

# PHIL 332/SUSTN 332: *Environmental Ethics*

*Online Course*  
**SDSU Fall 2013**  
**Schedule # 22371**

*This syllabus is intended to guide us through the semester. However, circumstances sometimes change and thus I reserve the right to change the syllabus as needed to ensure that we fulfill the objectives of the course. You will receive full and fair notification regarding any such changes.*

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<http://philosophy.sdsu.edu/Atterton.htm>

**Online Office Hours: M 11:00-12:00**

**Campus Office Hours (Arts and Letters 446-A): W 10:00-12:00**

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**Campus Office Hours (AL-441): W 12:00-13:00**



*This Online course is no less time consuming than a face-to-face class (traditional class) that meets in person, on a regular basis. A typical three unit face-to-face course at SDSU involves two-and-a-half hours of classroom meeting per week, plus at least three to six hours of study and homework per week. This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer. **The material covered in this course is the same as that covered in a face-to-face Phil 332 class.***

## **Distance Learning Prerequisites**

- Please take the “readiness survey” at:  
[https://sunspot.sdsu.edu/pls/webapp/survey.hybrid\\_learning.main](https://sunspot.sdsu.edu/pls/webapp/survey.hybrid_learning.main) and, if this is the right course for you, please prepare your computer for the course.
- Please download and install **Respondus LockDown Browser**. Follows these steps:



**Windows computers:**

Go to the following web site to download the browser:

<http://www.respondus.com/lockdown/information.pl?ID=469641291>

During the installation, select Yes if prompted to accept programs from Macrovision and Respondus. Follow the onscreen instructions to complete the install.



**Macintosh computers:**

Be sure that OSX 10.3.9 or higher is being used (512K RAM minimum). Go to the following web site to download the browser:

<http://www.respondus.com/lockdown/information.pl?ID=469641291>

During the installation, select Yes when prompted to run the Java application. Follow the onscreen instructions to complete install.

- Note: Searching for a download through Google may direct you to another institution’s download page—which won’t work—so only use SDSU’s URL above.
- Please download other necessary software, including: Adobe’s Acrobat Reader and Flash Player, QuickTime Player, and Microsoft Word Viewer (if you do not already have Word installed).
  - If this sounds intimidating, don’t panic! Information about all of these tools and links enabling you to install them are kept under the “Technical Support” button on our Blackboard Website.
- Please get speakers or a headset so that you can hear pre-recorded lectures, film soundtracks, office hour discussions, etc. Note that, numbers permitting, if you wish to speak in real time during Wimba office hours (rather than using the text chat box), you will also need a headset with a microphone.
- Please learn how to use Blackboard 9.1. You must be able to move around in the modules and to use the Discussion Board and other course tools. You must be able to receive email from Blackboard. For an orientation to Blackboard or for Blackboard help, go to:  
<http://its.sdsu.edu/blackboard/student/>.

**The instructor cannot provide IT support**

**Remember: This is an online course.** Information technology or IT challenges can and will come up. Be prepared to handle them.

Please be assured that if and when problems occur on the SDSU end, you will not be penalized. However, when problems occur on your end, the story is different: **You are responsible for your computing needs.** When problems occur on your end, you must fix them. **The instructor cannot provide IT support.**

**IT problems that you experience do not constitute an acceptable excuse for non-completion of work.**

**General Catalog Description**

Prerequisite: Completion of General Education requirement in Foundations of Learning II.C., Humanities. Development of traditional values concerning the natural environment. Reasons for altering values in light of modern changes in relationship of human beings to the environment. Application of ethical principles to actions affecting the environment.

**Course Description**

This course will examine different theories about the relationship of humans to their natural environment that have shaped current debates about environmental issues. Readings will be drawn from historically important moral theories as well as from contemporary philosophical writings in the

area of environmental ethics. Philosophical questions addressed will include: Do non-humans (other animals, plants, etc.) have moral status? What things are intrinsically valuable? Is it morally acceptable knowingly to cause the extinction of a species for the convenience of humanity? Should we continue to clear cut forests for the sake of human consumption? Should we continue to propagate the human species? What moral obligations, if any, do we have to feed the world's poor? What moral obligations, if any, do we have to future generations? Topics to be discussed include the following:

- \* The Historical and Cultural Basis of the Current Environmental Crisis
- \* Non-Western Environmental Ethical Perspectives
- \* Ecofeminism
- \* Animal Welfare and Rights
- \* Extrinsic vs. Intrinsic Value
- \* Anthropocentrism
- \* Non-Anthropocentric Ethics
- \* Deep Ecology
- \* Ecological Holism
- \* Preservation of Species and Nature
- \* Obligations to Future Generations
- \* Overconsumption of Resources
- \* Third World Environmental Perspectives
- \* Environmental Racism
- \* Population and World Hunger
- \* Vegetarianism
- \* Pollution
- \* Climate Change
- \* Economics and the Environment
- \* Capitalism and the Environment
- \* Ecosabotage and Civil Disobedience
- \* Sustainability

## **GE Course Objectives**

This course fulfills the Humanities portion of the Explorations section of the General Education (GE) Requirements. Among the “seven essential capacities” that the GE program emphasizes, this course develops in the student the following in particular:

1. Construct, analyze, and communicate arguments.
2. Apply theoretical models to the real world.
3. Contextualize phenomena.
4. Negotiate differences.

Among the “Goals” for GE Courses in the Humanities and Fine Arts, this course aims to fulfill three of them:

Goal 1: Analyze written, visual, or performed texts in the humanities and fine arts with sensitivity to their diverse cultural contexts and historical moments.

Goal 2: Argue from multiple perspectives about issues in the humanities that have personal and global relevance.

Goal 3: Demonstrate the ability to approach complex problems and ask complex questions drawing upon knowledge of the humanities.

## **Specific Learning Goals/Outcomes**

Upon completion of this course, the student will be able to:

1. Describe the nature of environmental ethics as a philosophical discipline (i.e., explain why questions concerning the environment raise questions having to do with ethics and political philosophy, metaphysics, our conception of what it means to be human, etc.).
2. Use the concepts, language, and major theories of the discipline to discuss environmental problems.

3. Explain major perspectives of environmental ethics (e.g., Judeo-Christian, Eastern, anthropocentric, ecofeminist, zoocentric, biocentric, and ecocentric).
4. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of environmental ethics (e.g., climate change).
5. Explain different arguments used by ecologists, scientists, economists, and philosophers, and identify the validity/strength and shortcomings of these arguments by:
  - a. Evaluating the quality of information, including differentiating empirical evidence from speculation, and the probable from the improbable.
  - b. Evaluating popular media reports of environmental problems.
  - c. Seeking and evaluating philosophical reasoning for environmental value judgments.
6. Apply philosophical concepts, theories, and language as these relate to the human-environment relation.
7. Distinguish between ethical and unethical behavior in all aspects of treatment of the environment.
8. Understand the various ways in which individuals contribute to environmental degradation and how individuals and governments can help to halt or reverse environmental degradation.
9. Gain an appreciation for the way in which the environment contributes to human flourishing.
10. Write and argue proficiently on philosophical matters relating to the environment.
11. Demonstrate these computer skills:
  - a. Use basic word processing, email, and course management programs (e.g., Blackboard)
  - b. Search the World Wide Web for high quality information
  - c. Use proper etiquette and security safeguards when communicating through email

## Required Learning Resources (required readings/media)

- *Environmental Ethics*, ed(s). Pojman & Pojman (Wadsworth/Cengage, 2011 ). **6th Edition**. This book is from Amazon and from the bookstore at SDSU. You can receive free shipping from SDSU if you order it online via <http://www.sdsu bookstore.com/textbooks>. You will receive the free shipping when the charge you make is actually processed, not in the Web interface (the non-charge will be reflected in the receipt sent out with the book versus online).
  - Please note this edition is an updated and revised version of the 5th edition and it is different from earlier editions, so using an earlier edition is not recommended. **If you do decide to purchase the 5th edition instead, you will be solely responsible for tracking down the omitted readings.**
  - The *Environmental Ethics* textbook will be available on 2-hour loan in the library.
- **With the exception of the book, you will access all learning resources via Blackboard**

## Email

All correspondence with the Instructor and/or TA will be through email. Periodically, I will be sending important announcements from Blackboard. To ensure that you can receive them, please **make sure that your email address within the system is correct**. Some email systems block Blackboard mailings as if they are spam. Either fix this in your spam filter, or get a SDSU email account. To get a SDSU email account, go to <http://www-rohan.sdsu.edu/newstudacct.shtml>.



Note that when sending me email, you **must include your first and last name, and “PHIL 332”** in the subject line.

If an email is received during the week (Monday - Thursday), a reply will normally be given within 24 hours. If an email is received in the afternoon on Friday or over the weekend, a reply will be given the following Monday before noon. Email does sometimes go astray, so if you do not hear back from me in due time, please try again with a different heading (in case the original was recognized as spam).

Please direct any questions you have concerning the tests to me or the TA personally. Do NOT send to the whole class. To disclose what is (or is not) on the test before all the students have completed it constitutes a serious breach of academic integrity. As it says below (“Precautionary Measures against Cheating”): “Online tests are equivalent to classroom tests.” Please treat them as such, which means not sharing information with other students about what is on the test before all the students have finished taking it. **Anyone who violates this rule will face academic and possibly punitive (i.e., administrative) sanctions.**



### Offensive Material and Spam

The sending of unsolicited junk mail (SPAM) to fellow classmates or instructors is not allowed. Students may not post, transmit, promote, or distribute content that is racially, religiously, or ethnically offensive or is harmful, abusive, vulgar, sexually explicit, otherwise potentially offensive.

## Pre-recorded Lectures

All class lectures are pre-recorded. The first 5 Lectures pertaining on Modules 1-2 are available by clicking Wk 1-2: Aug 26 – Sept 8 on the menu on the left in Blackboard.



## Online (“COLLABORATE”) Office Hours

COLLABORATE is for online office hours only (NOT lectures) and will be “open” Monday 11:00-12:00. COLLABORATE is “closed” throughout the rest of the week.

If you’d like me to answer specific questions on the reading, you might wish to send good questions in advance. A “good” question is specific, thoughtful, and

relevant. Something like “Please explain what is on the syllabus” is not. The online office hours are purely OPTIONAL. The purpose of this exercise is to identify any misunderstandings with the material and encourage active learning. Depending on what questions you have, office hours may also serve as useful “review sessions” for each weekly test. As I answer the pre-submitted questions, you may ask for further clarification via a chat box in the online classroom window, and we will have open question time after pre-submitted questions have been addressed. If there are only a few of you in the COLLABORATE office hours, we might try using audio, so have a headset with a mic at the ready if you are planning to attend, which again is optional. I do not usually archive office hours as they often contain personal discussions with students about their grades, but I sometimes do if they are worth it.

## Turnitin.com

Students agree that by taking this course all required papers and summaries may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. **All submitted summaries and papers will be**



***included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism.***

All papers (and all access to all Turnitin services, such as OriginalityCheck, GradeMark and PeerMark) must be submitted **from within the Blackboard environment**. (Do not submit to Turnitin directly.) Click here for information how to do this:

[http://turnitin.com/static/resources/documentation/turnitin/training/Blackboard\\_9\\_Integration\\_Student\\_Manual.pdf](http://turnitin.com/static/resources/documentation/turnitin/training/Blackboard_9_Integration_Student_Manual.pdf)

After the submission has been completed (i.e., after clicking the “submit” button), a digital receipt is displayed in your browser window. A copy is also sent via e-mail. **Save the receipt and the paper ID it contains, as this is proof—the only proof—of a completed submission.**

Note: You have the option of requesting, in writing, that your summaries and papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.

## **Taking a Test**

**You must download Respondus Lockdown Browser to be able to take the syllabus quiz and the tests (see syllabus for URL).**



### **What is Respondus LockDown Browser?**

Respondus LockDown Browser is a secure browser for taking tests in Blackboard. It prevents you from printing, copying, going to another URL, or accessing other applications during a test. You will not be able to take the exams with a standard web browser. Respondus LockDown Browser should only be used for taking Blackboard tests. It should not be used in other areas of Blackboard.

**To take a test, follow these simple instructions:**

- Close all programs, unless one is used to connect you to the Internet.
- Locate the “LockDown Browser” shortcut on the desktop and double-click it. (For Macintosh users, launch “LockDown Browser” from the Applications folder.)
- If prompted to close a blocked program (e.g., screen capture, instant messaging) choose Yes when prompted.
- Once the RLB is launched, the Server Dialog Box will appear— this does not need to be changed, the BlackBoard 9.1 Server is the Default Setting. Click on Enter Button.
- You will be presented with the BlackBoard +Learn Portal Page, you will need to log in using your SDSU User ID & Password.
- You will then need to select the Course and locate the Quiz/Test.
- **Once you click on the Quiz/Test link, you will be asked to type in a Password. (This is admittedly confusing, because we choose NOT to require a password.) Luckily, a Dialog Box will appear, allowing You to select “No Password” option (Yes/No). Click on Enter button, to close Dialog Box & then Click Submit button.**
- The test will then be released.
- Save your individual answers, you can always change your selection and save again. However,

once have once you have moved to the next question “backtracking” is prohibited. This means that users may not return to questions they have already answered.

- There is a final Save & Submit button, you will need to use at the close of the test.

### **Help with Respondus!**

Students who need help in downloading the Respondus Lockdown Browser should contact the Student Computing Center Help Desk at (619) 594-3189 during their hours of operation or visit the SCC Help Desk in Love Library 200.

For those of you who have encountered problems with the Respondus Lockdown Browser or who are concerned that there might be problems when it comes to taking the test, here is a link that might help you: <http://www.respondus.com/products/lockdown-browser/demos.shtml>

Last, Respondus does offer direct support for students. Feel free to log a ticket with Respondus directly by using this link: <http://www.respondus.com/esupport/index.php>

That way, Respondus can gather the appropriate information in order to assist you.

**Precautionary Measures against Cheating:** Although you may begin testing any time within the testing window, you will receive **75 minutes** (the same time you would be given in a biweekly class on campus) to complete the test once you have opened it, and tests must be completed in one sitting. Blackboard provides you with a test timer, which starts when you begin a test. The timer does not stop your test when your time runs out. However, Blackboard does not grade tests submitted after time runs out. Unfortunately, then, any test-taker who takes more than his or her share of time will receive an F (or zero).

The online tests are equivalent to classroom tests. They are not intended to be “open book” experiences: They do not include extra “lookup” time. You are not specifically barred from accessing notes you have taken or material you are responsible for having read, etc. But do not count on finding the right answers in your notes or online during the testing period; there simply will not be time for you to do so. As in the classroom, you should know the material prior to taking the test. All work submitted must be your own. To protect students from the possible temptation of cheating, test questions will be drawn from a pool and they will be randomized for every student to ensure that each test is unique.

Note that the tests “force completion.” This only allows for a one-time entry into the exam. In other words, you must complete the test within 75 minutes after the initial launch of the exam. Also “backtracking” is prohibited. This means that users may not return to questions they have already answered.

Unfortunately these precautionary measures (Respondus Lockdown Browser, time constraints, “forced completion,” no “backtracking”) are absolutely necessary to combat cheating. Ultimately they are in your interests, though they may not appear to be at the time. Welcome to the world of online education!

### **Crashed Tests**

This is an online course. Technology problems can and will arise. Now and then, they arise during testing. Tests sometimes “crash” if the system is overloaded. This sometimes happens very close to a deadline. If your test crashes, let me know right away through an email to [atterton@mail.sdsu.edu](mailto:atterton@mail.sdsu.edu). Remember, although I can reset a crashed test for you, I do need ample notice to do so. If your test crashes and you do not notify me you will receive an F. To help yourself avoid the crash hassle, *take your test early—take it before noon if possible*. Furthermore, although I may “reset” crashed tests for retaking, the decision to do so is at my discretion. ***The circumstances in which a given test crashes will be taken into account as I decide on the appropriate course of action.***

## Missed Tests (make-ups)

**Missed tests (make-ups):** Because tests are taken online and because your lowest test grade will be dropped, make-ups will *only* be permitted in the *direst* of unexpected and unanticipatable circumstances (e.g., hospitalization, alien abduction), provided that appropriate and legitimate documentation has been supplied. In other words, **take all of your tests when they are due.**

Accommodations for religious observances must be cleared at least two weeks prior to the holiday in question, as per SDSU’s religious observance policy.

## Grades

|  |                        |
|--|------------------------|
| 1. Syllabus Quiz   | 1%                     |
| 2. 6 Summaries (3 of which will selected at random and graded) | 24% (= 3 x 8%)         |
| 3. Thesis-Driven Essay   | 25%                    |
| 4. <u>6 Tests (drop lowest score)</u>                          | <u>50% (= 5 x 10%)</u> |
| <b>Total</b>   | <b>100%</b>            |

Although every student willing to engage her- or himself should do well, this is an upper division G.E. course and so it does not offer an “easy A.” In keeping with university standards, please be aware that the university considers a C- (C minus) as a NC (no credit) or failing grade.



**All graded work, including tests, must be submitted on time** to count toward your grade. Times as stated refer to San Diego or **Pacific Standard Time**. This is the time standard used by Blackboard’s internal clock.

**Late submissions will not be accepted. All missing or late work will be counted as an F (i.e., zero points).**

Tests, in addition to being submitted on time, must be completed **within the allotted time**. A timer will show up in Blackboard when you start your test, and your test is time-stamped when it is finally submitted. Blackboard will not remove you when you have gone over time so it’s up to you to pay attention to the timer. **Blackboard does not mark tests that have gone over time and nor will I.**

### Components of final grade:

1. **Syllabus Quiz (1%).** Because of the online nature of this course, it is absolutely imperative that you

understand and know the content of the course, what is required of you, and various manners in which you will be assessed. To this end, you will be given a “low-stakes” (1%) test on the information found in the syllabus **available from 12 p.m. (noon) Wednesday August 28 to 12 p.m. (noon) Thursday August 29 (24hrs)**. *This test on the content contained in the syllabus will also constitute a pilot trial of the technology and enable you to have experience on a tool (Respondus Lockdown Browser) that you may not have used in the past.* It contains 50 questions to give you some idea of how long a regular test takes; you have 75 minutes to complete it. You must download Respondus Lockdown Browser to be able to take the quiz (see syllabus for URL).

2. **6 Summaries (24%)**. A summary is a document that enables readers to become acquainted with a large body of material without having to read it all. It is usually 5-10% or so of the length of the main document and consists of short and concise paragraphs written in the same order as the main document. It will usually contain a brief statement of the problem covered in the main document and state concisely the analysis and main conclusions. Typically, a summary will cite the author and title of the text, indicate the main ideas of the text (while omitting specific examples or figures unless they help illustrate the main thesis), and include author tags (“According to Smith” or “as Smith explains”), which serve to remind the reader that you are summarizing the author and the text, not giving your own ideas or reactions. It includes **only** material present in the main document, with no critical commentary or judgments. **Please do NOT use any quotations—and always use your own words.**

Getting into the habit of writing summaries is one of the best ways to become better at understanding, interpreting, and evaluating *philosophical* texts. For this reason, a central component of this class will be to provide six summaries of the readings you are completing—and **3 will be randomly picked to be graded. Each graded summary is worth 8%**. Your summary must be one-page in length, typed, single spaced, with one-inch margins, using Times Roman 12pt font. **It must not contain any quotations; you must use your own words always.** A rubric is available under “Summaries” menu on the left-hand side of the Blackboard screen. We will keep to the following schedule:

- Summary 1 on a Chapter from **Module 02** Due **Noon Monday Sept 9 to turnitin.com**
- Summary 2 on a Chapter from **Modules 03-04** Due **Noon Monday Sept 30 to turnitin.com**
- Summary 3 on a Chapter from **Modules 05-07** Due **Noon Monday Oct 21 to turnitin.com**
- Summary 4 on a Chapter from **Module 08-10** Due **Noon Monday Nov 11 to turnitin.com**
- Summary 5 on a Chapter from **Module 11-12** Due **Noon Monday Nov 25 to turnitin.com**
- Summary 6 on a Chapter from **Module 13-15** Due **Noon Monday Dec 9 to turnitin.com**

Note that each summary is on a “chapter” (i.e., article, reading, etc.) taken from a module (NOT on the whole module). For summary 1, a good article to summarize would be White’s article, OR Moncrief’s, OR Warren’s (pick one only). **Again, do NOT summarize the whole module.** Also, please read the rubric on Bb before writing your summary. It can be found under “Summaries” on the left-hand side of the screen. There is also a model summary that an anonymous student has given permission for me to post on Blackboard showing you what an “A” summary looks like. Don’t forget to check it out.

**Due to the large number of students taking this class only 3 summaries will be graded.** These will be picked AT RANDOM. Nevertheless, all 6 summaries must be completed. No summary may be skipped. The following penalties will apply failing to complete (or to submit on time) all 6 summaries:

- If you complete only 5 summaries on time, the MAXIMUM percentage points you can obtain at the end of the semester for the summaries is 16 (out of 24 available).
  - If you complete only 4 summaries on time, the MAXIMUM percentage points you can obtain at the end of the semester for the summaries is 8 (out of 24 available).
  - If you fail to complete fewer than 4 summaries, then you will NOT RECEIVE ANY percentage points for summaries. **Basically, you will lose a whopping 24% of your grade! Make sure this doesn't happen if you care about passing the course.**
  - To encourage you to put your full effort into writing each of the summaries, the grade for your third summary will not be available until the semester is over.
3. **Thesis-driven Essay (25%).** Each student will write a **1000-word** thesis-driven essay on a selected topic. Your paper must be typed, double spaced, with one-inch margins, using Times Roman 12pt font. The purpose of a thesis-driven essay is to identify an issue, establish what your stand is on a particular aspect of that issue, and to present compelling case or argument for it. The essay will draw on course material, demonstrating explicitly that it has been mastered (for instance by correctly deploying vocabulary terms and theoretical concepts). You will analyze how those arguments stand up to critical scrutiny. You will then summarize the central issues and arguments, and take a stand on the central debates as you have defined them. This stance will constitute your thesis which you are required to defend.

**You are strongly discouraged from using outside sources when writing your essay.** As such, there should be no need for you to include a works cited page. If you insist on citing outside resources, you will be expected to fully cite any work that isn't yours using MLA 7th Edition. **Be forewarned—the penalty to your grade will be significant if you choose to ignore the plethora of warnings telling you not to cite outside sources and fail to cite them correctly.** For all citations of the list of required reading for the course, use the following format: **"quoted text" (author(s) last name, page number(s)) [period].** E.g., (Moncrief, 170-171).

**Note that due to the large number of students taking this class the submission of essays will be staggered by alphabetical order of last name as follows:**

- Last names beginning **A-F** Essay Due **Noon Monday September 30 to turnitin.com**
- Last names beginning **G-M** Essay Due **Noon Monday November 4 to turnitin.com**
- Last names beginning **N-Z** Essay Due **Noon Monday Friday Dec 9 to turnitin.com**

**Essay topics and prompts will be posted on Blackboard at least one month prior to each successive due date.** To view them choose the "Essay" menu on the left-hand side of the Blackboard screen.

#### **Criteria for Evaluation of Thesis-driven Essay**

Your response papers will be evaluated in light of the four criteria below. Essays that fulfill these criteria in an exceptional way will be awarded As; essays that do so in an excellent way, Bs; and essays that meet the criteria at a satisfactory level, Cs. Essays that do not fulfill the criteria at a satisfactory level will be awarded Ds and Fs, depending on the severity of the problems.

- **Organization.** The response paper is well organized. It contains a clear line of thought and argument, and each paragraph logically contributes to the development of that line of thought and argument. The paper is succinct, to the point, and avoids needless words.

- **Understanding.** The paper exhibits a thorough understanding of the work being criticized and accurately explicates its author’s response to the reading.
- **Criticism.** The paper takes a critical stance toward the material under examination, clearly articulating reasons for its critical evaluation. The criticisms are based on firm reasoning that is well supported with relevant evidence.
- **Format.** The essay is flawlessly presented, with no spelling or grammar errors.

**Turnitin.com:** Students agree that by taking this course all required papers and summaries may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. **All submitted summaries and papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism.** You have the option of requesting, in writing, that your summaries and papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.

4. **6 Tests (50 %).** Students will complete **6 x 75 minute** online tests. Test values and “window frame” dates are indicated in the table opposite. The lowest test grade will be dropped so that tests will account, in total, for 50% of your final grade. **However, every test must be taken. No test may be skipped.**

| Test / Week #        | Date (available 24 hours; noon-to-noon) | Percent of final grade |
|----------------------|---|------------------------|
| <b>Syllabus Quiz</b> | <b>Wed Aug 28 – Thurs Aug 29</b>        | <b>2%</b>              |
| Test 01              | Mon Sept 9 – Tues Sept 10               | 10%                    |
| Test 02              | Mon Sept 30 – Tues Oct 1                | 10%                    |
| Test 03              | Mon Oct 21 – Tues Oct 22                | 10%                    |
| Test 04              | Mon Nov 11 – Tues Nov 12                | 10%                    |
| Test 05              | Mon Nov 25 – Tues Nov 26 26             | 10%                    |
| Test 06              | Mon Dec 9 – Tues Dec 10                 | 10%                    |

Tests consist of **50 multiple choice** questions (including fill-in, and true/false questions). Questions directly reflect (are written based on) the readings in the textbook, downloadable articles, and pre-recorded lectures. **Tests will be on material covered in the reading AND the pre-recorded lectures. There is no material in a test that cannot be found in the modules (readings and lectures) for that test. (Students who don’t to the reading carefully or watch the whole of the pre-recorded lectures sometimes deny this—they are mistaken. Make sure to watch M01Lec02 though to the very end, on Kant and utilitarianism!)**



The tests will cover each section of the course independently; **they are not cumulative.** Your textbook reading should be an essential complement to the material covered in the lectures. Again, you **must** read the textbook.



Make sure that you have a secure internet connection before beginning each test. A high-speed, broadband, cable or DSL internet connection is recommended. **Wireless (Wi-Fi) connections and smartphones are NOT recommended for test taking.** If you are having any computer problems, please have a backup plan in place, such as using the computer at school, your local library, etc.

**Test grading.** Once a point score is derived, each test’s point score is converted to a percentage by dividing the points earned by the total possible points available (i.e., the number that could have been

earned; the perfect score). Letter grades are derived from that percentage. So, for example, a student who answers 40 out of 50 questions correctly, or 80%, earns a B- on that test.

### **Extra Credit: Discussion Board Posting (maximum 5%)**

One of the best ways to establish community in this course is through use of the discussion board. By learning together in a community you will have the opportunity to extend your learning experience, explore new ideas by sharing them with a supportive group, and receive constructive feedback. Research shows that the likelihood of successful achievement of course learning outcomes increases through collaborative engagement. For several chapters in the textbook, there will be discussion topics initiated by me. You are invited to become engaged with others in this class as you debate issues raised in the questions, examine and analyze personal examples related to the course content, and respond to the comments of your classmates to the questions posed on the Discussion Boards. This may include one or more of the following:

- Ask a probing question, explaining why it is important
- Share an insight from having read your classmate's post
- Offer and provide evidence to support a claim (**remember this is a class in philosophy, so you are required to give arguments, i.e., don't merely give your opinion**)
- Validate a classmate's idea
- Make a suggestion
- Expand on your classmate's post

You can earn up to **5 extra credit** percentage points for the semester by posting on this discussion board. To receive full credit for your participation, your post must also be made in a timely way by relating your posting to the major issues, theories, or philosophical perspectives discussed. **Each posted question or answer is worth 1 percentage point.** This point is awarded based on the quality of your post—submissions that are more relevant, more detailed, more correct (including spelling, grammar, and use of vocabulary), and more useful to other students are more likely to earn credit. As the semester progresses and you know more environmental ethics, the standard for receiving credit will be higher.

- You **must** post a response during the timeframe we first encounter a new chapter or topic. (This means you can't, for instance, submit a post at the end of the course dealing with a topic treated earlier in the course.)
- Your posts **must** be on different topics; you cannot "double-dip" by posting on the same topic twice. You can only receive 1 percentage point for each topic, no matter how many posts you submit.
- Your posting **must be your own words**. If you copy all or part of your answer from another source, be sure to cite that source. Failing to do so is plagiarism and is an act of academic misconduct and will result academic and possible punitive sanctions (see "Academic Misconduct: Cheating and Plagiarism" below).
- Responses **must** be substantive, i.e., **philosophical** and/or **scientific**. (Merely saying "I agree" or "that's interesting," etc. would NOT qualify for an extra credit point.)
- Postings **must** be at least 3 sentences in length.
- The instructor reserves the right to determine whether a posting is substantive enough to earn credit.

- If you have a personal opinion about the topic, it's fine to state it; however, posting your opinion in absence of a philosophical and/or scientific critique will not earn extra credit.
- Profane or inappropriate posts will be removed. Please treat your classmates with respect.
- Errors in concepts or vocabulary will prevent you from receiving credit.

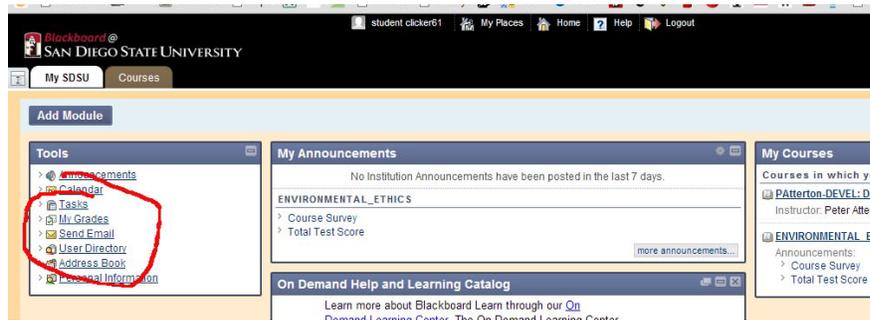
There will be a permanent announcement under FAQs posted on the Blackboard site with additional details and some ground rules about how to make the best use of this feature of the Discussion Board.

### SDSU Grading Guidelines

| Outstanding achievement; available only for the highest accomplishment. | Praiseworthy performance; definitely above average. | Average; awarded for satisfactory performance; the most common grade. | Minimally passing; less than average achievement for undergraduate students. | Failing.      |
|---|---|---|--|---------------|
|   | 87 – 89.9% = B+                                     | 77 – 79.9% = C+   | 67 – 69.9% = D+  |               |
| 93 – 100% = A   | 83 – 86.9% = B                                      | 73 – 76.9% = C  | 63 – 66.9% = D   |               |
| 90 – 92.9% = A-   | 80 – 82.9% = B-                                     | 70 – 72.9% = C-   | 60 – 62.9% = D-  | 0 – 59.9% = F |

**Grade calculations.** All scores in this course are converted to percentages. The table here shows how we move from a percentage to a letter grade and then a grade point figure. *This process is applied not only to the tests, projects, and accrued activity point totals but to the final grade as a whole.* Please be advised that we do not automatically round up (e.g., 79.83% = C+ while 80% = B-).

**Grade posting and feedback.** Grades are posted on Blackboard as soon as they are available. Students may confidentially view them by clicking on Tools (on the Home page of Blackboard), then clicking on My Grades.



Grades on tests that are scored and graded automatically by Blackboard are posted as soon as they are taken. However, for other types of assignments (e.g., your summaries and essays), the process can take a few weeks. (Please be patient as this is very large class and it is just not possible to have a quick turnaround of written work.) On an as-needed basis, I will send you a personal email or use the Grade Center (My Grades) comments function to highlight areas for improvement and make any necessary explanations or clarifications. We can also discuss assessed work (or any other work) during online office hours or in private consultation in my office. Contact me or the TA any time that you want more feedback or coaching.

With the percentage system, as opposed to the curve system, it is possible for every student who knows the material to earn an A. However, I reserve the right to alter the grading method on the off chance that the percentage system is not adequately differentiating students.

**Grade queries.** Grades are very carefully determined and checked prior to being accepted into or entered in the Grade Book record. I take assessment of student performance very seriously and would rather we get it right the first time than rush and make errors. But if you do find an error or have a question, please feel free to ask about it. It pleases me greatly to raise grades when warranted. ***On the flip side, it irritates me when students push for points when they are not warranted; this is disrespectful to me and your fellow students—so please avoid it. Reconsideration, if requested, will take your entire record into account and may result in lower as well as higher grades.***

## Learning Disabilities

If you have special needs due to a learning disability, please avail yourself of the resources in the Student Disability Services in Calpulli Center, Suite 3101 (third floor) Hours: Monday - Friday, 8 am - 4:30. The CSU Office of the Chancellor defines a learning disability as “a generic term that refers to the heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders occur in persons of average to very superior intelligence and are presumed to be due to central nervous system dysfunction. Even though a learning disability may exist concomitantly with other handicapping conditions (e.g., sensory impairments) or environmental influences (e.g., cultural/language difficulties), it is not the direct result of these conditions or influences.” If you think something might prevent you from doing well in this course, you should discuss this with me so that proper arrangements may be made to accommodate your needs.

## Academic Misconduct: Cheating and Plagiarism

All students are expected to follow the administrative rules and standards of conduct detailed in the San Diego State University catalog. Students are expected to submit only their own work on papers and examinations. While you may discuss the assignments with others in the class, collaboration on the preparation of a paper is not permitted

It is your responsibility to know and observe all the SDSU rules concerning academic integrity and plagiarism. You should familiarize yourself with SDSU Academic Senate Policy on Plagiarism <http://senate.sdsu.edu/policy/pfacademics.html>. Here are some highlights:

### 2.0 Definitions

2.1 Cheating shall be defined as the act of obtaining or attempting to obtain credit for academic work by the use of dishonest, deceptive, or fraudulent means. Examples of cheating include, but are not limited to (a) copying, in part or in whole, from another’s test or other examination; (b) discussing answers or ideas relating to the answers on a test or other examination without the permission of the instructor; (c) obtaining copies of a test, an examination, or other course material without the permission of the instructor; (d) using notes, cheat sheets, or other devices considered inappropriate under the prescribed testing condition; (e) collaborating with another or others in work to be presented without the permission of the instructor; (f) falsifying records, laboratory work, or other course data; (g) submitting work previously presented in another course, if contrary to the rules of the course; (h) altering or interfering with the grading procedures; (i) plagiarizing, as defined; and (j) knowingly and intentionally assisting another student in any of the above.

2.2 Plagiarism shall be defined as the act of incorporating ideas, words, or specific substance of another,

whether purchased, borrowed, or otherwise obtained, and submitting same to the University as one's own work to fulfill academic requirements without giving credit to the appropriate source. Plagiarism shall include but not be limited to (a) submitting work, either in part or in whole, completed by another; (b) omitting footnotes for ideas, statements, facts, or conclusions that belong to another; **(c) omitting quotation marks when quoting directly from another, whether it be a paragraph, sentence, or part thereof;** **(d) close and lengthy paraphrasing of the writings of another;** (e) submitting another person's artistic works, such as musical compositions, photographs, paintings, drawings, or sculptures; and (f) submitting as one's own work papers purchased from research companies.

The University may warrant two separate and distinct courses of disciplinary action that may be applied concurrently in response to a violation of this policy: (a) academic sanctions, such as grade modifications; and (b) punitive sanctions, such as probation, suspension, or expulsion. Grade modification is left to the discretion of the instructor and may include (a) a zero or F (or reduction of points) on the assignment, or examination, (b) a reduction in one letter grade (e.g., C to D in the course), or (c) an F in the course. Punitive sanctions are concerned with the student's records and status on campus and shall be the responsibility of the University President or designated representative. The Coordinator of Judiciary Procedures shall be the President's representative in matters of student discipline.

If you have any questions about what constitutes plagiarism, how to credit the work and ideas of others properly, how to evaluate sources for quality and reliability, or any other related issues, please feel free to see me or the TA to discuss the matter.

## Administrative

September 9 is the last day to add/drop classes (11:59 p.m. deadline).

## Schedule

In addition to the below, see the course "Schedule" (in the left-hand course menu in Blackboard) listing all course resources and activities (and relevant due dates). The Schedule therefore serves not only as an overall tool to help keep us on track but also as a study guide for the course as a whole. Take some time now to have a look at the Schedule and to acquaint yourself with how it works. You should print out the Schedule (and this syllabus) for easy reference.

| PHIL 332 ENVIRONMENTAL ETHICS COURSE SCHEDULE                        |        |  |  |          |
|--|--------|--|--|----------|
| Date   | Module | Topic                                      | Readings   | Lecture  |
| WEEK 1<br>Aug 26-Sep 1   | M01    | Introduction                               | <ul style="list-style-type: none"> <li>Pojman and Pojman, "Introduction"</li> <li>Pojman and Pojman, "What is Ethics?"</li> </ul>  | M01Lec01 |
|  |        |  |  | M01Lec02 |
| Syllabus Quiz available Noon Wednesday Aug 28 - Noon Thursday Aug 29 |        |  |  |          |
| WEEK 2<br>Sept 2-8   | M02    | HISTORICAL AND SOCIO-CULTURAL PERSPECTIVES |  |          |
|  |        | Judeo-Christian Attitude towards Nature    | <ul style="list-style-type: none"> <li>Genesis 1-3</li> <li>White, "The Historical Roots of Our Ecological Crisis"</li> <li>Dobel, "The Judeo-Christian Stewardship Attitude to Nature"</li> </ul> | M02Lec01 |

|   |            |   |  |                 |
|---|------------|---|--|-----------------|
|   |            | <b>Capitalism and Democratization</b>                             | <ul style="list-style-type: none"> <li>Moncrief, "The Cultural Basis of Our Environmental Crisis"</li> </ul>   | <b>M02Lec02</b> |
|   |            | <b>Ecofeminism</b>  | <ul style="list-style-type: none"> <li>Warren, "The Power and the Promise of Ecological Feminism"</li> </ul>   | <b>M02Lec03</b> |
| <b>Test 01 on Modules 01-02 available Noon Monday Sep 9 - Noon Tuesday Sept 10</b>      |            |   |  |                 |
| <b>Summary 1 on a Chapter from Module 02 due Noon Monday Sep 9 to turnitin.com</b>      |            |   |  |                 |
| <b>WEEK 3<br/>Sept 9-15</b>   | <b>M03</b> | <b>ANIMAL ETHICS</b>  |  |                 |
|   |            | <b>The Moral Status of Animals in the Philosophical Tradition</b> | <ul style="list-style-type: none"> <li>Kant, "Rational Beings Alone Have Moral Worth"</li> <li>Wilson, "The Green Kant: Kant's Treatment of Animals"</li> <li>Atterton and Calarco, "The Animal Question"</li> </ul>       |                 |
| <b>WEEK 4<br/>Sept 16-22</b>  | <b>M03</b> | <b>Animal Welfare</b>   | <ul style="list-style-type: none"> <li>Singer, "A Utilitarian Defense of Animal Liberation"</li> </ul>   | <b>M03Lec01</b> |
|   |            | <b>Animal Rights</b>  | <ul style="list-style-type: none"> <li>Regan, "The Radical Egalitarian Case for Animal Rights"</li> <li>Warren, "A Critique of Regan's Animal Rights Theory"</li> </ul>  | <b>M03Lec02</b> |
| <b>WEEK 5<br/>Sept 23-29</b>  | <b>M04</b> | <b>ECOLOGICAL PHILOSOPHY</b>                                      |  |                 |
|   |            | <b>Does Nature Have Intrinsic Value?</b>                          | <ul style="list-style-type: none"> <li>Rolston, "Naturalizing Values: Organisms and Species"</li> <li>Hettinger, "Comments on Holmes Rolston's 'Naturalizing Values'"</li> </ul>   | <b>M04Lec01</b> |
|   |            | <b>Biocentric Ethics</b>  | <ul style="list-style-type: none"> <li>Schweitzer, "Reverence for Life"</li> <li>Taylor, "Biocentric Egalitarianism"</li> </ul>  | <b>M04Lec02</b> |
|   |            | <b>Ecocentric Ethics</b>  | <ul style="list-style-type: none"> <li>Leopold, "Ecocentric Ethics"</li> <li>Callicott, "The Conceptual Foundations of the Land Ethic"</li> </ul>  | <b>M04Lec03</b> |
| <b>Test 02 on Modules 03-04 available Noon Monday Sep 30 - Noon Tuesday Oct 1</b>       |            |   |  |                 |
| <b>Summary 2 on a Chapter from Modules 03-04 due Noon Monday Sep 30 to turnitin.com</b> |            |   |  |                 |
| <b>Last names beginning A-F: Essay Due Noon Monday Sep 30 to turnitin.com</b>           |            |   |  |                 |
| <b>WEEK 6<br/>Sept 30-Oct 6</b>   | <b>M05</b> | <b>Deep Ecology</b>   | <ul style="list-style-type: none"> <li>Naess, "The Shallow and the Deep, Long-Range Ecological Movement"</li> <li>Naess, "Ecosophy T: Deep Versus Shallow Ecology"</li> <li>Devall and Sessions, "Deep Ecology"</li> </ul> | <b>M05Lec01</b> |
| <b>WEEK 7<br/>Oct 7-13</b>  | <b>M06</b> | <b>CRITIQUE OF ECOLOGICAL PHILOSOPHY</b>                          |  |                 |
|   |            | <b>Social Ecology</b>   | <ul style="list-style-type: none"> <li>Bookchin, "Social Ecology Versus Deep Ecology"</li> </ul>   | <b>M06Lec01</b> |
|   |            | <b>Non-Western Perspectives on Environmental Ethics</b>           | <ul style="list-style-type: none"> <li>Guha, "Radical Environmentalism and Wilderness Preservation: A Third World Critique"</li> </ul>   | <b>M06Lec02</b> |

|   |                             |   |  |   |
|---|-----------------------------|---|--|---|
| <b>WEEK 8</b><br>Oct 14-20  | <b>M07</b>                  | <b>PRESERVATION OF SPECIES, NATURE, AND NATURAL OBJECTS</b> |  |   |
|   |                             | <b>Species Preservation</b>                                 | <ul style="list-style-type: none"> <li>Russow, "Why Do Species Matter?"</li> </ul>   | <b>M07Lec01</b>   |
|   |                             | <b>Natural vs. Artificial</b>                               | <ul style="list-style-type: none"> <li>Elliot, "Faking Nature"</li> </ul>  | <b>M07Lec02</b>   |
| <b>Test 03 on Modules 05-07 available Noon Monday Oct 21 - Noon Tuesday Oct 22</b>      |                             |   |  |   |
| <b>Summary 3 on a Chapter from Modules 05-07 due Noon Monday Oct 21 to turnitin.com</b> |                             |   |  |   |
| <b>WEEK 9</b><br>Oct 21-27  | <b>M08</b>                  | <b>OBLIGATIONS TO FUTURE GENERATIONS</b>                    |  |   |
|   |                             | <b>What Do I Owe Posterity?</b>                             | <ul style="list-style-type: none"> <li>Heilbroner, "What Has Posterity Ever Done for Me?"</li> <li>Hardin, "Who Cares for Posterity?"</li> </ul>                                     | <b>M08Lec01</b>   |
|   |                             | <b>The Identity Problem</b>                                 | <ul style="list-style-type: none"> <li>Parfit, "Future Generations: Further Problems"</li> </ul>   | <b>M08Lec02</b>   |
| <b>WEEK 10</b><br>Oct 28-Nov 3  | <b>M09</b>                  | <b>POPULATION AND CONSUMPTION</b>                           |  |   |
|   |                             | <b>Overpopulation</b>                                       | <ul style="list-style-type: none"> <li>McKibben, "A Special Moment in History"</li> </ul>  | <b>M09Lec01</b>   |
|   |                             |   | <ul style="list-style-type: none"> <li>Hardin, "The Tragedy of the Commons"</li> </ul>   |   |
| <b>Last names beginning G-M: Essay due Noon Monday Nov 4 to turnitin.com</b>            |                             |   |  |   |
| <b>WEEK 11</b><br>Nov 4-10  | <b>M10</b>                  | <b>FOOD ETHICS</b>  |  |   |
|   |                             | <b>Lifeboat Ethics</b>                                      | <ul style="list-style-type: none"> <li>Hardin, "Lifeboat Ethics"</li> <li>Murdoch and Oaten, "Population and Food: A Critique of Lifeboat Ethics"</li> </ul>                         | <b>M10Lec01</b>   |
|   |                             | <b>The Obligation to Feed the World's Poor</b>              | <ul style="list-style-type: none"> <li>Singer, "Famine, Affluence, and Morality"</li> </ul>  | <b>M10Lec02</b>   |
| <b>Test 04 on Modules 08-10 available Noon Monday Nov 11 - Noon Tuesday Nov 12</b>      |                             |   |  |   |
| <b>Summary 4 on a Chapter from Modules 08-10 due Noon Monday Nov 11 to turnitin.com</b> |                             |   |  |   |
| <b>WEEK 12</b><br>Nov 11-17   | <b>M11</b>                  | <b>Vegetarianism</b>  | <ul style="list-style-type: none"> <li>Coffin, "The World Food Supply: The Damage Done by Cattle-Raising"</li> <li>Fox, "Vegetarianism and Treading Lightly on the Earth"</li> </ul> |   |
|   |                             | <b>COST BENEFIT ANALYSIS AND THE ENVIRONMENT</b>            |  |   |
|   | <b>WEEK 13</b><br>Nov 18-24 | <b>M12</b>  | <b>Pollution</b>   | <ul style="list-style-type: none"> <li>Baxter, "People or Penguins: The Case for Optimal Pollution"</li> <li>Pimentel, "Is Silent Spring Behind Us?"</li> </ul> |
| <b>Critique of the Economic Cost-Benefit Analysis</b>                                   |                             |   | <ul style="list-style-type: none"> <li>Sagoff, "At the Shrine of Our Lady Fátima, or Why Political Questions Are Not All Economic"</li> </ul>  | <b>M12Lec02</b>   |
| <b>CLIMATE CHANGE</b>   |                             |   |  |   |
|   |                             | <b>Climate Change</b>                                       | <ul style="list-style-type: none"> <li>Gardiner, "Ethics and Global Climate Change"</li> <li>Monbiot, "The Denial Industry"</li> </ul>   | <b>M12Lec03</b>   |

|  |            |                                     |   |                 |
|--|------------|-------------------------------------|---|-----------------|
| <b>Test 05 on Modules 11-12 available Noon Monday Nov 25 - Noon Tuesday Nov 26</b>     |            |                                     |   |                 |
| <b>Summary 5 on a Chapter from Module 11-12 due Noon Monday Nov 25 to turnitin.com</b> |            |                                     |   |                 |
| <b>WEEK 14<br/>Nov 25-Dec 1</b>  | <b>M13</b> | <b>ENVIRONMENTAL JUSTICE</b>        |   |                 |
|  |            | <b>Environmental Racism</b>         | <ul style="list-style-type: none"> <li>Wenz, "Just Garbage: The Problem of Environmental Racism"</li> </ul>   | <b>M13Lec01</b> |
| <b>WEEK 14<br/>Nov 25-Dec 1</b>  | <b>M14</b> | <b>Ecosabotage</b>                  | <ul style="list-style-type: none"> <li>Foreman, "Strategic Monkeywrenching"</li> <li>Martin, "Ecosabotage and Civil Disobedience"</li> </ul>                          | <b>M14Lec01</b> |
|  |            | <b>SUSTAINABILITY</b>               |   |                 |
| <b>WEEK 15<br/>Dec 2-11</b>  | <b>M15</b> | <b>Is Capitalism Sustainable?</b>   | <ul style="list-style-type: none"> <li>Cobb, "Toward a Just and Sustainable Economic Order"</li> <li>Schweickart, "Is Sustainable Capitalism an Oxymoron?"</li> </ul> |                 |
|  |            | <b>What Is a Sustainable World?</b> | <ul style="list-style-type: none"> <li>Brown et al., "A Vision of a Sustainable World"</li> </ul>   | <b>M15Lec01</b> |
| <b>Test 06 on Modules 13-15 available Noon Monday Dec 9 - Noon Tuesday Dec 10</b>      |            |                                     |   |                 |
| <b>Summary 6 on a Chapter from Modules 13-15 due Noon Monday Dec 9 to turnitin.com</b> |            |                                     |   |                 |
| <b>Last names beginning N-Z: Essay due Noon Monday Dec 9 to turnitin.com</b>           |            |                                     |   |                 |