Addressing research question 3 spring 2010

3. How have contemporary religious leaders and groups drawn from the reinterpretation process to support (through moral discourse and material resources) biodiversity conservation initiatives in the contemporary world?

This question asks you to describe how the religious ethics and values have application to real world projects.

There are four parts to this phase of the research:

HW 3a. Due by email May 19. outline of the content of the imovie, and outline of the photos for the imovie (2). Email these as simple number lists to me at FEBC152@gmail.com.

HW 3b. Due by email May 24. annotated analytical bibliography of scholarly materials that will be used to write research paper 3. It will require an analysis of at least 6 scholarly sources.

The imovie. Due in class June 2. No extensions. I leave town at dawn the next day, so you cannot email the movie to me.

Research paper 3c answers research question 3, above. Due by email June 9. This will draw from all the materials students have previously written, and supported by citations in footnotes. The imovie will report in a visual and auditory way the implications of student research.

Background: examining the “ingredients” for these assignments

Your work for the research question 3 paper should be done simultaneously with developing an outline for the imovie. For the final paper and imovie, researching an actual religious nature conservation project is easiest, but you may study a biodiversity problem and opportunity to address this with ethical resources from the faith tradition you are studying. I recommend you approach it in the following way: this is one “educational story” that you are going to tell in two expressions. Homework 3a & 3b (the outline of content and photos for the imovie, and the AAB) should set the table for you to serve up the two bigger deliverables, ideally about the same project or problem/opportunity. Here are the “raw ingredients” you need as to assemble for your educational story.

1. The “place and picture” ingredient: this project has an address, a location on google earth, it is photogenic. What pictures of places, people, critters, landscape would you like to find and use in the storyboard and imovie?
   a. If you are writing about an existing religious biodiversity project: what is the implication of place? Is it sacred? What “feelings” are you trying to communicate about this place?
   b. If you are writing about a problem/opportunity: what does it look like?

2. The biodiversity crisis ingredient: what is the effort to address this problem?
   a. What are the biological characteristics of the story you are telling? Rare species? Invasive species, habitat or...?
b. What are the social forces at play? What is the problematic behavior by humans that needs to be addressed with ethical restraint?

3. The faith tradition ingredient
   a. What texts, rituals, prayers, teachings are used? Or could be used?
   b. What re-interpretation (new meanings) are being created?
   c. What are the limitations of this faith tradition in addressing this specific biodiversity problem?

4. The ethical ingredient
   a. What ethical principles about non-human life should be highlighted (e.g., Pedersen 8)?
   b. Why should people act differently?
   c. What role do or could faith traditions play in encouraging people to act with greater restraint, to enact greater protection?
   d. How can you demonstrate that you learned from the resources Keith has provided about communicating biodiversity in a religious context?

Create a knowledge grid that helps you be systematic:

<table>
<thead>
<tr>
<th></th>
<th>Your research thus far from parts 1 &amp; 2.</th>
<th>Ideas from courses (Gottlieb, Wilson)</th>
<th>What story would you like to tell?</th>
<th>What more do you need? (pics, texts, knowledge)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place and picture</td>
<td></td>
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<tr>
<td>Biodiversity crisis</td>
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<tr>
<td>Faith tradition</td>
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<tr>
<td>Ethical component</td>
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**Now you are ready to start HW 3a.** This consists of two outlines, both in Word documents. The first outline is of the imovie. You should plan to create an imovie of 3 minutes for 1 person, or 5 if working with one partner. More than these will result in lost points! Remember, the imovie is only 10% of the grade—less than the research papers. An outline should have

1. An introduction, with context.
2. A “compelling idea” that is the foundation of your story.
3. An explanation of religious environmental values and ethics
4. Some specific on the ground examples of what RE ethics mean in action
5. A conclusion.

Take this outline and personalize it into at least 10 lines of an outline for the talk. Then, create a list of the pictures you will use, and the URL where you found each one. (For the movie lab class on 19 May, you will bring these all on a LARGE thumb or jump drive, at least 1 Meg.) Make a numbered list of each photo’s name (so you can keep track of them) that matches the 10 line outline above, and keep the url.
For HW 3b. An annotated bibliography is a stepping stone to writing a paragraph or two that introduces the history, importance, and meaning for research paper 3. It lists the individual sources, and describes what is in them individually. An AAB is often used as the first draft before this information is converted into a LR. In short, the AAB is easier, but the LR gets you started right away on text you will use for your paper. See the samples on the webpage. Take an inventory of the intellectual resources you have. Make a list of the journal articles, books, book chapters, and internet sites that you already have that you can use for your AAB. The following are guidelines for what you can use in the AAB:

1. You cannot use a course textbook or an article from the reader for this.
2. You can use one or two book chapters from the Angel library
3. You can use one or two websites (but assess their credibility!)
4. You can use one or two entries from encyclopedias (but cite them correctly!)
5. You must use two or more peer-reviewed sources. These can be journal articles, or religious encyclopedia entries in the library or entries from Scriptural commentaries in the library. Book chapters from Angel do not count. Email the source to Keith for him to evaluate.

The AAB should be 2+ pages single spaced. You should analyze these for their relationship to four categories of raw ingredients above, and their relationships ability to contribute to your analytical essay.

Research paper should address the following:

3c. How have contemporary religious leaders and groups drawn from the reinterpretation process to support (through moral discourse and material resources) biodiversity conservation initiatives in the contemporary world?

This paper should reflect what you have learned through parts 1 and 2. You can use ideas and elements of text from those assignments, if that helps you explain this. Remember that this assignment asks how humans have supported conservation…but I expect you to explain, in part, why they are doing these specific things. Be sure to make this fun! And real!