

PHIL 332/SUSTN 332

Environmental Ethics

SDSU Spring 2015
Sched #22459/30985



Instructor: Dr. Peter Atterton

Professor and Chair

Email: atterton@mail.sdsu.edu

Office Hours: (AL-446-A): TTH 1200-1350 or by appointment

Graduate Assistant: Kevin Siefert

Email: kevinsiefert@gmail.com

Office Hours: (AL-430): MWF 1000-1100 or by appointment

This syllabus is intended to guide us through the semester. However, circumstances can change and so 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.

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

Required Learning Resources (required readings/media)

- *Environmental Ethics*, ed(s). Pojman & Pojman (Wadsworth/Cengage, 2011). **6th Edition**. This book is available 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.
- Classroom response keypad (“i>clicker”) available for \$41.99 at the SDSU BookStore.
- It is a requirement for this course that you watch the documentary film produced by Al Gore called *An Inconvenient Truth* (2006).

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).

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

Organization

- Classes will be held from 1400-1515 TTH in WC-220.
- There will be a reading assignment for every class, except those during which you have a scheduled exam.

- Please read the assigned texts before the class session for which they are assigned.
- Class time will focus on analyzing the reading for that day and developing skills vital to successful completion of the course.
- Each lecture will include a PowerPoint presentation, which later will be posted on Blackboard.
- Please bring your textbook to each class.

Grades

1. Quizzes/Participation

You are required to purchase an i>clicker remote for in-class participation. i>clicker is a response system (remote) that allows you to answer questions that are posed during the lecture. It is anticipated that there will be between two to four questions per lecture beginning with the second lecture (January 27) of the semester. These questions are usually presented in multiple choice format and students typically have about one minute to respond using the i>clicker. A histogram of responses is displayed at the end of each exercise. The purpose of this exercise is to identify any misunderstandings with the material and encourage active learning. 10% of your total grade will derive from this form of in-class participation. In order for you to receive this credit, you will need to register your i>clicker remote for this class by using the link in your Blackboard course menu. You will use your i>clicker remote during almost every lecture and therefore you are responsible for bringing your i>clicker remote to every lecture. All information pertaining to i>clickers can be found at the SDSU website—<http://clicker.sdsu.edu> (see also below).

A maximum of 100 grade points can be earned from clicker participation. Each student receives one clicker point for each question answered and an additional point for the correct answer. At the end of the semester, a student's clicker points are added and then increased by 10% to allow for absences, malfunctioning clickers, and all other possible problems. The clicker points are then normalized to the maximum of 100 grade points. For example, if there are 72 clicker questions asked during the course, there are 144 possible clicker points. A student who earns 120 clicker points (after the 10% increase) will receive 83 grade points. (Let's say you earned 109 clicker points. 109 plus 10% of 109 is approximately $120/144 \times 100$ possible points = 83 points total for clicker participation). **To be fair to all students, if you did not use your clicker during class, either because you forgot to bring it or you did not attend class, then your participation score will be 0 for that day—even if you are physically present in class.** The questions may be reviewed later by viewing the lecture slides from the course website or by viewing the i>clicker page within the course website.

I want to emphasize that you are not permitted to have someone else use your clicker for you. You must be present with your own working clicker to receive credit. If you attend class without your clicker, then you will not receive participation credit for that day. If you do not attend class and someone else uses your clicker on your behalf, then that is academic dishonesty, and it is also unfair to other students in the class. If that happens you and your accomplice will receive an F for the course and other punitive sanctions (see "Academic Misconduct: Cheating and Plagiarism" below).

2. Thesis-driven Essay

Each student will write a **1000-word** thesis-driven essay on a selected topic. It is worth 20% of your overall course grade. 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 a 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 Thursday February 26 to turnitin.com**
- Last names beginning **G-M** Essay Due **Noon Monday March 30 to turnitin.com**
- Last names beginning **N-Z** Essay Due **Noon Monday May 11 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.**



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

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.

3. 2 Midterms

There will be two midterms. The dates of these tests are noted in the Course Schedule included below. Each midterm will be worth 20% of your overall course grade. Each midterm will consist of approximately 75 multiple-choice questions. The midterms will cover each section of the course independently; **they are not cumulative**. All midterm questions will come from lectures and readings in the textbook. Any portion of the lectures or assigned readings may be covered on the tests. You **must** read the textbook. Your textbook reading should be an essential complement to the material covered in the lectures. Again, you **must** read the textbook. All midterm questions will be administered during normal class period. You will need to bring a **# 882 (Green) Scantron** (and pencil).

4. Final Exam

Your final exam, which is non-cumulative, will include both a multiple choice **and** an essay component, which are weighted equally. It is worth 30% of your overall course grade. The multiple choice component consists of approximately 75 multiple-choice questions. A selection of essay questions will be distributed in advance. You will need to bring a **# 882 (Green) Scantron** (and pencil) and large (A4) **Blue Book** to the final.

Note: You must sit the midterms and the final at the scheduled time. Make-ups will only be allowed for compelling reasons (illness, bereavement, etc.). I must be notified in advance of an intended absence, and I will be the judge of whether your reasons are compelling. (A student missing a scheduled examination must document a visit to Student Health or a private physician in order to qualify for an excused absence.)

Criteria for Evaluation of Essays

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.

Breakdown of Grades

Class Participation/Quizzes (i>clicker) points	10%
Thesis Driven Essay	20%
Midterm Exam 1	20%
Midterm Exam 2	20%
Final Exam	30%
Total	100%

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% = B+	77 – 79% = C+	67 – 69% = D+	
93 – 100% = A	83 – 86% = B	73 – 76% = C	63 – 66% = D	
90 – 92% = A-	80 – 82% = B-	70 – 72% = C-	60 – 62% = D-	0 – 59% = F

Grade Posting and Queries

Grades are posted on Blackboard as soon as they are available. When tests include written or hand-marked answers, and for other types of assignments (e.g., your essays), the process can take several days. 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 annoys me terribly when students push for points when they are not warranted; this is disrespectful to me, your fellow students, and yourself—so please avoid it.** Reconsideration, if requested, will take your entire test and, in some cases, your entire record into account and may result in lower as well as higher grades.

Administrative

February 3 is the last day to add/drop classes (11:59 p.m. deadline).

i>clickers

You are required to purchase an i>clicker remote for in-class participation. i>clicker is a response system that allows you to answer questions posed during class. You will be graded on feedback or in-class participation. In order to receive credit, you will need to register your i>clicker remote in class by using

the link on our Blackboard course site. i>clicker will be used every day in class. **You are responsible for bringing your remote daily.**

- Keep extra batteries available (two AAA).
- Put your name on the clicker.
- Cover the ID number with a piece of clear tape to protect it from rubbing off
- Video at <http://clicker.sdsu.edu/registration.html> shows them how to register their devices
- Other resources including rebate info at <http://clicker.sdsu.edu/>

Student FAQs

1. How do I know if I need a clicker? You should have received notification if your professor is using the i>clicker remote polling device in your course this semester.

2. Why do I need a clicker? A clicker is an audience response device often used for in-class participation and voting. If required by your professor, you must bring it to class every day. You might be graded on your in-class feedback and/or participation.

3. Where do I get my clicker? New and used clickers can be purchased at the [SDSU BookStore](#) or other reliable sources.

4. How much is the clicker? The new i>clicker2 remote device costs \$41.99 at the SDSU BookStore. Used clickers, if available, cost less.

5. How many clickers do I need? You only need one clicker. You need to register your clicker in *every* class that is using them.

6. How do I register my clicker? You will need to register your i>clicker remote just once and it will work in every class that is using them in order to receive credit for participation and performance. You can register on your Blackboard Course site:

- Log into [Blackboard](#)
- Click on the Courses tab
- Click on the Course that is using the i>clicker
- Click on Tools from the Course Menu
- Click on Register Your i>clicker Remote ID (bottom of the Tools list)
- Enter your remote ID (located on back of device) and click "Register"
- You will receive notification that your registration is successful and a registration date MUST display. If the date doesn't display, continue to submit until you see a registration date.

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.

Religious Observances

The University Policy File includes the following statement on Absence for Religious Observances: By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances. California Education Code 89320 states: The Trustees of the California State University shall require that each state university, in administering any test or examination, to permit any student who is eligible to undergo the test or examination to do so, without penalty, at a time when that activity would not violate the student's religious creed. **Please notify me by the end of the second week of classes if you plan to be absent for religious observance.**

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 i>clicker tests, 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 <https://newscenter.sdsu.edu/universitysenate/files/00911-2012pf.pdf> 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 to discuss the matter.

Classroom Etiquette

- ***So as not to distract other students, you are asked not to have your laptops or other electronic devices (cell phones, iPads, cameras, etc.) open during class. Students caught checking their phone or texting during class will be asked to leave. Please turn off your cell phones and pagers before class begins. Please do not use recording equipment of any kind during classroom lectures, unless you have a disability, and have cleared it with me first.***
- When you attend class, you are expected to observe the rudiments of classroom etiquette and civil behavior. Do **not** chat with friends during class. Do **not** sleep, eat, or drink in the class; each of these is an annoyance and a distraction to your peers. If you are caught chatting, the instructor will inquire as to what the "problem" is. If you are caught sleeping, the instructor will ask the person sitting next to you to wake you. If you persist in engaging in disruptive behavior the instructor will ask you to leave.
- Do **not** arrive late to class. To deter you from arriving late to class an i>clicker question will frequently be posed during the first 5 minutes of class. Do **not** leave in the middle of class. If you have a legitimate reason to exit the classroom early, speak to me before class begins. In short, observe good manners and be considerate of your instructor and your peers. Please respond to the instructor and the other students in a respectful and civil manner. Please inform me about any consistently aggravating classroom disruptions.

Course Schedule

All reading is from *Phil 332: Environmental Ethics*, ed. Pojman & Pojman (San Diego State University Custom Edition) unless otherwise indicated.

Week	Date	Topic	Reading
1	1/22	Syllabus, Overview of Course, etc.	<ul style="list-style-type: none"> Pojman & Pojman, "Introduction"
2	1/27	Lecture on Ethics	<ul style="list-style-type: none"> Pojman & Pojman, "What is Ethics?"
	HISTORICAL AND SOCIO-CULTURAL PERSPECTIVES		
3	2/3	Capitalism and Democratization	<ul style="list-style-type: none"> Moncrief, "The Cultural Basis of Our Environmental Crisis"
	2/5	Ecofeminism	<ul style="list-style-type: none"> Warren, "The Power and the Promise of Ecological Feminism"
4	ANIMAL ETHICS		
	2/10	The Moral Status of Animals in the Philosophical Tradition	<ul style="list-style-type: none"> Kant, "Rational Beings Alone Have Moral Worth" Wilson, "The Green Kant: Kant's Treatment of Animals" Atterton & Calarco, "The Animal Question: Historical Background and Some Facts and Figures" (Download from Blackboard)
	2/12	Animal Welfare	<ul style="list-style-type: none"> Singer, "A Utilitarian Defense of Animal Liberation"
5	2/17	Animal Rights	<ul style="list-style-type: none"> Regan, "The Radical Egalitarian Case for Animal Rights" Warren, "A Critique of Regan's Animal Rights Theory"
	2/19	MIDTERM 1	
6	ECOLOGICAL PHILOSOPHY		
	2/24	Does Nature Have Intrinsic Value?	<ul style="list-style-type: none"> Rolston, "Naturalizing Values: Organisms and Species" Hettinger, "Comments on Holmes Rolston's 'Naturalizing Values'" Moore, "Isolation Test" (Download from Blackboard)
	2/26	Biocentric Ethics	<ul style="list-style-type: none"> Schweitzer, "Reverence for Life" Taylor, "Biocentric Egalitarianism"
Last names beginning A-F Essay Due Noon Thursday February 26 to turnitin.com			
7	3/3	Ecocentric Ethics	<ul style="list-style-type: none"> Leopold, "Ecocentrism: The Land Ethic" Callicott, "The Conceptual Foundations of the Land Ethic"
	3/5	Deep Ecology	<ul style="list-style-type: none"> Naess, "The Shallow and the Deep, Long-Range Ecological Movement" Naess, "Ecosophy T: Deep Versus Shallow Ecology" Devall & Sessions, "Deep Ecology"
8	CRITIQUE OF ECOLOGICAL PHILOSOPHY		
	3/10	Social Ecology	<ul style="list-style-type: none"> Bookchin, "Social Ecology Versus Deep Ecology"
	3/12	Non-Western Perspectives on Environmental Ethics	<ul style="list-style-type: none"> Guha, "Radical Environmentalism and Wilderness Preservation: A Third World Critique"

9	PRESERVATION OF SPECIES, NATURE, AND NATURAL OBJECTS		
	3/17	Species	<ul style="list-style-type: none"> Russow, "Why Do Species Matter?"
	3/19	Natural vs. Artificial	<ul style="list-style-type: none"> Elliot, "Faking Nature"
10	OBLIGATIONS TO FUTURE GENERATIONS		
	3/24	What Do I Owe Posterity?	<ul style="list-style-type: none"> Heilbroner, "What Has Posterity Ever Done for Me?" (Download from Blackboard) Hardin, "Who Cares for Posterity?" (Download from Blackboard)
	3/26	The Identity Problem	<ul style="list-style-type: none"> Parfit, "Energy Policy and the Further Future: The Identity Problem" (Download from Blackboard)
Last names beginning G-M Essay Due Noon Monday March 30 to turnitin.com			
SPRING RECESS 3/30-4/3			
11	4/7	MIDTERM 2	
	POPULATIONS AND CONSUMPTION		
	4/9	Overpopulation	<ul style="list-style-type: none"> McKibben, "A Special Moment in History: The Challenge of Overpopulation and Overconsumption" Hardin, "The Tragedy of the Commons"
12	FOOD ETHICS		
	4/14	Lifeboat Ethics	<ul style="list-style-type: none"> Hardin, "Lifeboat Ethics" Murdoch & Oaten, "Population and Food: A Critique of Lifeboat Ethics"
	4/16	The Obligation to Feed the World's Poor	<ul style="list-style-type: none"> Singer, "Famine, Affluence, and Morality" (Download from Blackboard)
13	4/21	Vegetarianism	<ul style="list-style-type: none"> Coffin, "The World Food Supply: The Damage Done by Cattle-Raising" Fox, "Vegetarianism and Treading Lightly on the Earth" Engel, Vegetarian Fact Sheet (Download from Blackboard)
	ECONOMICS AND THE ENVIRONMENT		
	4/23	Pollution	<ul style="list-style-type: none"> Baxter, "People or Penguins: The Case for Optimal Pollution" Pimentel, <i>Is Silent Spring Behind Us?</i>
14	4/28	Climate Change	<ul style="list-style-type: none"> Gardiner, "Ethics and Global Climate Change" Monbiot, "The Denial Industry"
	4/30	Critique of the Economic Cost-Benefit Analysis	<ul style="list-style-type: none"> Sagoff, "At the Shrine of Our Lady of Fátima, or Why Political Questions Are Not All Economic"
15	ENVIRONMENTAL JUSTICE		
	5/5	Environmental Racism	<ul style="list-style-type: none"> Wenz, "Just Garbage: The Problem of Environmental Racism"
	5/7	Ecosabotage	<ul style="list-style-type: none"> Martin, "Ecosabotage and Civil Disobedience" Foreman, "Strategic Monkeywrenching"
Last names beginning N-Z Essay Due Noon Tuesday May 11 to turnitin.com			
	5/12	FINAL EXAM 1300-1500	

