**UNIVERSITY OF ST. THOMAS**

<table>
<thead>
<tr>
<th>Course: THEO 3322</th>
<th>Instructor: Sister Damien Marie Savino, F.S.E.</th>
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</thead>
<tbody>
<tr>
<td><strong>Theology of Creation</strong></td>
<td><strong>Office Location:</strong> Robertson 108</td>
</tr>
<tr>
<td>Fall 2015</td>
<td><strong>Office Hours:</strong> 2-5 PM, Tuesdays and Thursdays, or by appointment (best)</td>
</tr>
<tr>
<td><strong>Place and Time:</strong></td>
<td><strong>Phone:</strong> 713-525-3894</td>
</tr>
<tr>
<td>Tues &amp; Thurs 11:00 AM - 12:15 PM Malloy 113</td>
<td><strong>Email:</strong> <a href="mailto:savinod@stthom.edu">savinod@stthom.edu</a></td>
</tr>
</tbody>
</table>
| | **Web:** [www.stthom.edu/csp](http://www.stthom.edu/csp)  
[www.stthom.edu/environmental](http://www.stthom.edu/environmental) |

**Course Description:** This course focuses on the nature of creation and the unique place of the human person in creation according to the Catholic Intellectual Tradition (in contrast to notions of “creationism” that thrive in certain branches of theology). Sources read may include Sacred Scripture, the Patristic Fathers, St. Thomas Aquinas, St. Bonaventure, St. Francis of Assisi, and the recent Papal teachings on ecology and faith. Special attention will be paid to how Catholic teachings can inform environmental issues and enlighten the aims and practices of environmental stewardship.

This course is a designated synthesis course for the core.

**Student Academic Outcomes:** After completing the course the student should be able to:

1. Understand key themes in the theology of creation as articulated in the Catholic intellectual tradition.
2. Begin to be able to “read” the “Book of Creation” through the lens of Catholic theology and with an appreciation of the beauty and order of the natural world.
3. Understand the dignity of the human person and the proper place of the human person in creation as a basis for environmental stewardship.
4. Understand better the moral implications of current issues related to ecology and faith, be able to think critically about them and to engage in meaningful dialogue.

**Important Dates**

- August 25  First day of this class
- August 27  NO CLASS
- **October 8**  Midterm exam
- October 13  Fall break – NO CLASS
- October 15  Paper topic and abstract due
- November 5  Paper outline and sources due
- December 1  Final Integration/research paper due
- December 3  Last day of this class
- Dec. 15, Tues.  **Final exam 11:00 – 1:30 PM**
Required Texts (3):


**Evaluation**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Research Paper</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes, journal entries, class participation</td>
<td>40</td>
</tr>
<tr>
<td>Service hours – Community vegetable garden</td>
<td>10</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>350</strong></td>
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**Research Paper (100 pts)**

- Students will be required to prepare a research paper on a topic related to ecology and faith. The paper should demonstrate how you have synthesized your academic major with your faith and should draw upon principles we have discussed in class. The paper will be 8-10 pages (double-spaced, 1 inch margins, black ink) and will be submitted electronically as well as in hard copy. I will submit all papers to Turn-it-in.com. The topic must be improved by the professor and must cover material or aspects of material not covered in the course. At least 5 sources outside of those used in class must be consulted, at least 3 of which are from peer-reviewed sources such as a journal article or published book. (Websites are not acceptable for these 3 sources.)

- Of the 100 points for the paper, there will be 5 points for the paper topic/abstract, which will be 3-4 sentences long and is due on October 15; 15 points for the outline and list of sources, which is due on November 5; and 80 points for the final paper, which is due on Tuesday, December 1.

**Quizzes, journal entries, class participation**

- Students will be expected to purchase a bound journal for the course into which entries will be made for quizzes, class discussions, reading notes, etc. This journal will be graded and will be part of the participation grade for the course.

**Service hours at the Community Vegetable Garden**

- Students will be expected to do 3 hours of service at the community vegetable garden throughout the semester and to write a 1-2 page reflection on this in their journal.
Sequence of Classes, Topics and Readings:
Course Schedule is posted with the Syllabus in Course Documents on Blackboard.

Students with Disabilities
Any student with a documented disability needing academic adjustments or accommodations is encouraged to speak with me during the first two weeks of class. All discussions will remain confidential. Students with disabilities will also need to contact Counseling and Disability Services in Crooker Center. This office can be reached at (713) 525-6953 or 3162.

ACADEMIC HONESTY:
“The penalty for an incident of academic dishonesty is, at the discretion of the faculty member, either a mark of zero for the work in question or the grade of “F” for the course.” (Undergraduate Catalog)

If you are in doubt about plagiarism, please ask me before you turn the paper in.

PLAGIARISM:
Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.

Plagiarism is the intentional or unintentional use of another person’s ideas without proper citation. Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism.

A general rule of thumb you can use is that if you use more than about five words in a row from the original source, you’re running the risk of plagiarism unless you are properly referencing the material. Examples are shown below.

This is how the original sentence appeared in JAWRA:
Based on their growth alone, watershed councils are a successful experiment despite the immense legal, institutional, political, financial, and technical problems they encounter.

ERROR 1 - No quotes used, no reference to the source of the idea
Based on their growth alone, watershed councils are a successful experiment despite the immense legal, institutional, political, financial, and technical problems they encounter.

This is the most serious of all forms of plagiarism.

ERROR 2 - No quotes used
Based on their growth alone, watershed councils are a successful experiment despite the immense legal, institutional, political, financial, and technical problems they encounter.1

This is a direct quote; it must be in quotations. It is good that you at least show Griffin as the source of the idea, but it is still plagiarism since quotes were not used.

ERROR 3 - Missing words, no quotes

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1 Griffin, etc. (according to Chicago Manual of Style).
Based on their growth alone, watershed councils are a successful experiment despite their problems.² You may not eliminate some of the words without putting in three dots (…). You must still use quotes.

**ERROR 4 - Rearranging words**

Despite the immense legal, institutional, political, financial, and technical problems they encounter, watershed councils are a successful experiment. Rearranging the words is not sufficient to avoid citing the source. In this case, even citing the source is not sufficient because you used the exact words and did not indicate that you did so.

**CORRECT WAYS TO CITE THE MATERIAL**

“Based on their growth alone, watershed councils are a successful experiment despite the immense legal, institutional, political, financial, and technical problems they encounter.”³ Griffin speculates that watersheds councils are successful.⁴

Note: You must use Griffin unless YOU are doing the speculation. If you got the idea from Griffin, you have to give credit to Griffin.

**APPROPRIATE USE OF QUOTES**

Quotes are to be used if someone says something in a unique way or they are in a position of power and thus their exact words are very important. Random facts and definitions are poor sources of quotes. Reword them.

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² Griffin, etc. (according to Chicago Manual of Style).
³ Griffin, etc. (according to Chicago Manual of Style).
⁴ Griffin, etc. (according to Chicago Manual of Style).
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
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<tbody>
<tr>
<td>25-Aug</td>
<td>Course introduction: Why should we care for creation?</td>
<td>Laudato Si: Intro &amp; Outline of Approach, LS (Laudato Si) §1-16</td>
</tr>
<tr>
<td>27-Aug</td>
<td>NO CLASS</td>
<td></td>
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<tr>
<td>1-Sep</td>
<td>What is happening to our common home? (Ch. 1, Laudato Si): The Science</td>
<td>Pollution, Waste &amp; Climate Change, LS §17-26, 60-61</td>
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<tr>
<td>3-Sep</td>
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<td>Water Issues, LS §27-31</td>
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<tr>
<td>8-Sep</td>
<td></td>
<td>Loss of Biodiversity, LS §32-42</td>
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<tr>
<td>10-Sep</td>
<td>The Gospel of Creation (Ch. 2, Laudato Si): The Theology</td>
<td>In the Beginning, 1st homily + LS §62-80, 96-100</td>
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<tr>
<td>15-Sep</td>
<td></td>
<td>In the Beginning, 2nd homily + LS §84-88</td>
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<td>17-Sep</td>
<td></td>
<td>Episode 1, Creation documentary series <a href="http://www.saltandlighttv.org/creation">www.saltandlighttv.org/creation</a></td>
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<td>22-Sep</td>
<td></td>
<td>In the Beginning, 3rd homily + LS §81-83</td>
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<tr>
<td>24-Sep</td>
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<td>EP2, Creation series + CCC (Catechism of the Catholic Church) §355-373</td>
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<td>29-Sep</td>
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<td>In the Beginning, 4th homily + LS §43-59, 93-95</td>
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<tr>
<td>1-Oct</td>
<td></td>
<td>EP3, Creation series</td>
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<tr>
<td>6-Oct</td>
<td>Review for Midterm</td>
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<tr>
<td>8-Oct</td>
<td>MIDTERM EXAM</td>
<td>(Covers material through Oct 1 class, incl. Creation Episodes 1, 2, 3)</td>
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<tr>
<td>13-Oct</td>
<td>NO CLASS - FALL BREAK</td>
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<tr>
<td>20-Oct</td>
<td></td>
<td>Letters from Lake Como -1st &amp; 2nd letters + LS §101-109</td>
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<tr>
<td>22-Oct</td>
<td></td>
<td>Letters from Lake Como -3rd, 4th &amp; 5th letters + LS §110-114</td>
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<tr>
<td>27-Oct</td>
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<td>Letters from Lake Como -6th &amp; 7th Letters + LS §115-129</td>
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<tr>
<td>29-Oct</td>
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<td>Letters from Lake Como -8th &amp; 9th Letters + LS §130-136</td>
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<tr>
<td>3-Nov</td>
<td>Integral Ecology (Ch. 4, Laudato Si): What is it?</td>
<td>Savino &amp; Hittinger article</td>
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<tr>
<td>5-Nov</td>
<td></td>
<td>EP 5, Creation series + PAPER OUTLINE &amp; SOURCES DUE</td>
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<tr>
<td>10-Nov</td>
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<td>LS §137-155</td>
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<td>12-Nov</td>
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<td>EP 6, Creation series</td>
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<td>17-Nov</td>
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<td>LS §156-162</td>
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<tr>
<td>19-Nov</td>
<td>Lines of Approach and Action (Ch. 5, Laudato Si): Putting Faith into Action</td>
<td>LS §163-181</td>
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<td>24-Nov</td>
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<td>LS §182-201</td>
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<tr>
<td>26-Nov</td>
<td>NO CLASS - Thanksgiving Holiday</td>
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<tr>
<td>1-Dec</td>
<td>Ecological Education and Spirituality (Ch. 6, Laudato Si)</td>
<td>LS §89-92, 202-221 + CCC §282-289, 295-308 + FINAL PAPER DUE</td>
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<tr>
<td>3-Dec</td>
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<td>LS §222-246 + CCC §290-294, 337-349</td>
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<tr>
<td>15-Dec</td>
<td>FINAL EXAM 11-1:30 PM</td>
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