

Course ID:	Course Title:	Fall 2022
TH 6XX	All Things Now Living: Theology and Earth in Conversation	Prerequisite: TH 501
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In class	Instructor:	Christina Conroy, PhD	First Day of Classes:	September 8, 2022
Days:		Email:	christina.conroy@ambrose.edu	Last Day to Add/Drop:	September 19, 2022
Time:		Phone:	403-410-6933	Last Day to Withdraw:	November 22, 2022
Room:		Office:	L2066	Last Day to Apply for Extension:	November 23, 2022
Lab/Tutorial:		Office Hours:	as posted	Last Day of Classes:	December 13, 2022
Final Exam:					

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

An exploration of human relations to the natural world from a Christian theological perspective. Through the examination of texts and place-based experiences, students will critically engage issues in ecology, creation care, land justice, and anthropocentrism.

This course is part of the Climate Change Pilot Program grant funded by American Association for the Advancement of Science. The project helps a diverse group of seminaries integrate climate change science into their core curricula. Two sessions of this course will include discussions with a science advisor about climate change science in relation to the natural world in Christian theological perspective. The goals of these sessions are to help students faithfully engage with climate change science in their faith communities.

Expected Learning Outcomes

1. Nurture theological depth & breadth.

Students will gain a more in-depth understanding of the history of Christian teaching on ecology, creation care, land justice, and anthropocentrism. This class is designed so that you will foster habits of responsible participation in conversation with others about theological issues and develop the skills of close reading and attentiveness to others even when their understandings differ from one's own. This is accomplished by assigning constructive theological readings on the topics of ecology, creation care, land justice, and anthropocentrism which students will use in conversation with their own constructive theological statements.

2. Cultivate a heart after God: To know God - Father, Son & Holy Spirit - and to love as God loves.

Through reading and dialogue, students will explore how our Christian story can be good news for all living things and the impact of students' own spiritual lives.

3. Foster vocational clarity & effectiveness: To know who you are and what you are to do.

Students will identify the challenges that emerge as Christians interpret and live out views associated with ecology, creation care, land justice, and anthropocentrism, both vocationally and as a citizen of the God's created world. Vocational clarity and effectiveness are encouraged with a strategic choice of the final assignment options. Part of vocational effectiveness comes with exploring our own 'embedded theology', identifying historic and current distortions theology, and developing new theological habits of mind.

4. Inspire redemptive action: To know God's mission and to live it fully.

Students will articulate how we might lead the way forward into a world where views are shifted away from anthropocentrism and refocused on ecology, creation care, and land justice. Students will gain competence in navigating data related to climate science globally and locally as well as skillfully articulating why climate science matters to theological thought. Students will also be able to navigate the barriers to the science-theology conversation that exists in many churches.

Required and Recommended Textbooks and Readings

Daniel Castillo. *An Ecological Theology of Liberation*. New York: Orbis Books, 2019.

Rebecca Copeland. *Created Being*. Waco: Baylor University Press, 2020.

Melanie Harris. *Ecowomanism: African American Women and Earth Honoring Faiths*. New York: Orbis Books, 2017.

Robin Kimmerer. *Braiding Sweetgrass*. Minneapolis: Milkweed Editions, 2015.

Seth Klein. *A Good War. Mobilizing Canada for the Climate Emergency*. Toronto: ECW Press, 2020.

Randy Woodley. *Shalom and the Community of Creation*. Grand Rapids: Eerdmans, 2012.

Course Schedule

Under construction

Dr. Stephen Jeans will work with Dr. Conroy on the development of the ecological elements of her course to integrate elements related to climate change including Alberta specific data related to oil extraction and agriculture and the effects of climate change on our current living conditions and ecosystem.

Requirements:

It is the instructor's responsibility to develop appropriate ways to evaluate student learning and to articulate expectations to the student. If the particular format is required, please be explicit. Include a list of all assignments with their weight and deadline. Please include a paragraph indicating how you wish each assignment to be submitted and instructions on how to do so (e.g., Moodle, email, paper copy in class). Include exam information and what aids, if any, are permitted. Lab and tutorial instructions would be included.

Attendance:

Please include a paragraph about attendance policy.

Grade Summary:

Grade	Interpretation	Grade Points
A+	Mastery: Complete Understanding of Subject Matter	4.00
A		4.00
A-		3.70
B+	Proficient: Well-Developed Understanding of Subject Matter	3.30
B		3.00
B-		2.70
C+	Basic: Developing Understanding of Subject Matter	2.30
C		2.00
C-		1.70
D+	Minimal Pass: Limited Understanding of Subject	1.30
D		1.0
F	Failure: Failure to Meet Course Requirements	0.00
P	Pass	No Grade Points

If you will be using percentages, please provide a scale which indicates how percentages in your class will be translated to letter grades. These equivalencies are at the discretion of the instructor, but MUST be stated in the syllabus. You can just cut and paste your scale into this space (removing what is here).

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Other:

Any added features in the syllabus are optional. You may or may not wish to include elements such as a bibliography, reading list, or reporting form. This section should also include information on out of classroom activities, such as field trips, and any supplementary fees required to complete those additional elements.

Ambrose University Important Policies & Procedures:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Examination Request* form to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are

reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>.

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a

postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.
