis Edwards, “Human Beings within the Community of Life,” in <i>Ecology at the Heart of Faith</i> , 7-26
Textbook	Case Study: Gudorf & Hutchingson, <i>Boundaries</i> , “Must Java Have No Forests,” 83-100.

-Video: James Hannam, “Science and the Church in the Middle Ages” <https://www.youtube.com/watch?v=FIBa7LN08mk>

Science Materials

Web	Steffen, W., Richardson, K., Rockström, J., Cornell, S. E., Fetzer, I., Bennett, E. M., Biggs, R., Carpenter, S. R., de Vries, W., de Wit, C. A., Folke, C., Gerten, D., Heinke, J., Mace, G. M., Persson, L. M., Ramanathan, V., Reyers, B., and Sörlin, S.: Planetary boundaries: Guiding human development on a changing planet, <i>Science</i> , 347, 10.1126/science.1259855, 2015.
In Class	Carrying capacity activity

Supplemental Readings / Abstract Choices

Location	Reading
MUSE	Dawn M. Nothwehr, <i>The Franciscan View of the Human Person: Some Central Elements</i> . [e-book]
D2L	M. Hilker, “Creation in the Image of God and Wisdom Christology,” in Dempsey & Pazdan, Eds. <i>Earth, Wind, and Fire</i> , 147-163.
D2L	D. Nothwehr, “The Ecological Spirit and Cosmic Mutuality,” in Bradford E. Hinze, ed., <i>The Spirit in the Church and the World</i> , College Theology Society, Volume 49 (2003): 167-188.

OCTOBER
October 6th WEEK V – St. Francis and Kinship of Creation

Location	Required Reading
D2L	Encyclical Letter, LAUDATO SI – Chapter 4 “Integral Ecology,” §§ 137-162.
Textbook	Nothwehr, “St. Francis’s Kinship with Creation,” in <i>Ecological Footprints</i> , 74-100.
Textbook	Case Study: Gudorf & Hutchingson, <i>Boundaries</i> , “Guardian Angels of Angel Oaks,” 142-159
R	D. Christiansen & W. Glazier, eds., <i>And God Saw It Was Good</i> , D. Christiansen, “Ecology and the Common Good,” in 183-193.
R	D. Cloutier, “American Lifestyles and Structures of Sin,” in Tobias Winright & Jamie Schaefer, eds. <i>Environmental Justice and Climate Change: Assessing Pope Benedict XVI’s Vision for the Catholic Church in the United States</i> , 215-235.

Keith Warner, *Knowledge for Love: Franciscan Science as the Pursuit of Wisdom*. Franciscan Intellectual Tradition Series, No. 8. St. Bonaventure, NY: St. Bonaventure University, 2012.

Science Materials

Web	Boyer, T., and Polasky, S.: Valuing urban wetlands: A review of non-market valuation studies, <i>Wetlands</i> , 24, 744-755, DOI 10.1672/0277-5212(2004)024, 2004.
In Class	Rainforest valuation activity

Supplemental Readings / Abstract Choices

Location	Required Reading
R	C. Firer Hinze, “Catholic Social Teaching and Catholic Ecological Ethics, in D. Christiansen & W. Glazier, eds., <i>And God Saw It Was Good</i> , 165-177
R	Simone Morandini, “Reflection on the Relationship between Ecology and Theological Ethics,” in ed. Linda Hogan, <i>Applied Ethics in the World Church: The Padua Conference</i> , 73-82.

October 13th WEEK VI – St. Bonaventure: Christ in the Middle of a Love Triangle

Location	Required Reading
D2L	Encyclical Letter, LAUDATO SI – Chapter 5 “Lines of Approach and Action,” §§ 163-201.
Textbook	Nothwehr, “St. Bonaventure: Who is God? Christ in the Middle of a Love Triangle,” in <i>Ecological Footprints</i> , 103-126.
Textbook	John F. Haught, “Does Science Rule Out a Personal God?” in <i>Science and Faith</i> , 21-34.
Textbook	Case Study: Gudorf & Hutchingson, <i>Boundaries</i> , “Rewinding: Restoration of Degraded Ecosystems,” 196-210.
R	David Toolan, <i>At Home in the Cosmos</i> Chapt. 3 “Imperial Ecology and the Death of Nature,” 41-58. Chapt 4 “The Competitive Ethos Triumphant,” 59-74. Appendix A: “The Relationship between Science and Religion,” 241-243

- Video: Palmyre Oomen: On Brain, Soul, Self, and Freedom: An Essay in Bridging Neuroscience and Faith

<http://www.counterbalance.org/neurotheo/oomen-body.html?b=events/mont601-body.html>

Science Materials

D2L	<i>What is Resilience?</i> Stockholm Resilience Centre.
Textbook	Mann & Kump, <i>Dire Predictions</i> , 1-83.

Supplemental Readings / Abstract Choices

Location	Required Reading
R	Keith Warner, “Bonaventure in Benedict,” in Winright & Schaefer, eds. <i>Environmental Justice and Climate Change</i> , 3-18.
CTU	Lucia A. Silecchia, “Discerning the Environmental Perspective of Pope Benedict XVI,” <i>Journal of Catholic Social Thought</i> 4/2 (Summer 2007): 271-292.
D2L	Julian Saldanha, SJ, “From Garden to City,” <i>Asian Horizons</i> , Vol. 6, No. 2, June 2012.
D2L	Vimal Tirimanna, CSsR, “The FABC and Ecological Issues,” <i>Asian Horizons</i> , Vol. 6, No. 2, June 2012.

WEEK VII Reading Week October 18-24 – NO CLASS SESSION

October 27th WEEK VIII – Bl. John Duns Scotus: Sacred Subtle Thoughts about Creation

Location	Required Reading
Textbook	Nothwehr, "Sacred Subtle Thoughts Concerning Creation," in <i>Ecological Footprints</i> , 129-152.
Textbook	Case Study: Gudorf & Hutchingson, <i>Boundaries</i> , "Heart Thieves: Preserving Endangered Ecosystems or Endangered Cultures of Madagascar," 68-81.
R	John Hart, <i>What are They Saying about Environmental Theology?</i> Chapt 1 – Creation, Creatures, and Community Consideration, 7-22. Chapt 3 – Sacramental and Common Creation, 38-58.
Web	Pontifical Council for Justice and Peace, Chapter 10, "Safeguarding the Environment," in <i>Compendium of the Social Doctrine of the Church</i> , (Rome: Libreria Editrice Vaticana, 2004) http://www.vatican.va/roman_curia/pontifical_councils/justpeace/documents/rc_pc_justpeace_doc_20060526_compendio-dott-soc_en.html

-Video: Bob White and R.J Berry, "Biodiversity and Spirituality" <http://downloads.sms.cam.ac.uk/746115/746119.m4v>

Science Materials

D2L	Quammen, Richard, <i>The Song Of The Dodo: Island Biogeography in an Age of Extinctions</i> , 261-296.
Textbook	Mann & Kump, <i>Dire Predictions</i> , 84-151.

Supplemental Readings / Abstract Choices

Location	Required Reading
R	Karl Gosler, "Compendium of the Social Doctrine of the Church and the Ethic of the Environment," in ed. Linda Hogan, <i>Applied Ethics in the World Church: The Padua Conference</i> , 65-72.
R	Kevin J. O'Brien, <i>An Ethics of Biodiversity: Christianity, Ecology, and the Variety of Life</i> , 39-58.
D2L	Keith Warner, "Franciscan Environmental Ethics: Imagining Creation as a Community of Care," <i>Journal of the Society of Christian Ethics</i> 31 no.1 (Spr-Sum 2011): 143-160.

NOVEMBER**November 3rd WEEK IX – Flowing Water of Life**

Location	Required Reading
Textbook	Nothwehr, <i>Ecological Footprints</i> , "Flowing Water for Life: A Human Right," 187-223.
R	John Hart, <i>What are They Saying about Environmental Theology?</i> Chapt 2 – Common Ground and Common Good, 23-37.
Textbook	Case Study: Gudorf & Hutchingson, <i>Boundaries</i> "Water: Economic Commodity or Divine Gift," 121-140.
D2L	Bishops of the Columbia Watershed, <i>The Columbia River Watershed: Caring for Creation and the Common Good</i> (2001)
D2L	Pontifical Council for Justice and Peace, <i>Water, An Essential Element for Life</i> (2003)
D2L	Pontifical Council for Justice and Peace, <i>Water, An Essential Element for Life-An Update</i> (2006)
D2L	Pontifical Council for Justice and Peace, <i>Water, An Essential Element for Life</i> (2012)

Science Materials

D2L	Garlock, Steven, <i>A Century Later, the Expensive Lesson of Reversing the Chicago River</i> , From the Atlantic: Citylab, 2014.
Textbook	Mann & Kump, <i>Dire Predictions</i> , 152-165.

November 10th WEEK X – Food Access, “Foodprint,” Food Scarcity

Location	Required Reading
Textbook	Nothwehr, <i>Ecological Footprints</i> , “Food Access, ‘Foodprint,’ Food Security,” 225-274
Textbook	Case Study: Gudorf & Hutchingson, <i>Boundaries</i> : “Improving on Natural Variation? Genetically Modified Foods, 227-241.
D2L	Elizabeth Groppe, “The Way of Wisdom,” in Winright & Schaefer, eds. <i>Environmental Justice and Climate Change</i> , 127-148.
D2L	Heartland Bishops – Strangers and Guests (1980)
D2L	USCCB – For I Was Hungry & You Gave Me Food: Catholic Reflections on Food, Farmers, & Farmworkers (2003).
-Video: Joe Perry, “The Ethics of Food Production and GM Crops” http://downloads.sms.cam.ac.uk/1220315/1220319.m4v	

Science Materials

Textbook	Mann & Kump, <i>Dire Predictions</i> , 166-213.
Web	“Agriculture and Food Supply,” US Environmental Protection Agency, http://www.epa.gov/climatechange/impacts-adaptation/agriculture.html

November 17th WEEK XI – Oil Production and Sustainable Energy

Location	Required Reading
Textbook	Nothwehr, <i>Ecological Footprints</i> , “Crisis of Peak Oil and Sustainable Energy,” 275-321.
Textbook	Case Study: Gudorf & Hutchingson, <i>Boundaries</i> , “River Run or River Ruined,” 163-179.
R	John Hart, <i>What are They Saying about Environmental Theology?</i> Chapt 3 – Sacramental and Common
D2L	<i>Reflections on the Energy Crisis: A Statement by the USCCB Committee on Social Development and World Peace</i> , April 2, 1981 http://www.usccb.org/issues-and-action/human-life-and-dignity/environment/bishops-statements-on-the-environment.cfm
D2L	Bishops of the Columbia Watershed, <i>The Columbia River Watershed: Caring for Creation and the Common Good</i> (2001)
D2L	Wm. H. Rauckhorst, “The Ethics of Energy Choice,” <i>America</i> 201 no. 1 (7/6/2009), 19-21.
D2L	Brian Roewe, “Scholars Explore Catholic Path to Fossil Fuel Divestment,” <i>National Catholic Reporter</i> , May. 6, 2014
D2L	Brian Roewe, “A Call to Divestment from Fossil Fuels - Citing Jesuit Values and Catholic Social Teaching,” <i>National Catholic Reporter</i> , Nov. 8-21, 2013.

-Video: Donald Hay, “Environmental Unsustainability: How much should we discount the future?”
<http://downloads.sms.cam.ac.uk/1218931/1218935.m4v>

Science Materials

Web	“Annual Energy Outlook 2015,” US Energy Information Agency, http://www.eia.gov/forecasts/aeo/ , Executive Summary (ES1-ES8).
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November 24th WEEK XII – Human Caused Global Warming: A Leper Awaiting Our Embrace

Location	Required Reading
D2L	Encyclical Letter, LAUDATO SI – Chapter 6 “Ecological Education and Spirituality”: §§202-246.
Textbook	Nothwehr, <i>Ecological Footprints</i> , “Human-Caused Global Warming: A Leper Awaiting Our Embrace,” 155-186.
Textbook	Case Study: Gudorf & Hutchingson, <i>Boundaries</i> , “Planning for Climate Change,” 211-224.
D2L	Edwards – “Celebrating Eucharist in a Time of Global Climate Change,” <i>Pacifica</i> 19 (2006):1-15.

Science Materials

Web	Intergovernmental Panel on Climate Change, <i>Frequently Asked Questions</i> , https://www.ipcc.ch/report/ar5/wg1/docs/WG1AR5_FAQbrochure_FINAL.pdf : FAQ 2.2: Have There Been Any Changes in Climate Extremes? FAQ 4.2: Are Glaciers in Mountain Regions Disappearing? FAQ 8.2: Do Improvements in Air Quality Have an Effect on Climate Change? FAQ 14.1: How is Climate Change Affecting Monsoons?
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WEEK XIII December 1st FINAL CLASS SESSION Presentations - Student Projects

[This syllabus is subject to revisions](#)

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Fall 2015

E-4400 / E-5400 Care for the Earth: Ethic and the Environment**(Public Lecture Series Course)****Dawn M. Nothwehr, OSF, Ph.D. and Mark J. Potosnak, Ph. D. (DePaul University)**

Author	Title	Call Number
Carol J. Dempsey & Mary Margaret Pazdan, eds.	<i>Earth, Wind, and Fire: Biblical and Theological Perspectives on Creation</i>	BS651 .E27 2004
Drew Christiansen and Walter Glazer, eds.	<i>And God Saw That It Was Good: Catholic Theology and the Environment</i>	BX1795.H82 A52 1996
Dawn M. Nothwehr	<i>The Franciscan View of the Human Person : Some Central Elements</i>	BX1749.F65 N68 2005
Dawn M. Nothwehr.	<i>Ecological Footprints: An Essential Franciscan Guide for Faith and Sustainable Living.</i>	BX1795.H82 N68 2012
Dawn M. Nothwehr, ed.	<i>Franciscan Theology of the Environment: An Introductory Reader</i>	BT695.5 .F73 2002
David Toolan	<i>At Home in the Cosmos</i>	BT695.5 .T66 2001
James B. Martin-Schramm, Robert L. Stivers	<i>Christian Environmental Ethics : A Case Method Approach</i>	BT695.5 .M48 2003
Timothy E. O'Connell.	<i>The Making of Disciples</i>	BV1464 .O26 1998
Jame Schaefer	<i>Theological Foundations for Environmental Ethics: Reconstructing Patristic and Medieval Concepts</i>	BX1795.H82 S32 2009
Tobias Winright & Jamie Schaefer, eds.	<i>Environmental Justice and Climate Change: Assessing Pope Benedict XVI's Vision for the Catholic Church in the United States</i>	BX1795.H82 E58 2013
Denis Edwards	<i>Earth Revealing -- Earth Healing : Ecology and Christian Theology</i>	BT695.5 .E26 2001
Denis Edwards	<i>Breath of Life : A Theology of the Creator Spirit</i>	BT119 .E39 2004
Denis Edwards	<i>Ecology at the Heart of Faith</i>	BT695.5 .E384 2006
John Hart	<i>What are They Saying about Environmental Theology?</i>	BX1795.H82 H378 2004
Elizabeth A. Johnson	<i>Ask the Beasts: Darwin and the God of Love.</i>	BT695.5 .J63 2014
Ilia Delio	<i>A Franciscan View of Creation : Learning to Live in a Sacramental World</i>	BX1749.F65 D44 2003
Dianne Bergant	<i>The Earth is the Lord's : The Bible, Ecology, and Worship</i>	BT695.5 .B46 1998
Michael S. Northcott	<i>A Moral Climate: the Ethics of Global Warming</i>	BT695.5 .N678 2007
Marjorie Keenan, ed.	<i>From Stockholm to Johannesburg</i>	BX1795.K43 2002
Leonardo Boff	<i>Cry of the Earth, Cry of the Poor</i>	GF80 .B63131997
Leonardo Boff & Mark Hathaway.	<i>The Tao of Liberation: Exploring the Ecology of Transformation</i>	GE195 .H385 2009
Christiana Z. Peppard.	<i>Just Water: Theology, Ethics, and the Global Water Crisis</i>	BT738.15 .P47 2014
Christiana Z. Peppard and Andrea Vicini, S.J., eds.	<i>Just Sustainability: Technology, Ecology, and Resource Extraction</i>	BX1795.H82 J87 2015
Kevin J. O'Brien	<i>An Ethics of Biodiversity: Christianity, Ecology, and the Variety of Life</i>	BT695.5 .O27 2010
Judith Dwyer, ed.	<i>Visions & Values: Ethical Viewpoints in the Catholic Tradition</i>	BJ1249 .V571999

¹ Please note the following *Errata* in some volumes of this chapter:

Page 51, line 10: Delete "of Prague"

Page 52, line 20: Offreduccio

Page 52, line 25: San Damiano