


Readings and Assignments: Weeks One-Two

If you miss a class, check these *Readings and Assignments* handouts for assignments or handouts.

If you make a special arrangement with me about a due date, etc., write out a brief note or send me an email to that effect and have me OK it. Keep it to show to me if I forget our arrangement.

Des Jardins indicates the text, *Environmental Ethics*...

 indicates a handout in class. **Otherwise**, material is from *Philosophy 318 Course Pack*.

EDMF indicates *Environmental Decision-making Framework*

Major dates

In deference to our leaf-bearing friends, *Readings and Assignments* is handed out in instalments in case there are revisions as we go along; and there often are.

It is available for the whole course is at the *Course Website*—just treat it as open to revision.

Major due dates are listed below.

5. Thursday, February 9: *Seminars* assigned.

Environmental Issue Project groups assigned.

February 13-18: Mid-term Break

7. Thursday, March 1: Seminar: on Anthropocentric & Extensionist Ethics

Project Meeting: Anthropocentric & Extensionist Ethics

9. Thursday, March 15: Seminar on Holistic Ethics

Project Meeting: Non-anthropocentric Ethics

11. Thursday, March 29: Seminar on Socio-political Ethics

Project Meeting: Socio-political Ethics


13. Thursday, April 12: *Project Meeting:* Pragmatist-pluralist ethics, etc.


April 26: DUE: *Environmental Issue Project: Final Report*

1. Thursday, January 12

Introduction to the course


 *Course Description*


 *Readings & Assignments: Weeks One-Two* (this handout)

 *Introductory Questions*

 Environmental Issue Project

Environmental Decision-making: Introduction

 *Environmental Decision-making Framework*

 2.1 *Environmental Decision-making: Introduction*

Co-op Work: What is the Environment?

Assignment on next page...

Assignment

Do you have questions about the course, *Course Description, Methods of Inquiry...*?

LOGON to the Course Website to make sure you can access it.

LOOK OVER:

Methods of Inquiry;

EDMF: Steps 1 & 2

READ FOR NEXT SESSION:

Des Jardins, Chapter 1: Science, ethics, and the environment

2.4 Selections from Donald Worster, *Nature's Economy*;

2.5 Dene Cultural Institute, "Traditional Ecological Knowledge and Environmental Assessment"

You are not expected to master Worster on the history of ecology. But it is important to have some notion of ecology's historical development, how that interplays with the wickedness of ecology and may allow for rivals to scientific ecology as articulated in the article from the Dene Cultural Institute.

READ FOR SESSION 3:

Des Jardins, Chapter 2: Ethical theory and the environment

2.7 Tom Beauchamp: *Philosophical Ethics*, "Morality from Community Standards"

Des Jardins chapter 3;

2.10 Selections from Samuel S. Komorita & Craig D. Parks, *Social Dilemmas*.

It is essential to understand social dilemmas that frame most environmental issues.

I have left out or bracketed (⌈⌋) most of the math (and math-fear inducing symbols), and most of the empirical research in psychology and sociology, which I nonetheless commend to you.

2.9 Selections from Jonathan Baron, *Thinking and Deciding*;

Do not be intimidated by the occasional bouts of math in this reading, especially in the early sections. Skip over those sections if they are not your idea of a good time. But try not to give up so that you will have a good idea of what the reading contains and can use it as a reference and cook book as the need arises.

2. Thursday, January 19

Questions about the course, *Course Description, Methods of Inquiry?*

2.2 *Wilderness, Nature, Environment*

📖 **EDMF Steps 1 & 2: Modern Science and Wicked Ecology**

2.3 *Ecological Knowledge*

Social Dilemmas: Introduction

📖 *Social Dilemmas: Matrix*

2.8 *Social Dilemmas and the Environment*

Decision Making: Introduction

📖 Decision-making example

Assignment (See pages 3-7.)

READ FOR SESSION 3:

Des Jardins, Chapter 3: Ethics and economics: managing public lands

2.10 Samuel S. Komorita & Craig D. Parks, *Social Dilemmas*.

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2.9 Jonathan Baron, *Thinking and Deciding*;

Do not be intimidated by the occasional bouts of math in this reading, especially in the early sections. Skip over those sections if they are not your idea of a good time. But try not to give up so that you will have a good idea of what the reading contains and can use it as a reference and cook book as the need arises.

LOOK OVER: *Environmental Decision-Making Framework: Steps 3-5.*

DUE NEXT SESSION: EDMF Practice

This exercise simply requires you to go through the decision-making making procedure at quite a basic level to ensure that you understand its fundamentals. You can worry about the finer points of the procedure later.

1. Define the problem.

1.1 Describe how things are.

Describe the situation you find yourself in such that you need to buy a motor vehicle, *e.g.*, what you need the vehicle for, how much you can afford to pay for it, etc. Include the interests of the major parties involved, *e.g.*, your family, friends, co-workers.

Assignment continued on next page...

1.2 As a result, ask a *question* to answer in order to solve the problem.

It is doubtful that your question at this step **requires** you to buy a motor vehicle. For example, it might leave open the possibility of renting a car occasionally while otherwise relying on public transport. However, for this exercise, restrict the question to deciding what motor vehicle to buy.

So, your **goal** is to find a good answer to this question.

2. State your recommended resolution for the best motor vehicle to buy.

Do not complete this step until you have completed steps 3-5.

3. Explain and justify *criteria* for a good resolution of the problem.

3.1 Identify and justify values as criteria that must be satisfied by a good answer to the *Question*.

3.2 Identify and justify other criteria that a good answer to the *Question* must meet.

While most of your criteria probably fall under 3.1 above, do consider feasibility criteria that you may have neglected there, *e.g.*, can you easily maintain a Ferrari in Chilliwack?

3.3 Prioritise criteria by ranking them.

Distinguish non-compensatory and compensatory criteria.

Rank your criteria.

Obviously, non-compensatory criteria must be met.

Rank your compensatory criteria.

4. Identify at least three alternative motor vehicles for achieving your goals.

The selection is limited to vehicles for sale. So, there may not be a lot of room for creativity here unless you create imaginary cars. But do avoid unnecessary constraints on your choices, *e.g.*, failing to consider buying a truck, or an American car, or a used car.

5. Use criteria to decide on and justify your recommended resolution.

Use simplified rules:

Satisfice: Eliminate any alternative that does not meet your non-compensatory criteria.

(Presumably, you would eliminate such possibilities even before seriously considering them as alternatives, *e.g.*, if you **need** a car that uses little gas, you would not seriously consider most SUVs.)

Rank each alternative for how well it meets each of the compensatory criteria.

Add up the rankings: low score wins.

Assignment continued on next page...

DUE NEXT SESSION: Social Dilemmas: Individual Prep Questions

Using a  **Social Dilemmas: Matrix**, explain whether the situation:

involves public goods, i.e., with jointness of supply, impossibility of excluding users, and discrete or continuous goods;

is a Prisoners' Dilemmas or a game of Chicken, i.e., is a social dilemma that produces conflict between individual rationality (choose the dominant solution) and collective rationality (choose a Pareto optimal solution)).

You **may** find it helpful to assign weights to the various utility factors:

Prisoners' Dilemmas ($T > R > P > S$; $2R > (T + S)$); Chicken ($T > R > S > P$).

But I find it easier to figure it out conceptually, perhaps then using the math as a check.

Explain what approach you would be inclined to adopt:

Co-operator: attempts to maximize total group value?

Competitor: attempts to maximize relative gain (difference between my and others' outcomes?)

Individualist: attempts to maximize own gain regardless of others' outcomes?

- 1 .Suppose you are the Prime Minister of Canada deciding whether to bring in laws to curb green-house gas emissions in Canada, considering the short-term costs and benefits (compliance costs, e.g., carbon tax) and long-term costs and benefits (climate change costs) to you of doing so in the context of how other countries will decide to act.**

Harper in minority on climate change

Mike Blanchfield, CanWest News Service, November 26, 2007

KAMPALA, Uganda -- A defiant Stephen Harper rejected Liberal accusations that he embarrassed Canada on the world stage during Commonwealth climate change talks, and vowed to push all countries for binding restrictions to cut greenhouse gas emissions.

"I don't want to claim I have a majority position. We have a position that has a significant amount of support. More importantly, it's the only right position," Harper added in clear rebuttal to complaints by Liberal leader Stephane Dion and some countries here that Canada was the lone holdout against a Commonwealth climate change statement that would have endorsed binding commitments on industrialized countries to reduce greenhouse gas emissions.

Badawi disagreed with Harper's position that a climate change regime will only work if all countries—not just some—buy into an agreement all at once. "We would like the see the developed countries taking a lead role," said Badawi.

Harper reiterated that he will never support reduction targets that only apply to a select group of countries and the only way the world can effectively fight climate change is for all countries to sign on to a new international protocol at the same time.

"We don't need an international agreement that says Canada should accept binding targets. We are already imposing binding targets on ourselves. We need an international agreement to make sure the world will accept targets."

The Commonwealth members wanted a declaration that would provide momentum for next month's United Nations Framework Convention on Climate Change conference in Bali, which is trying to develop a plan to cut carbon emissions after the 2012 expiration of the Kyoto protocol.

[The Stern Report estimated the cost of carrying out measures to reduce climate change as 1% of Gross Domestic Product and the cost of failing to do so as 5-20% of GDP. Canada's GDP is about \$1.4 trillion.]

Assignment continued on next page...

2. **Suppose you are a farmer in the Fraser Valley before there was an Agricultural Land Reserve, and you are deciding whether to sell your farm to a developer, considering the short-term costs and benefits (land prices) and long-term costs and benefits (food production and security; open spaces and wild life) to you of doing so in the context of how other farmers will decide to act.**

There is more to the ALR than potential development profits

Nancy Olewiler, John Richards (SFU Public Policy Program) *Vancouver Sun*, October 31, 2009:

... The ALR may raise urban land prices somewhat. That is a minor problem compared to the ALR's benefit in limiting urban sprawl. Low-density urban sprawl in cities like Los Angeles makes public transit too expensive to organize and condemns people to get about by car...

Obviously, farmland in Metro Vancouver cannot provide us with total food security. In fact, B.C. produces only 50 per cent of the food we eat. Because B.C. imports much of its food, it does not follow we should ignore our natural capital in farmland. Farmland in the Fraser Valley is among the most productive in Canada. Mild climate, excellent soils and available water make it an agricultural jewel. Even the strongest free market proponent should argue that we do not destroy a resource for which we have a comparative advantage.

Our natural capital, of which Fraser Valley farmland is a key component for B.C. citizens, cannot be measured in terms of the price that either farmers or property developers might pay for it... [In a poll] 95 per cent of people in Metro Vancouver support preservation of farmland... because they recognize that farmland in a community provides more than a source of food or land for future development. Urbanites recognize that farmland is a critical part of a well-rounded, sustainable community. Access to locally produced food is a component to that sense of sustainability... Most urbanites value the existence of rural farmland, open spaces, wetlands for wildlife, and so on as part of what makes B.C. a good place to live.

[Without the ALR, we] would see all the land in Metro Vancouver covered with houses or commercial development... with no reason to preserve urban parks, to oppose building condos in Stanley Park... After the 2006 windstorm that blew down trees in Stanley Park, with little solicitation, the public provided \$10 million to restore the trees, trees that had a market value of only \$1 million.

... Once farmland is paved over for other uses, it does not easily go back to farmland. The recent study also shows there are many benefits from farmland that people living in the region value. These benefits are not sold in the market place.

Assignment continued on next page...

3. **Suppose you are deciding whether to buy a lawnmower at your local garden equipment shop or at Costco, considering the short-term costs and benefits (prices) and long-term costs and benefits (service, jobs) to you of doing so in the context of how other shoppers will decide to act.**

Try thinking outside the big box occasionally

Deborah Jones, *Vancouver Sun*, April 06, 2002

This week's opening of a 31,000-square-metre Ikea store in Coquitlam made me re-think my role as a consumer. "With the mega-stores, the way these guys work is they're not out there creating new markets," notes Lindsay Meredith a professor of business administration at Simon Fraser University. "What they do is they move into a region and they take market share away."

As a consumer deciding between a big-box or neighbourhood store, my bottom line is mostly price, with convenience a secondary consideration. If I thought as a citizen, however, my choice would be more complicated.

My act of buying one book from Chapters rather than a local book-seller is the proverbial drop in the bucket. But when all of us make similar choices, we affect not only the viability of local stores, but our communities.

Service, notes Meredith, is one of the most expensive components of a business. The ubiquity of self-serve warehouse stores shows that we consumers are willing to sacrifice service for quality goods at low prices. The flip side of that is that such shops do not generate a lot of well-paying jobs, and that means fewer consumers with wads of money in their pockets to spend in other community businesses.

"It's a chicken-and-egg kind of problem," says Meredith, who poses this question to corporations that use cheap overseas labour to make goods and then hope to sell their products back in North America: "Tell me again who's going to buy this stuff in North America" if fewer North Americans have jobs? Who indeed?

I appreciate the convenience and cost-savings of Ikea, Costco, Chapters and Wal-Mart as much as the next person. But next time I'm in the market for a book or a bookshelf, I'll try and budget some time and thought for my neighbourhood outlets.

DUE SESSION 4: Choose your issue for the *Environmental Issue Project*.

See the guidelines on page 1 of *Environmental Issue Project*.

You should decide your issue as soon as possible.


I must approve it: no more than three students can write on the same issue.

Obviously, your life will be easier if you already have some expertise about your issue.

Briefly: give your issue in the form of a question;


explain how it affects you and others, including at least one of non-human animals, non-sentient elements such as forests, or collectivities such as species or ecosystems;

give two plausible, incompatible answers to your issue question.

3. Thursday, January 26**EDMF Steps 1 & 2: Social Dilemmas****DUE: *Social Dilemmas: Individual Prep Questions*****Environmental Decision-making Framework Steps 3-5:****Introduction to ethics****Decision-making and economic rationality**** 2.6 *Introduction to Ethics*****DUE: EDMF Practice**

Readings and Assignments: Weeks Three-Five

Des Jardins indicates the text, *Environmental Ethics*...

 indicates a handout in class. **Otherwise**, material is from *Philosophy 318 Course Pack*.

EDMF indicates *Environmental Decision-making Framework*

3. Thursday, January 26


EDMF Steps 1 & 2: Social Dilemmas

DUE: Social Dilemmas: Individual Prep Questions

Environmental Decision-making Framework Steps 3-5:

Introduction to ethics

Decision-making and economic rationality

 2.6 *Introduction to Ethics*

DUE: EDMF Practice

Assignment

READ: Des Jardins chapter 4: Responsibilities to future generations: sustainable development

DUE NEXT SESSION: If you care, list your preferences for *Seminar* topics:

Anthropocentric and extensionist ethics: environmental ethics should be based on human traits or their extension to other individual things that share some of those traits;

Holistic ethics: environmental ethics should be based on traits of humans and of other than human such as of species, ecosystems, non-sentient environmental features, the biosphere.

Socio-political ethics: environmental ethics should be based on just distribution of environmental burdens and benefits without social domination and oppression.

DUE NEXT SESSION: Choose your environmental ethics issue in consultation with me.

See the guidelines on page 1 of *Environmental Issue Project*.

You should decide your issue as soon as possible.

I must approve it: no more than three students can write on the same issue.

Obviously, your life will be easier if you already have some expertise about your issue.

Briefly: give your issue in the form of a question;

explain how it affects you and others, including at least one of non-human animals, non-sentient elements such as forests, or collectivities such as a species or ecosystem;

give two plausible, incompatible answers to your issue question.

Assignment continued on next page...

DUE SESSION 5: In no more than about 500 words, complete a rough draft of *Environmental Decision-Making Framework* steps 1 and 2 for your *EIP* issue.

This *Project* is **not** a research paper built on an exhaustive, comprehensive survey of the literature on empirical aspects of your issue. You are expected to be an expert on empirical aspects of your issue only in comparison to other members of this class.

Do only as much research as necessary to provide yourself with the relevant background and the central arguments advanced by various plausible positions on the issue.

In particular, document any major agreements and disagreements about important empirical matters concerning this issue, and note major positions (including the reasons for them) about what should be done about this issue. Interviews with relevant experts or practitioners can be an excellent source of information.

Use **footnotes** to document your information.

The major part of your *Project* will be arguments about the **legitimacy** of various parties to the issue and their interests. So, at this stage, simply identify major parties and their interests without judging their legitimacy.

Take particular care in formulating your issue as a **question**.

For step 2, simply state and briefly explain your *hypothesis* about the best solution to this issue.

LOOK OVER 📖2.11*Negotiating*.

4. Thursday, February 2

EDMF Steps 3-5: finish

Introduction to Ethics

Decision-making and economic rationality

Negotiating

📖2.11 *Negotiating*

Environmental Ethics: Introduction

Future generations, Sustainability, Precautionary Principle

📖3.1 *Environmental Ethics: Introduction*

📖3.2 *Future generations, Sustainability, Precautionary Principle*

DUE: Choose your environmental ethics issue in consultation with me.

DUE: If you care, list your preferences for *Seminar* topics.

Assignment

READ Des Jardins, Chapter 5: Responsibilities to the natural world: from anthropocentric to non-anthropocentric ethics

📖5.1 Rene Descartes, "Animals as Automata;"

Immanuel Kant, "Duties to Animals;"

William Baxter, "The Case for Optimal Pollution"

📖5.2 Frederick Turner, "The Invented Landscape"

Assignment continued on next page...

READ FOR SESSION 6 these classic articles on anthropocentrism and extensionism;

The **Seminar group** for this topic should know them well.

📖6.1 Peter Singer, “All Animals are Equal”

📖6.2 Tom Regan, “The Case for Animal Rights”

📖6.3 Mark Sagoff, “Animal Liberation and Environmental Ethics...;”

J. Baird Callicott, “Environment ethics and animal liberation: back together again”

📖6.4 Christopher D. Stone, “Should Trees have Standing?”

📖6.5 Paul Taylor, “The Ethics of Respect for Nature”

And if you want more:

Hargrove, Eugene, *The Animal Rights/Environmental Ethics Debate*, HV4711 A575 Abby

DUE SESSION 5: Steps 1 & 2: Explain your *Environmental Issue Project* issue.

This *Project* is **not** a research paper built on an exhaustive, comprehensive survey of the literature on empirical aspects of your issue. You are expected to be an expert on empirical aspects of your issue only in comparison to other members of this class.

Do only as much research as necessary to provide yourself with the relevant background and the central arguments advanced by various plausible positions on the issue.

In particular, document any major agreements and disagreements about important empirical matters concerning this issue, and note major positions (including the reasons for them) about what should be done about this issue. Interviews with relevant experts or practitioners can be an excellent source of information.

Use **footnotes** to document your information.

The major part of your *Project* will be arguments about the **legitimacy** of various parties to the issue and their interests. So, at this stage, simply identify major parties and their interests without judging their legitimacy.

Take particular care in formulating your issue as a **question**.

For step 2, simply state and briefly explain your *hypothesis* about the best solution to this issue.

Assignment continued on next page...

DUE NEXT SESSION: First Meeting Assignment for *Environmental Issue Project* group.

Make notes (to turn in) on what you want to accomplish for agenda items 1 (Would you be a good Chair or Recorder?) 2, and 4; and be prepared for item 3.

You will be assigned to a group with members working on a variety of environmental issues and environmental ethics seminar positions.

1. Decide who will serve as Chair and as Recorder for your EIP meetings.

After each meeting, there should be no doubt who will serve as Chair and as Recorder for the next meeting. You do not want to waste time at a meeting because no one was prepared to serve in these roles.

The easiest way to remove doubt is to select a continuing Chair and Vice-Chair (to act in the Chair's absence), First Recorder and Second Recorder (to act in the First Recorder's absence). However, that risks having a Chair or Recorder who is not doing well but whom no one will be so impolite as to suggest replacing.

So, make your choice of having permanent or rotating Chairs and Recorders, so long as there is no doubt who will serve in these capacities at each next meeting.

The Chair convenes each meeting, reviews the agenda, chairs the meeting, ensures the agenda is set for next meeting and clarifies what preparatory work is required from each member.

The Chair does not have a license to impose its ideas on the group. If anything, the Chair should have **less** opportunity to express its views as it performs its duties.

The Recorder records and posts to the *Course Website* the minutes of each meeting, including:

- where, when, and for how long you met, and who attended;
- topics discussed, agreements reached, obstacles to agreement dealt with, obstacles to agreement that remain and steps taken to deal with them;
- significant arguments made about various issues;
- agenda for next meeting and responsibilities of members.

The fuller and better organized are these minutes, the more work will already have been done towards your *Final Report*. **So, select, care for and feed your Recorder well!**

Given the work involved for the position, a permanent Recorder should also have less responsibility than other members for preparing the *Group Report*.

2. Decide how your group will make decisions: Lottery? Simple majority? Stronger majority (e.g., two-thirds)? Consensus?

Parties first have to negotiate a framework agreement about how they will negotiate an agreement. You have no recourse to outside arbitration: you must decide for yourselves how you will decide. And how do you decide how to decide about how you will decide?

In part, your decision should be based on what you see as the point of negotiations:

- To ensure a fair process?
- To reach an agreement?
- To produce the best consequences?

Assignment continued on next page...

You must also be prepared to mediate disagreements within your group, essentially, to help each other follow procedures for successful negotiations.

Finally, how will you deal with a member who refuses to agree or who fails to keep agreements? Deciding on some procedures now should make it less likely that you will need to use them.

3. Each member briefly explain your policy issue.

4. Produce your group's initial concept of an environmentally ethical society.

This initial statement provides a working hypothesis for the *Group Report* of the *Final Report* and will almost certainly be revised many times. Your *Minutes* should record these changes so that in your *Final Report* you can explain and justify your final definition and goals: why are they better than the alternatives?

Parties: Whose interests must be considered?

(*E.g.*,: All living humans? Including future generations? All animals? All living things?...)

Interests: What kinds of interests must be considered?

(*E.g.*,: All the parties' interests? Only what the parties need for survival? Only what is for the parties to live a good life?)

Legitimacy: How do you justify your selection of interests above? For example, what is the purpose of an environmentally ethical society?

Commitment: How should an environmental ethics be put into effect?

(*E.g.*,: Should it be imposed by the state? Should compliance be voluntary?)

5. Reflect on this meeting and set the agenda for the next meeting.

How did today's meeting go well? What could be done to help the next meeting go better?


Is the agenda and preparatory work for the next meeting clear?


5. Thursday, February 9

DUE: Steps 1 & 2: Explain your Environmental Ethics Issue.

FINISH: Environmental Ethics: Introduction

Future generations, Sustainability, Precautionary Principle

 3.1 *Environmental Ethics: Introduction*

 3.2 *Future generations, Sustainability, Precautionary Principle*

Seminars assigned

First Environmental Issue Project meeting

DUE: First Meeting Assignment for Environmental Issue Project group

Readings and Assignments: The Rest

Des Jardins: *Environmental Ethics...*; **EDMF:** *Environmental Decision-making Framework*
📖 indicates material from *Philosophy 318 Course Pack*. 📄 indicates a handout in class.

5. Thursday, February 9

DUE: Steps 1 & 2: Explain your Environmental Ethics Issue.

EDMF Steps 3-5: finish.

Negotiating

Environmental Ethics: Introduction

Future generations, Sustainability, Precautionary Principle

Seminars and Environmental Issues Project groups assigned

First Environmental Issue Project meeting

DUE: First Meeting Assignment for Environmental Issue Project group

Assignment

DUE NEXT SESSION

STEP 3: Identify and briefly justify criteria for a good solution to your environmental issue.

In no more than about 500 words write a very rough draft of step3 of *EDMF*, building on your work on step 1. For discussion with your group, you are recording your **initial** thoughts about these criteria before we venture deeply into environmental ethics.

- 3.1 Based on the parties and interests identified in step 1, briefly justify which **parties** you believe should have what **interests** satisfied by a good resolution of your issue, *i.e.*, what interests are **legitimate**.
- 3.2 Explain the most important feasibility criteria that must be satisfied by a good resolution of your issue.
- 3.3 Decide which criteria from 3.1 and 3.2 are non-compensatory.

You will probably revise these criteria many times as we look at different theories of environmental ethics.

READ these classic articles on anthropocentrism and extensionism;

The **Seminar group** for this topic should know them well.

- 📖6.1 Peter Singer, “All Animals are Equal”
- 📖6.2 Tom Regan, “The Case for Animal Rights”
- 📖6.3 Mark Sagoff, “Animal Liberation and Environmental Ethics...;”
J. Baird Callicott, “Environment ethics and animal liberation: back together again”
- 📖6.4 Christopher D. Stone, “Should Trees have Standing?”
- 📖6.5 Paul Taylor, “The Ethics of Respect for Nature”

And if you want more:

Hargrove, Eugene, *The Animal Rights/Environmental Ethics Debate*, HV4711 A575 Abby

DUE SESSION 7: Seminar on Anthropocentrism and Extensionism

► February 15-20: Mid-term Break [Are following sessions correct—assumed Feb 13-17 midterm break?]

6. Thursday, February 23

DUE: STEP 3: Identify and briefly justify criteria for a good solution to your environmental issue.

Anthropocentrism and Extensionism

Seminar groups meet.

Assignment

DUE NEXT SESSION: Seminar on Anthropocentrism and Extensionism

DUE NEXT SESSION: *Individual Prep Questions* for meeting on Anthropocentrism and Extensionism (8 pts).

See Environmental Issue Project: Group Meetings.

NEXT SESSION: *Environmental Issue Project* meeting on Anthropocentrism and Extensionism.

See Environmental Issue Project: Group Meetings.

7. Thursday, March 1

Seminar: Anthropocentrism and Extensionism

***EIP* meeting on Anthropocentrism and Extensionism**

DUE: *Individual Prep Questions* for meeting on Anthropocentric and Extensionism

Assignment

**READ FOR SESSION 8: Des Jardins chapters 7: Wildness, Ecology, and Ethics;
8: The Land Ethic; 9: Deep Ecology.**

Holistic ethics: Seminar leaders should be well versed in (and **all** are expected to read) the articles below.

In each group, the first article is the classic statement of the position, with subsequent articles either further explaining or critiquing the position, sometimes engaging in a dialectic with other positions (in which case the article is listed under both groups).

The final article, by Watson, critiques the non-anthropocentric foundation these environmental ethics.

Few of the articles are terribly difficult, especially when read along with appropriate chapters in Des Jardins. But the deep ecology position is, for me, the most difficult to understand.

Land ethic:

📖 8.1 Aldo Leopold: “The land ethic”

📖 8.2 J. Baird Callicott: “Holistic environmental ethics and the problem of ecofascism”

Assignment continued on next page...

Deep ecology:

📖9.1 Arne Naess: “The deep ecological movement: some philosophical aspects”

📖9.2 Harold Glasser: “Demystifying the critiques of deep ecology”

📖9.3 Ramachandra Guha: “Radical American environmentalism and wilderness preservation: a Third World critique”

📖11.1 Murray Bookchin: “Social ecology versus deep ecology”

📖9.4 Richard Watson: “A critique of anti-anthropocentric ethics”

DUE SESSION 9: Seminar on Holistic environmental ethics

DUE SESSION 9: Individual Prep Questions for meeting on Holist environmental ethics (8 pts)

See *Environmental Issue Project*: Group Meetings.

You must try to figure out how to apply a holistic approach in practical steps to resolve your issue. ► [..\Environment\Agriculture\FishFarmingHolisticallyShoreRVS.doc](#)

SESSION 9: *Environmental Issue Project* meeting on Holistic environmental ethics

See *Environmental Issue Project*: Group Meetings.

8. Thursday, March 8

Holistic environmental ethics

Assignment

DUE NEXT SESSION: Seminar on Holistic environmental ethics

DUE NEXT SESSION: Individual Prep Questions for meeting on Holist environmental ethics (8 pts)

See *Environmental Issue Project*: Group Meetings.

NEXT SESSION: *Environmental Issue Project* meeting on Holistic environmental ethics

See *Environmental Issue Project*: Group Meetings.

9. Thursday, March 15

Seminar on Holistic environmental ethics

***EIP* meeting on Holistic environmental ethics**

DUE: Individual Prep Questions for meeting on Holistic environmental ethics

Assignment

READ FOR SESSION 10: Des Jardins chapters 10, 11.

Social-political environmental ethics: Seminar leaders should be well versed in (and **all** are expected to read) the articles below.

Social ecology:

📖11.1 Murray Bookchin: “What is social ecology?”

📖James O’Connor: “Socialism and ecology”

📖11.2 Murray Bookchin: “Social ecology versus deep ecology”

Assignment continued on next page...

Ecofeminism:

- 📖 12.1 Karen J. Warren: “The power and the promise of ecological feminism”
- 📖 12.2 Victoria Davion: “Is ecofeminism feminist?”
- 📖 12.3 John Clark: “The matter of freedom: ecofeminist lessons for social ecology”

DUE SESSION 11: Individual Prep Questions for meeting on Social-political environmental ethics (8 pts)**DUE SESSION 11: Seminar on Social-political environmental ethics**

See *Environmental Issue Project*: Group Meetings.

SESSION 11: *Environmental Issue Project* meeting on Social-political environmental ethics

See *Environmental Issue Project*: Group Meetings.

10. Thursday, March 22**Social-political environmental ethics****Assignment****DUE NEXT SESSION: Seminar on Social-political environmental ethics****DUE NEXT SESSION: Individual Prep Questions for meeting on Social-political environmental ethics (8 pts)**

See *Environmental Issue Project*: Group Meetings.

NEXT SESSION: *Environmental Issue Project* meeting on Social-political environmental ethics

See *Environmental Issue Project*: Group Meetings.

April 2: Good Friday**11. Thursday, March 29****Seminar on Social-political environmental ethics*****EIP Meeting*: Social-political environmental ethics****DUE: *Individual Prep Questions* for meeting on Social-political environmental ethics****Assignment****READ FOR SESSION 12: Des Jardins chapter 12.**

- 📖 13.2 Christopher D. Stone: “Moral pluralism and the course of environmental ethics”
- 📖 13.3 J. Baird Callicott: “The case against moral pluralism”
- 📖 13.4 Peter S. Wenz: “Minimal, moderate, and extreme moral pluralism”
- 📖 13.5 Kelly A. Parker: “Pragmatism and environmental thought”

ADD?: Norgaard, Richard B., “Possibilities after progress,” in Maffi, Luisa (ed), *On Biocultural Diversity: linking language, knowledge, and the environment*, 533-9. PH, PH Notes

12. Thursday, April 5

Pragmatist-pluralist environmental ethics

Assignment

DUE NEXT SESSION: *Individual Prep Questions* for meeting on Pragmatist-pluralist environmental ethics (8 pts)

See *Environmental Issue Project: Group Meetings*.

NEXT SESSION: *Environmental Issue Project* meeting on Pragmatist-pluralist environmental ethics

See *Environmental Issue Project: Group Meetings*.

13. April 12

EIP Meeting: Pragmatist-pluralist environmental ethics, etc.

DUE: *Individual Prep Questions* for meeting on Pragmatist-Pluralist environmental ethics

April 26: DUE: *Environmental Issue Project: Final Report*

See RA-318-2010.doc for changes because missed session 9—sick