

Fall 2021 (revised 6/21)

(ETH-657) REGENERATIVE ETHICS: THEORY, DESIGN, PRACTICE

Instructor: Dr. Timothy Eberhart
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Office Hours: By Email Appointment

Class Time: Thursdays, 1:00-4:00pm
Modality: In Person, Two Off-Campus Classes

Course Description

The environmental crises facing human communities worldwide present a host of difficult moral and practical questions for the Christian life. The overlapping problems of ecological degradation, resource depletion, climate disruption, and more – alongside related manifestations of social inequity and unrest – reveal the urgent need for systemic and regenerative changes within each sphere of our personal, social, economic, and public lives today. This course introduces students to the fundamental principles and tasks of complex systems theory, regenerative development, and a variety of ecological praxes in the context of Christian moral reflection for the sake of building up leaders equipped to envision, design, and implement ministries of socio-ecological regeneration. The course is a requirement in the Ecological Regeneration concentration but is open to students outside of the concentration and from all degree programs.

Student Learning Outcomes

Students who graduate from this course will be able to:

1. Describe the basic terminology, principles, and logic of systems theory in relation to multiple planetary crises.
2. Identify the systemic roots of and connections between the environmental, economic, and socio-political crises facing human communities worldwide.
3. Differentiate and integrate theological and ecological understandings of regeneration.
4. Apply and/or advocate for regenerative practices, economics, and politics at the micro, meso, and macro levels.
5. Design a regenerative ministry project for future implementation.

Required Texts

Hemenway, Toby, *Gaia's Garden: A Guide to Home-Scale Permaculture* (Chelsea Green Publishing, 2009, ISBN-13: 978-1603580298, \$29.95 at chelseagreen.com)

Lerch, Daniel, ed., *The Community Resilience Reader: Essential Resources for an Era of Upheaval 2nd ed.* (Island Press, 2017, ISBN-13: 978-1610918602, \$34.00 at islandpress.org)

Mang, Pamela and Ben Haggard, *Regenerative Development and Design: A Framework for Evolving Sustainability* (Wiley, 2016, ISBN-13: 978-1118972861, \$54.91 at amazon.com)

Rasmussen, Larry L., *Earth-honoring Faith: Religious Ethics in a New Key* (Oxford University Press, 2012, ISBN-13: 978-0190245740, \$24.86 at amazon.com)

The Red Nation, *The Red Deal: Indigenous Action To Save Our Earth* (Common Notions, 2021, ISBN-13: 978-1942173434, \$15.00 at commonnotions.org)

Recommended Texts

Gorringe, Timothy J., *The World Made Otherwise: Sustaining Humanity in a Threatened World*, Cascade Books, 2018.

Finney, Carolyn, *Black Faces, White Spaces: Reimagining the Relationship of African Americans to the Great Outdoors*, University of North Carolina Press, 2014.

Jenkins, Willis, *The Future of Ethics: Sustainability, Social Justice, and Religious Creativity*, Georgetown University Press, 2013.

Keller, David R., *Environmental Ethics: The Big Questions*, Blackwell, 2010.

Klein, Naomi, *On Fire: The (Burning) Case for a Green New Deal*, Simon & Schuster, 2019.

Martin-Schramm, Daniel Spencer, and Laura Stivers, *Earth Ethics: A Case Method Approach*, Orbis Books, 2015.

Moe-Lobeda, Cynthia D., *Resisting Structural Evil: Love as Ecological-Economic Vocation*, Fortress Press, 2013.

Robin Wall Kimmerer, *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants*, Milkweed Editions, 2015.

Course Requirements

A. Class Participation (due weekly) – 25%

Drawing on your close reading of the assigned texts, engage your instructors and classmates in a critical and constructive discussion of the topics for the week, with a particular focus on imagining practical applications of regenerative practices at the personal/interpersonal, communal/institutional, and national/global levels.

You are expected to be in the classroom by the start of class time. You are allowed only one excused absence, granted if requested ahead of time and if based on legitimate reasons, for the course.

B. Systems Theory Terms and Application Quiz (due by midnight September 22) – **15%**

Based on the readings and class discussions from the first two weeks of class, complete an online quiz demonstrating your knowledge of the basic terminology, principles, and logic of systems theory and your ability to apply them in relation to multiple, overlapping planetary crises.

C. Biblical-Theological Regeneration Assignment (due week of your presentation) – **20%**

- 1. Sign up for one week of class presentation (this will take place the first week of class).*
- 2. Collaborate as a class, partner with the library, and divide up research of biblical and theological meanings of regeneration.*
- 3. Present your research in class, with an emphasis upon both a) describing a particular biblical and/or theological meaning of regeneration and b) comparing, contrasting, and relating that meaning with the environmental meanings of regeneration addressed by the course (30 min).*
- 4. Add your research to a shared class document.*

D. Regenerative Ministry Design Project (Due December 14 by Noon, 12 pages, double-spaced, Times Roman, 1 inch margins) – **40%**

Based upon the readings, research presentations, and class discussions, design a proposed regenerative ministry project. The form your design project should take is that of an exploratory blueprint toward future implementation rather than that of a fixed proposal. Your completed assignment should include the following elements:

- 1. Integration of a biblical and/or theological meaning of regeneration as an orienting framework for your ministry project (be theological).*
- 2. Recognition of the realities of socio-ecological crisis as the context in which you are designing a ministry project (be bold).*
- 3. Application of at least 5 principles of Regenerative Development and Design (be thorough).*

Grading Rubrics

Class Participation

	a) Was I on time and in attendance for every class period? b) Did I demonstrate, verbally and non-verbally, that I was present to, engaged with, and respectful of my instructors and classmates? c) Did I contribute to each class discussion based upon the requirements for participation listed in the syllabus? d) Were my contributions based upon my preparations for class, including my close reading of the assigned texts?					
(No)	0	6.25	12.5	18.75	25	(Yes)

Systems Theory Quiz						
	a) Were my answers correct regarding basic terms, principles, and logics? b) Did I accurately apply them in analyzing the planetary crisis?					
(No)	0	7.5		15		(Yes)

Regeneration Assignment						
	a) Did my presentation cover the required elements? b) Was my description of meanings accurate? c) Did I effectively integrate biblical-theological and ecological meanings? d) Was my presentation accessible, engaging, and creative?					
(No)	0	5	10	15	20	(Yes)

Design Project						
	a) Did my project cover the required elements? b) Is my writing clear, well-developed, and free of grammatical, citation, and spelling errors? c) Does my project reflect intelligent and critical engagement with the course materials, including most if not all of the assigned texts? d) Is my project creative, insightful, and bold?					
(No)	0	10	20	30	40	(Yes)

Grading Scale

97-100	A+	77-79	C+
93-96	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	<62	F

Academic Policies

All students are required to abide by the academic policies detailed in the Academic Handbook for the current academic year. The following policies are of particular importance to the successful completion of one's coursework:

Writing

- Academic integrity and plagiarism: (See 19-20 Handbook, 12, 78-83) All professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.
- Writing and citations: *The Turabian Manual for Writers* and the *Chicago Manual of Style* footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available online here. In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). (19-20 Handbook, 84)
- Writing Support: The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See <https://www.garrett.edu/studentlife/student-services> "Writing Center" for more detailed information.

Attendance and Class Participation

- Inclusivity/Diversity: The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and in course assignments, persons are always to be respected and ideas are to be freely discussed.... All participants in the teaching/learning process have an obligation to honor and respect varying perspectives on relevant issues. (See 19-20 Handbook, 9)
- Attendance and lateness policies: Attendance is required. Students who miss more than 20% of the class sessions (e.g., more than 2 classes in the weekly schedule, a proportionate amount for other class formats) should not expect to pass the class. (19-20 Handbook, 19)
- Some faculty may limit on the usage of electronic devices such as cell phones during class. At the least, all cell phones should be silenced during the whole of a class session.

Academic Accommodations

- Student accommodations for documented conditions should be developed and requested before the beginning of the semester. See the Accessibility, Special Needs, and Disabilities policy and process set out in the Academic Handbook (19-20 Handbook, 12). Such accommodations are developed in consultation with the Registrar.
- Extensions: For Masters students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term. (19-20 Handbook, 20)

Course Schedule

1. September 9: Our Global Predicament

Lerch, 43-128
Rasmussen, 3-42

2. September 16: Systems Theory

Lerch, 129-192
Rasmussen, 43-79

3. September 23: Field Site: Permaculture Garden

<http://inhabitfilm.com/>
Rasmussen, 80-110

4. September 30: Permaculture Design I

Hemenway, 3-67
Rasmussen, 111-159

5. October 7: Permaculture Design II

Hemenway, Selected Chapters
Rasmussen, 160-190

6. October 14: Field Site: The Plant Chicago

Raworth, via online PDF

7. October 28: Regenerative Resistance

The Red Nation, 1-71

Rasmussen, 191-225

8. November 4: Regenerative Society

The Red Nation, 72-147

Rasmussen, 226-284

9. November 11: Regenerative Project Design I

Mang and Haggard, v-60

Lerch, 193-226

Rasmussen, 285-304

10. November 18: Regenerative Project Design II

Mang and Haggard, 61-110

Lerch, 227-260

Rasmussen, 305-331

11. December 2: Regenerative Project Design III

Mang and Haggard, 111-175

Lerch, 261-292

Rasmussen, 332-356

12. December 9: Regenerative Project Design IV

Mang and Haggard, 177-214

Lerch, 293-316

Rasmussen, 357-368

13. December 14: Regenerative Ministry Projects

Regenerative Ministry Projects