

Environmental Ethics

ENVS 345 – Winter 2018

CRN: 27411

Lecture: Mondays & Wednesdays, 12-1:20pm, Knight Library 41

Discussion Sections: Fridays, 10-10:50am (Anstett 193); 11-11:50am (Anstett 192); 12-12:50pm (Esslinger 107)

“**Environmental ethics**...is a fundamentally hopeful discipline. It is hopeful because it rests on the conviction that we can do better. As reflective, thinking beings, we can learn from our successes and our failures, and as empathic, caring beings, we can take into account the well being of other persons, other living beings, and our planet as a whole.” – Marion Hourdequin

WHAT IS THE PURPOSE OF THIS COURSE?

This course provides an opportunity to develop our powers of philosophical inquiry, ethical reasoning, critical reflection, and moral imagination. These skills will help us better understand the complex social-environmental predicaments shaping our world today, and help us envision and enact solution-oriented, justice-based interventions to make our world a better place. To develop our skills, we'll explore how values shape our views of what has moral standing and influence how we relate with the environment and other living beings; ask what matters most to us and why; determine what is just and how we ought to act accordingly; reflect on why we think or act in certain ways; and imagine how we might alter our views or actions. We'll apply our emerging insights to considerations of agriculture and food production, sustainability and development, environmental restoration, global climate change, and personal and collective action. This means we'll be thinking, discussing, reading, writing, reflecting, and (literally) moving through challenging ethical positions and moral dilemmas – learning “how to do” environmental ethics.

This course fulfills the UO Arts and Letters Group general education requirement and counts toward major requirements in Environmental Studies, Environmental Science, and Philosophy.

Instructor: Jason Schreiner, jschrein@uoregon.edu

Office: PLC 57 (Teaching and Learning Center)

Office Hours: Tues, 2-4pm, or by appointment

Section GE: Jordan Wyant, jwyant2@uoregon.edu

Office: COL 47A

Office Hours: Tues, 10:30-11:30am, Wed, 1:30-2:30pm

Why Contact Us? We welcome opportunities to engage with you! A few good reasons to meet with us at **office hours** include:

- build a personal relationship, especially helpful if you anticipate needing a reference or letter of recommendation in the future
- discuss your work, grades, and our feedback
- learn how you can improve in the course
- discuss tips and strategies for assignments
- clarify concepts and ideas from class
- catch up on work you've missed
- discuss ideas or questions that interest you
- get academic and career advice

Outside of office hours or class, email is the best way to contact us; please put “ENVS 345” in the subject line. We will respond as soon as possible. And, we recommend using your “uoregon” email or Canvas when contacting instructors.

LEARNING GOALS

By engaging in this course and completing the requirements successfully, you should be able to:

- Recognize the role of values in how you and others understand and engage with the environment;
- Identify and summarize key concepts and approaches in environmental ethics;
- Compare, contrast, and critique representative theoretical perspectives in environmental ethics;
- Use key concepts and perspectives in environmental ethics to articulate arguments about environmental issues;
- Reflect on your moral values, and those of others, and appreciate how varying perspectives give rise to different interpretations and divergent moral claims about our relationship with the environment and other living beings
- Apply critical thinking, value clarification, and ethical reasoning to real-world contexts that require analysis, interpretation, and imagination;
- Identify and articulate which learning strategies and teaching techniques help you engage as a learner, facilitate your skill development, and improve your learning;
- Develop new skills for thinking philosophically and ethically, and practice new techniques for engaging meaningfully with others to address challenging issues.

COURSE MATERIALS AND BOOKS

You will need to purchase a copy of *Environmental Ethics: From Theory to Practice* (Bloomsbury Academic, 2015), by Marion Hourdequin, available at the Duck Store or online. We will read the entire book, and it will be essential for passing this course. Additional course readings will be available as .pdf files on our **Canvas Course Site** (<http://canvas.uoregon.edu>). You should also purchase a couple of **Examination Green Books** from the Duck Store and bring them every day to Lecture for completing your Engagement exercises.



WARNING

This class requires you to ask the following questions:

- How should we live?
- What should the world be?
- Why should we care?

Exploring these questions is not easy, may provoke disagreement and strong emotions, and thus requires an open mind and heart, honesty, patience, and respect.

EXPECTATIONS FOR PARTICIPATION

Discussing To Learn: Contribute ideas and views in the spirit of inquiring and learning together.

Mindful Listening: Listen actively with attention and respect for what others are saying.

Listening Leniency: Remember that no one gets it right every time, so let's practice appropriate leniency.

Stepping In & Stepping Out: Balance one's own contributions with the voices of others.

Seeking Clarification: Seek clarification when confused or doubting, and before passing judgment on others.

Ideas Not Individuals: Focus on engaging others' ideas not judging or criticizing individuals.

Supporting Our Statements: Support your contributions with reasoning or reference to a text, and be prepared to offer support when challenged.

Emotional Awareness: Recognize that emotions are part of learning challenging material, but one's feeling about something is a feeling, not necessarily an attribute about something (e.g. feeling discomfort may not mean another person is trying to make me feel uncomfortable).

Parts Are Not Wholes: Remember that your view or experience may not be the view or experience of everyone; and, just as you cannot represent an entire group, nor can anyone else represent an entire group.

Complexity Is Not Simple: There are no easy answers or simple solutions for complex ethical issues; the goal is not for one view to prevail but to find ways to advance inquiry and understanding.

For more on expectations, see our Canvas Course Site.

REQUIREMENTS AND GRADES

Requirements	% of Grade	Notes & Due Dates
Inquiry Engagements	19% <i>(9%)</i> <i>(10%)</i>	Lecture exercises (18 lecture sessions will count) Section activities (10 discussion sections will count)
Reading Check Quizzes	21% <i>(3.5% ea)</i>	Best 6 count (due <u>on Canvas</u> by 10pm on Thursdays in weeks 2-9)
Reflection Explorations	15% <i>(5%)</i> <i>(5%)</i> <i>(5%)</i>	Values and Views (due <u>in Lecture</u> on 1/17) Just Relations (due <u>in Lecture</u> on 2/12) Learning Climates (due <u>in Section</u> on 3/16)
Argument Essays	45% <i>(15%)</i> <i>(15%)</i> <i>(15%)</i>	Beyond Anthropocentrism (due <u>on Canvas</u> at 11:59pm on 2/3) Restoration Scapes (due <u>on Canvas</u> at 11:59pm on 2/24) Just Food (due <u>on Canvas</u> at 11:59pm on 3/10)
Field Excursion	(required)	See below for specific date and details

Inquiry Engagements

Thinking ethically and working through value conundrums involves inquiry and requires practice. This course will therefore be very interactive and include many opportunities for you to engage with the content and with your peers in class. In Lecture each day you will be prompted to reflect on, think through, discuss, and express your thoughts about a variety of questions, scenarios, dilemmas, and other challenges. You'll need to bring an Examination Green Book so that you can write down your responses to inquiry prompts and then turn these in to Instructor Schreiner as your engagement contribution for the day. Inquiry prompts will call for exploratory thoughts and thinking-in-process, not sparkling conclusions. They will be good practice to help you prepare for Reading Check Quizzes, Reflection Explorations, Argument Essays, and Section discussion. Your responses will not be graded but simply counted as your engagement contribution for the day. Engagement contributions in 18 Lecture sessions will count for 9% of your final course grade. You will also engage in discussion and other activities in Section each Friday, and attendance and engagement in all 10 Sections will count for 10% of your final course grade. Expectations for participation are indicated on the Course Syllabus and, in more detail, on the Canvas Course Site. Your discussion Section may have additional participation guidelines or ground rules. The purpose of clear participation expectations is to create learning environments that are welcoming of multiple perspectives and that facilitate respectful, professional interactions. **Note:** Please be familiar with the **Attendance Policy** for discussion Section, indicated in the Course Policies section below.

Reading Check Quizzes

During weeks 2-9, reading quizzes will be given to check your comprehension of key concepts and ideas from the assigned readings, and they will help you prepare for engagement in Section each week. Your 6 best quizzes will count for 21% of your final course grade. Quizzes will be available on Canvas beginning Wednesday at 5pm and ending Thursday at 10pm. Each quiz will include content only from the readings for a given week (except the first quiz in week two, which will also include content from the reading assigned for Jan. 10). Quizzes will be timed, and you will have only one opportunity to complete each quiz. While you may use your class notes and readings to complete the quizzes, you are encouraged to study and prepare for taking the quizzes in order to complete them on time and do well. You are welcome to complete every quiz, but again, only your best 6 scores will count. More information about taking the quizzes will be posted on Canvas.

REQUIREMENTS AND GRADES

Reflection Explorations

You will have the opportunity to develop your critical reflection skills by completing 3 Reflection Exploration exercises throughout the term. Each exercise will ask you to reflect on guided questions about key ideas from our class. You'll submit a short write-up of your reflections. These will be due in Lecture on January 17 and February 12, and in Section on March 16. Your Explorations will combine to count for 15% of your final course grade. Instructions, guidelines, and assessment criteria for each Exploration will be posted on Canvas and discussed in class.

Argument Essays

At the end of weeks 4,7, and 9, you'll submit an Argument Essay in response to a prompt that will be posted on Canvas. These 3 papers will provide you an opportunity to demonstrate your understanding of key ideas and your skill in articulating a philosophical argument about a particular environmental ethical issue that we are engaging in class. Each paper will be 3-4 pages in length, and you will submit your papers electronically to Canvas using VeriCite. Each paper will count as 15% of your final course grade (45% total for all three papers). Specific instructions, guidelines, and assessment criteria will be posted on Canvas and discussed in class.

Field Excursion

A great way to learn environmental ethics is to engage with actual people, living beings, and places where morally-informed, ethical decision-making is taking place. We will therefore participate in 1 required field trip during the term, and the course fees will cover the travel expenses for the trip. The date of the field trip is still to be scheduled, but will likely take place in either week 6 or week 9. You must complete the field trip (or an alternate field experience as indicated below) to pass the course. The field trip will involve a visit to Turtle Flats, a floodplain restoration site at the confluence of the Coast and Middle Forks of the Willamette River. We will depart the UO campus at 11:40 a.m. on the day of the trip and return by 1:45 p.m. Students in classes that meet just prior to our usual class time of 12-1:20pm will be encouraged to make arrangements to leave their prior classes early, and Instructor Schreiner will provide a note of explanation for your other instructor. Specific information about the field excursion, including proper attire for outdoor excursion, will be provided in class and on Canvas.

NOTE: Those who are unable to attend the field excursion due to a schedule conflict, illness or other excusable reason will need to complete a substitute field experience by doing 2 hours of volunteering at a local community garden. Information about community gardens at which you can volunteer will be provided on Canvas. Proof of your volunteering will also be required.

A NOTE ABOUT GRADES

I believe that grades are earned, based on the quality of the demonstrations of your learning. In other words, grades are about the artifacts of your work – papers, activities, etc. – not necessarily about you as a person. To help guide your work, grading criteria will be provided for the work you are asked to do. These will indicate how we will assess your work and assign a letter grade. Correct answers to the quizzes will be provided after the Thursday, 10pm deadline to complete them each week. If you have questions about grades, please visit your Section GE or Instructor Schreiner during office hours or at another time we find mutually agreeable.

COURSE POLICIES

Attendance: There is no penalty for being absent at Lectures, although you cannot earn Engagement credit if you miss Lecture. There are penalties for being absent at Sections, as follows: You can miss one Section without penalty. A second absence from Section may reduce your overall Engagement score by a full letter grade. A third absence from Section - and any more than three - may result in a full letter grade reduction for your overall course grade for each absence. Note: If there is a serious illness or family emergency that prevents you from attending Lecture or Section, please contact your GE or Instructor Schreiner as soon as possible. If you need to miss your scheduled Section for an extracurricular obligation or due to illness or an emergency, you can attend another Section by contacting your GE to make arrangements.

Class Demeanor: As a student at the University of Oregon and as a member of this class you must hold yourself, your peers, and your instructors to the highest standards of civil engagement and discourse. Chatting with neighbors during class when I am lecturing, or when guests are presenting, is frowned upon, and it is impermissible when other students are trying to contribute. While we may find ourselves disagreeing at times, we must do so with respect, a commitment to hearing what others have to say, and a willingness to think and rethink our own perspectives and positions. Personal insults or aggression towards others have no place in a university classroom.

Completion of Requirements: Course requirements must be completed in order to receive credit for them, and you must participate in the field trip (or alternate experience) to pass the course.

Copies of Assignments: Please retain the original copy of all work returned to you during the term until the final course grade has been posted. In the event of any question concerning whether grades have been accurately recorded, it is your responsibility to provide these original copies as documentation.

Electronic Devices: There is no need for electronic devices in class, except for approved reasons, and this means you have the opportunity to take a "screen break" while in class. However, I recognize that some students prefer to take notes on devices (or need them to accommodate their learning), so please just check in with me about their use. My rule is this: Please respect others and your own learning process by not using electronic devices unless you need to, and if you do use them, do so with discretion and respect. This means turning off phone ringers; under no circumstances should you answer a phone call in the classroom (if you must answer a call, leave the room first). I won't police your use of devices, but if their use becomes distracting for others, you may be asked to put them away or to leave. It is quite simple: use electronic devices with respect and wisdom. Your Section may have a different agreement concerning electronic devices.

Engagement: You will receive credit for completing engagement activities in each Lecture and Section that you attend. Engagement credit in Lecture will be counted through submission of written exercises using an Examination Green Book. Engagement credit in Section will be counted

through participation in discussion activities and occasional written submissions. You cannot earn Engagement credit if you miss Lecture or Section, and there is no "make up" of Engagement credit.

Extra Credit: There may be opportunities to earn "extra credit" during the course, and these will be discussed in class and posted on Canvas. In my class, this usually means attending a relevant campus event on some topic or theme related to our course, then submitting a short report about your learning experience. Only events that I announce are eligible for this opportunity. Special opportunities for extra credit will be not be provided for individual students seeking to bolster a grade at the end of the term, so please don't ask.

Feedback About Course: I appreciate receiving feedback on my teaching and on how the course is going. I value your input, and I am often willing to make appropriate changes to the course according to student preferences. Please share with me any comments, suggestions, and ideas you may have. You can do so anonymously, if you prefer, by leaving a typed note at my mailbox at the Teaching and Learning Center in PLC 68. We will also ask for feedback regularly during the term, including a midterm feedback survey, and we encourage you to use these opportunities to share your thoughts.

Flexibility: This syllabus only provides an approximate schedule for our course. I will discuss any changes to the syllabus in class. It is your responsibility to keep up-to-date on class events and assignments.

Grading Inquiries: All inquiries or disagreements regarding grades will be addressed in person during office hours or at another mutually agreeable time. Under no circumstances will grades be discussed immediately before, during, or after class, or via email.

Late Assignments: Late assignments may be accepted up to 24 hours after being due but will be marked down by one-third of a letter grade; assignments submitted later than 24 hours after being due will not be accepted except in unusual circumstances. Incompletes or extensions will be given only in the event of documented emergencies and must be requested as soon as possible.

Office Hours: I welcome students to office hours and encourage you to visit me and your Section GE during our office hours. I can make an appointment outside of my posted office hours, if that is better for your schedule. I am happy to discuss class requirements, ideas we are engaging, university matters more generally, questions about majors, future planning, or graduate school.

Original Work: All work you submit for this course, including completion of course requirements, must be your own original work and must be done specifically for this course. Papers you've written previously or are writing for other courses should not be submitted for this course. Please read carefully the university policy on academic integrity below.

NOTICE: I advise you to be familiar with course and university policies. They apply to you even if you choose not to know them.

UNIVERSITY POLICIES

Academic Integrity: The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the student's obligation to clarify the question with the instructor before committing or attempting to commit the act. Please contact me with any questions you have about academic conduct. Additional information about maintaining your academic integrity is available at integrity.uoregon.edu; information about a common form of academic misconduct, plagiarism, is available at <https://researchguides.uoregon.edu/citing-plagiarism>. Academic misconduct will be met with disciplinary action (the usual punishment is an "F" for the assignment or the course).

Accessibility: The University of Oregon is working to create inclusive learning environments. If you experience difficulty in this course for any reason, please contact me. It is especially important that you notify me at any time if aspects of the instruction or course design present obstacles to your active participation or prevent you from fully demonstrating your abilities. I need to know about such issues so that we can discuss strategies to ensure your full participation and facilitate your learning process. The university offers a wide range of services to support students in their efforts to learn and meet course requirements, including the following:

- *Accessible Education Center (AEC):* The AEC is dedicated to facilitating and supporting accessible education through active collaboration with students, faculty, staff, and the community. The AEC works to create and sustain physical, curricular, and informational environments that are informed by and response to the diverse characteristics and experiences of students with disabilities and variations of ability. Web: <http://aec.uoregon.edu/> - Phone: 541-346-1155
- *University Counseling and Testing Center (UCTC):* The UCTC provides comprehensive mental health care and testing services to the University of Oregon campus. The primary mission of the UCTC is to provide quality clinical/therapeutic services, psychological testing and assessment, psychoeducational workshops, and outreach as well as emergency services. Web: <http://counseling.uoregon.edu/dnn/> - Phone: 541-346-3227
- *Teaching and Learning Center (TLC):* TLC provides numerous resources (including courses, workshop, tutoring, and math and writing labs) to help UO students succeed. They work with a diverse student body with a wide range of needs. If you are unsure which resources would work best, they are happy to answer questions and share suggestions. Web: <http://tlc.uoregon.edu/> - Phone: 541-346-3226

Equity and Inclusion: The University of Oregon is a place where people from different cultures and experiences learn together; understanding and respecting these differences are critical for the University to be a place of open-minded inquiry where, in challenging the boundaries of knowledge, we include and value all members of our community. The University values our diversity and seeks to foster equity and inclusion in a welcoming, safe, and respectful community. We will value each class member's experiences and communicate disagreements respectfully. Please notify me if you feel aspects of the instruction or course design or classroom activities undermine these principles in any way. You may also notify the ENVS Program at 541-346-5000. For additional assistance and resources, I encourage you to contact the following campus services, as appropriate for your concerns:

- *Division of Equity and Inclusion:* This Office promotes inclusive excellence by working to ensure equitable access to opportunities, benefits, and resources for all faculty, administrators, students, and community members. Web: <http://inclusion.uoregon.edu/> - Phone: 541-346-3175
- *Center for Multicultural Academic Excellence (CMAE):* CMAE promotes student retention and persistence for historically underrepresented and underserved populations. They develop and implement programs and services that support retention, academic excellence, and success at the UO and beyond for all students, including undocumented and tuition equity students. Web: <https://inclusion.uoregon.edu/content/center-multicultural-academic-excellence-cmae> - Phone: 541-346-3479
- *Center on Diversity and Community (CoDaC):* CoDaC promotes cross-cultural knowledge, skills, and awareness in order to build the capacity of individuals and units across campus to advance the university's goals of equity and inclusion. It sponsors a range of programs for faculty, staff, and alumni, and capacity building initiatives with departments, colleges, schools, and research institutes across campus. Web: <http://codac.uoregon.edu/> - Phone: 541-346-3212

UNIVERSITY POLICIES

Inclement Weather: In the event of inclement weather, the UO website will prominently display information about closure decisions on the main homepage (www.uoregon.edu). Local television and radio media will be notified as well. Unless the university closes, faculty members not able to travel to campus to convene their classes have the responsibility of attempting to notify students in a timely way that they will not be holding class. In the event of a last-minute cancellation, for any reason, I will contact the ENVS Program as the first point of contact, and through Blackboard, send an email to all enrolled students.

Preferred First Name: The university recognizes that many persons use first names other than their legal names to identify themselves. As long as the use of this preferred first name is not for an improper purpose, is not restricted by state or federal law and does not have an impact on the ability of the university to comply with state or federal law, the university will use "preferred first name" when possible in the course of university activities. Therefore, it is the policy of the university that any current or former student or employee may choose a preferred first name in addition to that person's legal name listed within the university's information systems. The person's preferred first name shall be used in university communications and reporting except where the use of the legal name is required for university purposes. The university reserves the right to remove a preferred name if it is used improperly, including but not limited to , avoiding legal obligations or misrepresentation. For more information on this policy, visit: <http://policies.uoregon.edu/content/preferred-first-name>

Prohibited Discrimination and Harassment Reporting: I am a student-directed employee. Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at respect.uoregon.edu or aaeo.uoregon.edu or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at [Discrimination & Harassment](#).

Specific details about confidentiality of information and reporting obligations of employees can be found at titleix.uoregon.edu.

Mandatory Reporting of Child Abuse

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](#).

Student Conduct: The [Student Conduct Code](#) sets forth the community standards and procedures necessary to maintain and protect an environment conducive to learning and in keeping with the educational objectives of the University of Oregon. Founded upon the principle of freedom of thought and expression, an environment conducive to learning is one that preserves the freedom to learn -- where academic standards are strictly upheld and where the rights, safety, dignity and worth of every individual are respected. The Student Conduct Code teaches students to live and act responsibly in a community setting, with respect for the rights of other students and members of that community, and for the property, common resources, code of conduct, and laws associated with that community, and to encourage the development of good decision-making and personal integrity. The Student Conduct Code, and the processes of its administration and enforcement, is directed specifically toward maintaining the standards of the University community. For more information visit you are encouraged to view the [Student Conduct Code](#) or to contact the Office of the Dean of Students, 474 Oregon Hall, 541-346-1140; website: <https://dos.uoregon.edu/conduct>

COURSE SCHEDULE

(Subject to revision as we proceed. Changes will be announced in class.)

IMPORTANT DUE DATES : Reading Check Quizzes are available on Canvas from Wed. at 5pm until Thurs. at 10pm during weeks 2-9. Two Reflection Explorations will be due in Lecture on Jan. 17 and Feb. 12, and a third Reflection Exploration due in Section on Mar. 16. Three Argument Essays will be due on Canvas at 11:59pm on Feb. 3, Feb. 24, and Mar. 10.

NOTE : Readings should be completed prior to the date on which they are assigned. PDF files for readings not in the Hourdequin text are provided on Canvas in the 'Modules' section, arranged by week.

Week One
M 1.8 Lecture: Introduction to Environmental Ethics: Values, Worldviews, Actions <i>Recommended:</i> Hourdequin, Chapter 1, pp. 3-20
W 1.10 Lecture: Methods of Ethical Reasoning and Critical Reflection <u>Readings:</u> Sandler, "Methods of Environmental Ethics" (Canvas) Hourdequin, Chapter 1, pp. 20-27
F 1.12 Sections: (10-10:50am, 11-11:50am, 12-12:50pm)
Week Two
M 1.15 MLK, Jr. Day: NO CLASS TODAY <i>Recommended:</i> King, "Beyond Vietnam" (Canvas)
W 1.17 Lecture: Classical Ethical Theories and the Environment <u>Readings:</u> Hourdequin, Chapter 2, pp. 29-56 Le Guin, "The Ones Who Walk Away From Omelas" (Canvas)
W 1.17 DUE: Reflection Exploration #1 (due in Lecture)
R 1.18 DUE: Reading Check Quiz (available on Canvas from Wed. 5pm - Thurs. 10pm)
F 1.19 Sections: (10-10:50am, 11-11:50am, 12-12:50pm)
Week Three
M 1.22 Lecture: Animal Ethics (Sentio-centrism) <u>Readings:</u> Hourdequin, Chapter 3, pp. 57-67 Singer, "A Utilitarian Defense of Animal Liberation" (Canvas)
W 1.24 Lecture: Life and Land Ethics (Biocentrism and Ecocentrism) <u>Readings:</u> Hourdequin, Chapter 3, pp. 67-76 Leopold, "The Land Ethic" (Canvas)
R 1.25 DUE: Reading Check Quiz (available on Canvas from Wed. 5pm - Thurs. 10pm)
F 1.26 Sections: (10-10:50am, 11-11:50am, 12-12:50pm)
Week Four
M 1.29 Lecture: Relational Ethics (Deep Ecology, Confucianism, Daoism) <u>Reading:</u> Hourdequin, Chapter 3, pp. 76-86
W 1.31 Lecture: Relational Ethics (Indigenism) <u>Readings:</u> Deloria, "Power and Place Equal Personality" (Canvas) Whyte and Cuomo, "Ethics of Caring in Environmental Ethics," pp. 234-241 (Canvas)
R 2.1 DUE: Reading Check Quiz (available on Canvas from Wed. 5pm - Thurs. 10pm)
F 2.2 Sections: (10-10:50am, 11-11:50am, 12-12:50pm)
S 2.3 DUE: Argument Essay #1 (due on Canvas by 11:59pm)
Week Five
M 2.5 Lecture: Care Ethics (Ecofeminism) <u>Reading:</u> Whyte and Cuomo, "Ethics of Caring in Environmental Ethics," pp. 241-244 (Canvas) Hourdequin, Chapter 4, pp. 87-100
W 2.7 Lecture: Social Ethics (Environmental Justice) <u>Readings:</u> Hourdequin, Chapter 4, pp. 100-114 Principles of Environmental Justice (Canvas)
R 2.8 DUE: Reading Check Quiz (available on Canvas from Wed. 5pm - Thurs. 10pm)
F 2.9 Sections: (10-10:50am, 11-11:50am, 12-12:50pm)

COURSE SCHEDULE

(Subject to revision as we proceed. Changes will be announced in class.)

Week Six	
M 2.12	Lecture: Ecological Restoration and Authenticity <u>Reading:</u> Hourdequin, Chapter 7, pp. 169-180
M 2.12	DUE: Reflection Exploration #2
W 2.14	Field Excursion: Turtle Flats (meet at 11:30am at XXXXX, return by 1:45pm) <i>Recommended :</i> Soule, "What is Conservation Biology?" (Canvas)
R 2.15	DUE: Reading Check Quiz (available on Canvas from Wed. 5pm - Thurs. 10pm)
F 2.16	Sections: (10-10:50am, 11-11:50am, 12-12:50pm)
Week Seven	
M 2.19	Lecture: Ecological Restoration and Hybridity <u>Reading:</u> Hourdequin, Chapter 7, pp. 180-193
W 2.21	Lecture: Sustainability and Development <u>Readings:</u> Hourdequin, Chapter 5, pp. 131-142 Scoville, "Framing Food Justice" (Canvas)
R 2.22	DUE: Reading Check Quiz (available on Canvas from Wed. 5pm - Thurs. 10pm)
F 2.23	Sections: (10-10:50am, 11-11:50am, 12-12:50pm)
S 2.24	DUE: Argument Essay #2 (due on Canvas by 11:59pm)
Week Eight	
M 2.26	Lecture: Food Values and Institutions <u>Readings:</u> Hourdequin, Chapter 5, pp. 117-131 Casey, "France's War on Waste Makes It Most Food Sustainable Country" (Canvas)
W 2.28	Lecture: Food Justice and Local Food <u>Readings:</u> Berry, "The Pleasures of Eating" (Canvas) Gray, "Is Local Food an Ethical Alternative?" (Canvas) Arkin, Vásquez, Liévanos, "Farmworkers Deserve Better Pesticide Rules" (Canvas)
R 3.1	DUE: Reading Check Quiz (available on Canvas from Wed. 5pm - Thurs. 10pm)
F 3.2	Sections: (10-10:50am, 11-11:50am, 12-12:50pm)
Week Nine	
M 3.5	Guest Presentation: Marisa Zarate, Executive Director, Huerto de la Familia <u>Watching:</u> <i>Harvest of Pride: The Garden, The Farm, Seeds of Hope</i> (Canvas)
W 3.7	Lecture: Food Justice and Food Sovereignty <u>Readings:</u> ETC Group, "Who Will Feed Us?" (Canvas) Werkheiser, Tyler, Thompson, "Food Sovereignty" (Canvas)
R 3.8	DUE: Reading Check Quiz (available on Canvas from Wed. 5pm - Thurs. 10pm)
F 3.9	Sections: (10-10:50am, 11-11:50am, 12-12:50pm)
S 3.10	DUE: Argument Essay #3 (due on Canvas by 11:59pm)
Week Ten	
M 3.12	Lecture: Climate Ethics and Justice <u>Readings:</u> Hourdequin, Chapter 6, pp. 143-167 Robinson, "What is Climate Justice?" (Canvas)
W 3.14	Lecture: Ethics and Social Transformation <u>Reading:</u> Hourdequin, Chapter 8, pp. 195-218
F 3.16	Sections: (10-10:50am, 11-11:50am, 12-12:50pm)
F 3.16	DUE: Reflection Exploration #3 (due in Section)
Finals Week	
T 3.20	NO Final Exam

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This book you need to buy; all other texts will be posted on Canvas.