University of Colorado at Colorado Springs

Philosophy, Globalization and Sustainability
Philosophy 414          Fall 2010

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Required Texts:
A Sand County Almanac, Aldo Leopold (SCA in schedule)
Environmental Virtue Ethics, Ronald Sandler and Philip Cafaro, eds. (EVE)
Radical Ecology: The Search for a Livable World, Carolyn Merchant (RE)
Deep Ecology for the Twenty-first Century, George Sessions, ed. (DE)
A Conservationist Manifesto, Scott Russell Sanders (CM)
Feminism and Ecological Communities: an Ethic of Flourishing, Chris Cuomo (FEC)

Articles Available On-line:
“What is Ethics?” P. Singer
“How Prey,” Val Plumwood
“Putting Science in its Place,” Eric Freyfogle and Julianne Newton
“Some Fundamentals of Conservation in the Southwest (1923)” A. Leopold
“Pioneers and Gullies (1924)” A. Leopold
“The Conservation Ethics (1933)” A. Leopold
“Land-Use and Democracy (1942)” A. Leopold
“Holistic Environmental Ethics and the Problem of Ecofascism,” B. Callicott
“Ecofacism: A Enduring Temptation,” M. Zimmerman
“Environmental Virtue Ethics,” Rosalind Hursthouse
“The Impoverishment of Nature: Women and Children Last,” V. Shiva
“A Declaration of Sustainability,” P. Hawkens
“Sustainability: A Dissent,” Julianne Newton and Eric Freyfogle

Course Description:
This course seeks to explore the philosophical significance of ecology for establishing an environmental ethic. After an initial review of the current environmental situation, and an exploration of the roots of the current environmental crisis, the class will turn to a consideration of possible responses. In the course of our conversations, we will examine an application of environmental ethics to such issues as: responsibilities to future generations, the problem of the moral standing of human and nonhuman species and wilderness, the deficiencies of cost-benefit analysis as a basis for decision making, the impact of different worldviews upon environmental behavior and the potential and/or desirability of developing specific environmental virtues that contribute to flourishing.

Course format is lecture/discussion. Students will be expected to be regular, active, contributors to the class.
Course Objectives:
• Students will be able to critically analyze the philosophical complexities related topics in environmental philosophy including: ecological thinking, sustainability, global environmental challenges, obligations to future generations, and environmental justice.
• Students will develop their own persuasive positions and arguments in response to course materials.

Course Requirements:

There are two graded components to participation in this course: individual participation and the creation of a group research project.

Attendance and classroom decorum:
• Students are expected to attend all class sessions. More than 4 unexcused absences will result in failure of the course.
• Students are expected to complete all of the reading before coming to class. Students who have not completed the reading will be asked to leave the classroom and will receive an unexcused absence for the day.
• I expect everyone to come to class prepared to discuss the reading. You may not understand everything that you read before coming to class, but you should have spent a significant amount of time not only doing the reading but also thinking about it carefully and jotting down questions. You are expected to bring the text to class with you. We will often do a close reading of specific passages as part of class. Further, students are expected to be able to support the comments/questions they raise in class with specific references to the texts.
• Excellent individual participation involves regular, thoughtful contributions to discussions: expressing your understanding of the material, developing and thinking critically about your own positions, and listening carefully and respectfully to others. Your final grade may be raised or lowered by a third of a grade based upon your individual participation.
• One of my goals for the semester is to create a respectful classroom in which we are able to critically engage with some of the most significant environmental challenges of our time. In order to help foster such a climate, please observe the following two rules: 1. do not text message during class; 2. place your cell phones on silent (not vibrate or other low buzz or hum).
Individual grades (60% of grade)

- **Walking/observational Intellectual Journal (10%)**
  During week 3 you will be asked to take five 10 minute walks along the same route in which you keep a “field journal” of what you observe. Each entry in your journal should use the following format: on the left side of the page, write down your observations, without commentary or first person interjection. Divide the right side page in half horizontally. On the upper half analyze your observation. What did you observe? What questions does it raise for you about nature and/or human-nature interactions? On the lower half state at least one connection you see between what you observed and the course readings to date.
  - You may want to focus your observations on any of the following questions:
    - What animals did you see (names, numbers, are they indigenous or exotic to the region?)
    - What plants did you see (names, numbers, are they indigenous or exotic to the region?)
    - What did you see that you would call beautiful?
    - What did you smell?
    - What did you hear?
    - What evidence did you find of human incursions into the non-human environment?
    - At what rate/scale have humans impacted the non-human environment in the area where you were walking?

Community Postings (20%)
There are 2 components to this assignment:
- Reading response question. Ten times during the semester, you are to post what you take to be the most important question for the class to wrestle with given the day’s reading (you will pose questions according to the dates listed in the course schedule). Your posting should be approximately 1 paragraph in length. After you raise the question, the remainder of your paragraph should explain why you believe it to be a significant question.
- Short response to someone else’s posted question. Ten times during the semester, you are to post a short (1 paragraph) response to a question someone else has raised in response to the day’s readings (see course schedule).

7-10 page paper related to the group paper (30%)
Described below in group project section.

Group Projects (40%)
- Early in the semester groups of 2-4 of the student’s choosing will be formed.
- Groups will sign up for a semester long research project on one of the following topics:
  - Wilderness Preservation
  - Predator eradication/reintroduction
    - Hunting
    - Recreation
    - Managed land use
    - The National Park Service
    - Protecting endangered species
- Food
- Urban agriculture
  - The Land Institute/Wes Jackson
  - Women & Food
  - CSAs/the slow food movement
  - Sustainable farming practices
  - The Farm Bill
  - Environmental justice (i.e., pesticide use and protection of farm workers)
- International environmental responses
  - Protection of endangered species (laws, preserves, biotic rights)
  - Women and international environmental movements
  - Eco-tourism
- The Built Environment
  - The urban-suburban-exurban-rural-wild continuum
  - Arcosanti (arology)
  - Taos community
  - Faking nature/manufactured substitutes for trees, etc.
- Ecotage
  - Earth First!
  - Monkey wrenching

- Groups will determine a focus for their research given one of the above sub-topics (or propose an alternate topic subject to instructor approval).

**Graded components of group project:**
- Groups will create a visual (poster board or power point) and oral presentation that will be presented to the class at the end of the semester. Additional details of the presentation will be given as we move into the semester (20% of total grade).
- Group written statement of problem and research summary (3-5 pages). Provide a written statement of how your group came to understand and approach the chosen problem. In other words, how did you frame the project and why? How did your group’s understanding/assessment of the problem change over the course of the semester? Did group members agree on how to frame and analyze the problem? (20%)
- Individual analysis (7-10 pages). What are the key philosophical issues raised by the problem studied by your group? Explicit links should be made the course material. How has studying this topic in depth impacted your own understanding of environmental ethics? (30%)

- Papers should be written using Times New Roman, 12 point font with 1 inch margins all around. Sources must be properly documented using either MLA or Chicago style (if you don’t what there are, go to the UCCS writing center website and print out style guide handouts).
- Please use page numbers and staple your pages together. Unstapled papers will not be accepted.
• Papers that contain plagiarized content will be subject to censure consistent with University policy: failing the assignment, failing the course, or a recommendation to the Dean that you be expelled from the University.

• Avoid plagiarism: if you are not the originator of the idea, you must document your source. If you paraphrase what one of our author’s says, you must document the page on which the idea is contained.

• You must document ideas that you find on websites. The UCCS MLA and Chicago style handouts include extensive examples of how to correctly document web sources. Remember that on-line sources require 2 dates in the documentation: the date the document was created or updated and the date you accessed the web material. Wikipedia is not an appropriate resource for your papers.

• Students will be required to submit both a hard copy to me and an electronic copy of their papers to www.turnitin.com, a program that automatically scan papers for plagiarized material. Instructions for submitting papers to turnitin will be handed out separately.

Three additional notes:

• Please see the Philosophy department website for more information about the Philosophy Department, a philosophy major or minor, and other related events and information: http://web.uccs.edu/philosophy/.

• A note to military students: If you are a military student with the potential of being called to military service and/or training during the course of the semester, you are encouraged to contact your UCCS course instructor no later than the first week of class to discuss the class attendance policy. Please see the Military Students website for more information: http://www.uccs.edu/~military/.

• A note to students with disabilities: "If you have a disability for which you are requesting an accommodation, you are encouraged to contact Disability Services within the first week of classes." Contact information: Main Hall, room 105, 262-3354.
Tentative Schedule

Week 1: Introduction, Getting Situated
T: Introduction, syllabus, why are you here, what’s your watershed?
R: “What is ethics?” P. Singer (on-line)

Initial reflection: What are we? the place of humans in relation to non-humans beings and things.
   a. Bible (King James Version): Genesis 6:5 through Genesis 9:17; Psalms 24:1-2; 50:9-12; 104 (entire); Ezekiel 34: 17-19; Job 37 through Job 39
   b. “Being Prey,” Val Plumwood (on-line)
   c. “Building Arks” (CM)

Week 2: Living in the Age of Consequences
T: Introduction and ch. 1 “The Global Ecological Crisis” (RE)
R: Chapter 2 “Science and Worldviews” (RE)
   “Common Wealth,” “A Few Earthy Words,” “The Warehouse and the Wilderness” (CM)
   “Putting Science in its Place,” Eric Freyfogle and Julianne Newton

Week 3: Being Somewhere
T: A Sand County Almanac, Part 1
   “The Geography of Somewhere,” & “Hometown” (CM)
R: Part 2 (SCA)

Week 4: Development of the Land Ethic
T: Part 3 “The Upshot” (SCA)

Week 5: Androgenic causes, Ecofascist solutions?
T: “Some Fundamentals of Conservation in the Southwest (1923)” A. Leopold
   Pioneers and Gullies (1924)” A. Leopold
   Film: “Lords of Nature: …”
R: “Holistic Environmental Ethics and the Problem of Ecofascism,” B. Callicott
   “Ecofacism: A Enduring Temptation,” M. Zimmerman

Week 6: Developing an Earth Ethic
T: “The Conservation Ethics (1933)” A. Leopold
   “Land-Use and Democracy (1942)” A. Leopold
   “Virtue Ethics as Foundational for a Global Ethic,” Westra (EVE)
R: Group Project Research Day

Week 7: Deep Ecology
T: “Deep Ecology” (RE)
   Selections from Part I & II (DE)
R: Selections from Part III (DE)
Week 8: Wilderness
T: Part V: Wilderness, the Wild, and Conservation Biology (DE)
R: wilderness, continued

Week 9: Sustain-ability, sustaining what and who?
T: “Sustainable Development” (RE)
   “A Declaration of Sustainability,” P. Hawken
R: “Sustainability A Dissent,” Julianne Newton and Eric Freyfogle
   “The Shaky Ground of Sustainability,” D. Worster (DE)
   “Global Ecology and the Shadow of ‘Development,’” W. Sachs (DE)

Week 10: Ecofeminism
T: “Ecofeminism” (RE)
R: “The Impoverishment of Nature: Women and Children Last,” V. Shiva

Week 11: An Ethic of Flourishing
T: Prelude-Chapter 3 (FEC)
R: Chapters 4, 5, 7 (FEC)

Week 12: Environmental Virtue Ethics (EVE)
T: “Thoreau, Leopold, and Carson: Toward an Environmental Virtue Ethics” Cafaro
   “A Virtue Ethics Approach to Aldo Leopold’s Land Ethic,” Shaw (EVE)
R: “Environmental Virtue Ethics: Half the Truth but Dangerous as a Whole,” Rolston (EVE)

Week 13: Virtue, Vices & Future Generations (EVE)
T: “Benevolence as an Environmental Virtue” Frasz
   “Gluttony, Arrogance, Greed, and Apathy: An Exploration of Environmental Vice,” Cafaro
   “Vices and Virtues in Religious Environmental Ethics” Taliaferro
R: “Virtue Ethics and Repugnant Conclusions,” Schmidt and Zwolinski
   Part 3: “Caring for Generations to Come” (CM)

Week 14: Application of Environmental Virtue Ethics (EVE)
T: “Synergistic Environmental Virtues: Consumerism and Human Flourishing” Wenz
R: “A Virtue Ethics Perspective on Genetically Modified Crops” Sandler

Week 15: Student Presentations
T:
R:
   Group Project Summaries & Individual Final Papers Dues