

Department of Religious Studies
Central University of Kashmir
Curriculum Transactional Strategy (CTS)
Religion and Ecology (OGE-110-RE)

<i>Course Code</i>	<i>Title of the Course</i>	<i>Type of the Course</i>	<i>Credits</i>	<i>Max. Marks CIA</i>	<i>Max. Marks ESE</i>
OGE-110-RE	Religion and Ecology	OGE	4	40	60

Unit	Topic	Methodology	No. of class needed
Unit -I Introduction to Environment and Ecology	Definition and concept of ecology and ecosystem	Lecture Discussion/PPT	4
	Basic Terms: Biodiversity, Organism, Population and Vegetation	Lecture Discussion/PPT	3
	Technical Terms: Deep & Shallow Ecology, Anthropocentrism & Geocentrism	Lecture Discussion	3
	Evolution of interest in Religion and Nature	Lecture Discussion	2

Learning Outcomes

After going through this unit, the student will be able to:

- know the concept of environment: air, water, land, living organism and materials surrounding us and their interaction.
- define ecology and ecosystem.
- learn both basic and technical terms related to the subject.
- explain the scope of environment and its global and local importance.
- understand the anthropocentric and geocentric model of life.
- learn the development of the discipline of religion and ecology.
- know the pressing need for studying environmental issues.

Activities

- Preparation of Assignment
- Preparation of PPT for presentation in the class

Points for Discussion

- How would environmental awareness help to protect our environment?
- What are the functions of an ecosystem?
- How the principle of ecological balance is ingrained in each religion?
- What is Lynn White's debate in the growth of the field of Religion and Ecology?
- What is ecology? What is religious about ecology?

- Development of interest in religion and ecology as a distinct discipline.
- What is the approach of religion(s) to ecology?

Unit	Topic	Methodology	No. of class needed
Unit -II Ecological Values in Indic Religions	Ecological theme in Hindu religious texts	Lecture Discussion	5
	Environmental teachings in the scriptures of Jainism	Lecture Discussion	3
	Ecological precepts in the religious texts of Buddhism	Lecture Discussion	3
	Religious Environmental Activism: Bishnoi, Swadhya and Bhil community etc.	Lecture Discussion/PPT	4

Learning Outcomes

After going through this unit, the student will be able to:

- Understand the implicit ecology in canonical texts of Indic religious traditions.
- know human-nature relationship in the context of modernity.
- differentiate the intrinsic value from the instrumental value of the environment.
- explain environmental values commonly found in the Indian religious traditions.
- state eco-friendly ritual practices in Indic religious traditions.
- describe ecological images, cosmology and metaphors in Indic religion.
- explain the sacred geography of respective tradition in Indic religion.
- learn about the engaged religious environmental activism in Indic religions.

Activities

- Preparation of Continuous Internal Assessment (CIA)
- Preparation of PPT for the presentation in the class

Points for Discussion

- Discuss the ecological implication of the concept of Dependent Origination (*Pratityasamutpada*.)
- What are images and metaphors of nature in Hindu Scriptures and their bearing on ecological insights?
- Discuss how mount Meru is sacred mount in trio Indic religions.
- Explain how *ParasparopagrahoJivinam* (Interdependence) of Jainism is in-tune with the ecosystem?
- What do you understand by the term “engaged religion” in the context of Religion and Ecology?
- Critically examine the belief that nature is the dwelling place of gods.
- How religious communities are committed to and engaged in the conservation of environment?

Unit	Topic	Methodology	No. of class needed
Unit -III Ecology in Semitic Religions	Man-nature relationship in Judaism	Lecture Discussion	5
	Principle of stewardship in Christianity	Lecture Discussion	2
	Man as <i>Khalifa</i> of nature in Islam	Lecture Discussion/PPT	4
	Eco-theosophy of Semitic religions	Lecture Discussion	3

Learning Outcomes

After going through this unit, the student will be able to:

- describe and analyze the narratives that exists within Islamic tradition (*ahadith*) with respect to ecology.
- know how Old Testament looks at nature as a whole.
- state the Prophet Muhammad's attitude toward the flora and fauna.
- discuss what is the place of human beings among other beings in Christianity?
- evaluate the theosophic Sufism to reconstruct ecological message from esoteric tradition of Islam.
- reconstruct the ecological message from esoteric tradition of Judaism and Christianity.

Activities

- Preparation of Continuous Internal Assessment (CIA)
- Preparation of PPT for the presentation in the class
- Film Screening

Points for Dis

- To what extent Islamic ecological precepts are being applied by Muslim individuals, organizations, and governments.
- Critically examine the anthropocentric verse of the Qu'ran.
- "Christianity bears a huge burden of guilt" for ecological crisis. What is your response to this allegation?
- Identify and evaluate the distinctive ecological attitudes, values embedded in Islamic teachings.
- What is your suggestion to bridge a gap that exists between the precepts and the practice?
- Discuss the major changes which have been brought in the Jewish tradition by eco-theologians.

Unit	Topic	Methodology	No. of class needed
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Unit -IV Response of Religions to Ecological Challenges	Islamic Institution for protection of environment	Lecture/	4
	Tree Prasad as plantation drive in Hinduism.	Discussion/PPT	4
	Tree Ordination as Engaged Buddhism	Lecture/PPT	3
	Need for Religion Based Environmental awareness.	Lecture	3

Learning Outcomes

After going through this unit, the student will be able to:

- understand how religions are responding to the challenges posed by environmental degradation.
- learn about different rituals and practices as a response to overcome ecological challenges.
- be aware of the need of faith-based communities to stand and spread the awareness for protecting the environment.

Activities

- Preparation of Continuous Internal Assessment (CIA).
- Preparation of PPT for the presentation in the class.
- Documentary Screening

Points for Discussion

- environmental issues and the response of different religious institutions.
- environment friendly rituals among the Hindus, Buddhists and Muslims.
- environmental issues and humanity's present situation.
- awareness, actions and discussions within the religious communities that could improve humanity's outlook towards the life on the earth.

Suggested Readings

1. Fritjof Capra, 1997. *The Web of Life: A New Scientific Understanding of Living Systems*, Allhabad: Flamingo.
2. Walting, Tony. 2009, *Ecological Imagination in the world Religions: An Ethnographic Analysis* New York: Continuum International Publishing Group.
3. Barnhill, David Landis Roger, and S. Gottlieb (eds.), 2001, *Deep Ecology and World Religions: New Essay on Sacred Ground*, New York: State University Press.
4. Chapple, Christopher Key and Mary Evelyn Tucker (eds.), 2000. *Hinduism and Ecology: The intersection of Earth, Sky and water*, New York: Harvard University Press.
5. Kapila Vatsyayan, 1997. (ed.), *Prakrti: The Integral Vision*, New Delhi: Indra Gandhi National Centre for the Arts.
6. Chapple, Christopher Key., (ed.), 2009, *Yoga and Ecology: Dharma for the Earth*. Hampton: Deepak Heritage Press.
7. Dwivedi, O. P. and B. N. Tiwari, 1987, *Environmental Crisis and Hindu Religion*, Delhi: Gitanjali Publishing House.
8. Chapple, Christopher Key., (ed.) 2004, *Jainism and Ecology: Nonviolence in the Web of life*, Delhi: Motilal Banarsidass.
9. Bikku, J. Kashyap, 1982. *The Abhidhmma Philosophy*, Delhi: Bharthiya Vidya Prakashan.

10. Hessel, Dieter T. and Rosemary Radford Reuther, (eds.), 2000, *Christianity and Ecology*, USA: Harvard University Press.