



**Instructor: Ed Barbanell, Ph.D.**

**Email:** [edward.barbanell@utah.edu](mailto:edward.barbanell@utah.edu)

**Phone:** 801.585.6423

**Office:** 144 Sill Center

**Office Hours:** M: 10:30-11:30; W 1:30:2:30

**COURSE OVERVIEW:** Environmental ethics, as an identifiable area of study, has emerged only relatively recently, beginning in the late 1960s. Although several lines of inquiry have become well developed in that short time, it is nonetheless still a subject area very much in flux: some initial lines of inquiry have become rather played out, and a few new approaches are only now emerging. We will work through several of these – Eco-centrism, Eco-humanism, Ecosystem Services, and Eco-modernism -- to get a sense of how the field has developed so far and where it might be headed. Throughout the semester we will be concerned with how discussing all this can help us develop, clarify or modify our own attitudes about current environmental issues.

There will be one take-home midterm essay assignment (5-7 pages), as well as a final paper (6-10 pages). Students will also be required, over the course of the semester, to write 5-10 short (2 page) critical responses to assigned readings. For the three weeks immediately following Spring Break, students will be participating in testing/piloting a course module that is being developed under a grant from the National Science Foundation (NSF).

### **COURSE OBJECTIVES/LEARNING OUTCOMES:**

By the end of this semester, students will be able to:

- **Understand** a range of approaches to and standpoints about environmental ethical issues;
- **Integrate** such approaches/standpoints into their own thinking about such issues;
- **Formulate** their own conceptions and informed positions about such issues;
- **Express** those positions in reasonable, forceful and well-structured written arguments;
- **Evaluate** (describe and analyze) others' arguments/concepts/positions about such issues;
- **Engage** directly and effectively with others in informed discussions about such issues.

**ADA Statement:** The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, 162 Olpin Union Bldg, 581-5020 (V/TDD) to make arrangements for accommodations. This information is available in alternative format with prior notification.

## Environmental Ethics – Spring 2016

**CANVAS:** In addition to containing links to the required readings, Canvas will be used as the primary way to communicate among students and your instructor: to hand in/return assignments; to chart your performance (grades); and to supply you with other useful information about the course and the University. You should have automatically been connected to the Canvas page for this course by being registered for the course.

**REQUIRED TEXTS:** We will be reading a variety of journal articles and book chapters, all of which are available online free through the Canvas page for this course. A complete listing of the required readings can be found at the end of this syllabus.

I highly, Highly, HIGHLY *recommend*, but do not require, *that you print out the articles* to read them and mark them up. Investing \$8.00 or so in a ream of paper and printing out the articles will be to your advantage.

In any case, I do require that you *bring either a hard copy or an electronic version of the reading(s) we'll be discussing on a particular day to class*. Students should come to class having read the assigned materials and be prepared to ask and respond to questions about them.

**EVALUATION AND GRADING:** Your course grade will be determined from your performance on the following assignments:

Critical Responses*	25 pts	(throughout the the semester)
1 <sup>st</sup> Take-Home Midterm	25 pts	(distributed Feb. 24; due Mar. 9)
Ecosystem Services Module	25 pts	(Mar. 21-Apr. 6)
Final Paper	25 pts	(due Monday, May 2)

\***Critical Responses (CRs)** are short (2-3 page, or 500 -1000 words) responses to questions/statements about the assigned readings that are posted on Canvas, and each is worth up to 5 points. A maximum of 25 points can be earned through CRs. So, although there will ten (10) CR opportunities posted, you are not expected to do every one, and once you have gotten 25 points for CRs, doing more will not improve your grade. CRs are due by the beginning of class on the day for which they are assigned, and I do not accept late CRs.

**Extra Credit:** There will be opportunities to earn extra credit points throughout the semester. Such opportunities typically involve attending a talk, film or some other event dealing with issues relevant to our discussions, and then handing in a short write-up (description and evaluation). I will inform students about these opportunities as they arise.

**Final Grade:** A : 93 or more points B+ : 87.6 – 89.9 C+ : 77.6 – 79.9 D : 60 – 69.9  
A- : 90 – 92.5 pts B : 83.6 – 87.5 C : 73.6 – 77.5 E : <60  
B- : 80 – 83.5 C- : 70 – 73.5

**SUBMITTING ASSIGNMENTS:** All assignments – midterms, CRs, extra credit write-ups, and final paper – can be submitted electronically through Canvas. Although I prefer them to be submitted this way, I do not require it: students can, if they prefer, hand in hard copies of

## Environmental Ethics – Spring 2016

assignments at the beginning of class on the day that they are due (or, in the case of the Final Paper, put them in my office door box). **I DO NOT ACCEPT LATE ASSIGNMENTS**

**WRITING ASSIGNMENT INSTRUCTIONS and ASSESSMENT GUIDELINES:** I have put together two documents detailing (a) what I expect in all written submissions and (b) what my grading rubric is: (a) is entitled **Writing Assignment Instructions**, and (b) is entitled **Assessment Guidelines**. Both are available on Canvas. Please review them carefully.

### \*\*\*\*\*ATTENDANCE POLICY\*\*\*\*\*

Attendance is critical, and excessive absences will affect your final grade. **After your second unexcused absence, your final grade will be reduced by half a letter grade for each class period that you miss** (for example, a “B” will become a “B-” after your third unexcused absence and a C+ after your fourth). An excused absence will be granted only for medical reasons and must be documented accordingly. At the beginning of class each day I will pass around an attendance sheet that you will need to initial; if you haven’t initialed the sheet, then I will assume you were not in class that day. You can keep track of your unexcused absences in the “Grades” section of Canvas: if, for example, you had an unexcused absence on January 18, then it will show “1” in the Unexcused Absences, and there will be a comment saying “1/18”.

### CLASS SCHEDULE:

(**Note:** Whatever reading is assigned for a particular day should be done **for that class period**. **The schedule and due dates are subject to change with prior notice.**)

Reading assignments listed below refer to the **Readings for Environmental Ethics for Spring 2016**, which is at the end of this syllabus. So, e.g., “Singer (2)” refers to “2.) Singer, Peter “All Animals are Equal . . .”

#### Week 1:

Jan. 11 (Mon)	Introduction to the course -- review Sylvan (1) in-class.	
Jan. 13 (Wed)	<b>Read:</b> Singer (2) and Pollan (3)	CR #1 Due

#### **Also Due - pre-instruction attitudinal survey**

#### Week 2:

Jan. 18 (Mon)	NO CLASS – MLK Jr. Day.	
Jan. 20 (Wed)	<b>Read:</b> Adams (4) AND Warren (5)	CR #2 Due

#### Week 3:

Jan. 25 (Mon)	<b>Read:</b> Feinberg (6) AND Scheffler (7)	
Jan. 27 (Wed)	<b>Read:</b> Taylor (8) AND Spitzer (9)	CR #3 Due

## Environmental Ethics – Spring 2016

### Week 4:

- Feb. 1 (Mon) **Read:** Rolston (10)  
Feb. 3 (Wed) **Read:** Leopold (11) AND Paden (12) CR #4 Due

### Week 5:

- Feb. 8 (Mon) **Read:** Peterson (13) AND Swift (14)  
Feb. 10 (Wed) **Read:** Pollan (15) CR #5 Due

### Week 6:

- Feb. 15 (Mon) NO CLASS – President’s Day  
Feb. 17 (Wed) **Read:** Aiken (16) CR #6 Due

### Week 7:

- Feb. 22 (Mon) **Read:** Norton (17)  
Feb. 24 (Wed) **Read:** Minter, et al. (18) CR #7 Due

### Questions for the 1<sup>st</sup> take-home midterm will be distributed (due Mar. 9)

### Week 8:

- Feb. 29 (Mon) **Read:** Hill (19)  
Mar. 2 (Wed) **Read:** Meyers (20) CR #8 Due

### Week 9:

- Mar. 7 (Mon) **Read:** Note (21)  
Mar. 9 (Wed) **Read:** Maguire (22) AND McCauley (23)

### Midterms due at the beginning of class

Week 10: SPRING BREAK

Week 11-13 (March 21 – April 6):

### An Ecosystem Services Approach to Water Resource Management

### Week 14:

- Apr. 11 (Mon) **Read:** Karieva, et al. (24) AND Asafu-Adjaye, et al. (25)  
Apr. 13 (Wed) **Read:** Latour (26) CR #9 Due

### Week 15:

- Apr. 18 (Mon) **Read:** Baskin (27)  
Apr. 20 (Wed) **Read:** Kingsnorth (28) CR #10 Due

### Week 16:

- Apr. 25 (Mon) Wrap-up discussion **Post-Instruction attitudinal survey due**

**FINAL PAPERS ARE DUE BY 5:00 pm ON MONDAY, MAY 2.**

**Readings for Environmental Ethics for Spring 2016:**

- 1.) Sylvan (Routley), Richard. "Is There a Need for a New, an Environmental, Ethic?," in Andrew Light and Holmes Rolston III (eds.) *Environmental Ethics: An Anthology*. Oxford: Blackwell, 2003, pp. 47-52.
- 2.) Singer, Peter. "All Animals are Equal", *Philosophic Exchange*, Vol. 1, no. 5 (Summer 1974): 103-16.
- 3.) Pollan, Michael. "An Animal's Place." *The New York Times Magazine*, 10 November 2002, pp. 58-64, 100, 110-11.
- 4.) Adams, Carol J. "Ecofeminism and the Eating of Animals," *Hypatia*, Vol. 6, no. 1 (Spring 1991): 125-45.
- 5.) Warren, Gina, "The Chicken Project," *Orion* (July/August 2015): 44-50.
- 6.) Feinberg, Joel. "The Rights of Animals and Unborn Generations", in *Rights, Justice, and the Bounds of Liberty: essays in social philosophy*. Princeton: Princeton University Press, 1980, pp. 159-84.
- 7.) Scheffler, Samuel, "The Importance of the Afterlife. Seriously." *The New York Times Online*, 21 September 2013.
- 8.) Taylor, Paul W. "The Ethics of Respect for Nature," *Environmental Ethics*, Vol. 3 (1981): 197-218.
- 9.) Spitler, Gene. "Justifying a Respect for Nature," *Environmental Ethics*, Vol. 4 (1982): 255-60.
- 10.) Rolston, Holmes, III. "Environmental Ethics: Values in and Duties to the Natural World," in F. H. Borman and S. R. Kellert (eds.) *Ecology, Economics, Ethics*. New Haven: Yale University Press, 1991, pp. 73-96.
- 11.) Leopold, Aldo. "The Land Ethic", in *A Sand County Almanac*. Oxford University Press, 1966, pp. 237-264.
- 12.) Paden, Roger. "Two Kinds of Preservationist Ethics," in Louis Pojman (ed.) *Environmental Ethics: Readings in Theory and Application*, 4<sup>th</sup> edition. New York: Wadsworth, 2005, pp. 182-188.
- 13.) Peterson, Anna L. "Evolution, Ecology, and Ethics," in *Being Human: Ethics, Environment, and Our Place in the World*. Berkeley: University of California Press, 2001, pp. 153-184 & 257-263 (end notes).
- 14.) Swift, Jonathan. "A Modest Proposal" (1729).

## Environmental Ethics – Spring 2016

- 15.) Pollan, Michael, "The Idea of a Garden," in *Second Nature: A Gardener's Education*. New York: Grove Press, 1991, pp. 176-201..
- 16.) Aiken, William. "Ethical Issues in Agriculture," in Tom Regan (ed.) *Earthbound*. Prospect Heights, IL: Waveland Press, 1984, pp. 247-88.
- 17.) Norton, Bryan. "Environmental Ethics and Weak Anthropocentrism," *Environmental Ethics*, Vol. 6, no. 2 (Summer 1984): 131-48.
- 18.) Minteer, Ben A., Elizabeth A. Corley and Robert E. Manning. "Environmental Ethics Beyond Principle? The Case for Pragmatic Contextualism," *Journal of Agricultural and Environmental Ethics* 17 (2004): 131-56.
- 19.) Hill, Thomas E., Jr. "Ideals of Human Excellence and Preserving Natural Environments," *Environmental Ethics*, Vol. 5 (1983): 211-24.
- 20.) Meyers, C.D., "Nature, Virtue, and the Nature of Virtue: An Outline for and Environmental Virtue Ethics," *Southwest Philosophy Review*, Vol. 26, no. 1 (January 2010): 109-17.
- 21.) Note, Nicole. "Why it Definitely Matters How We Encounter Nature," *Environmental Ethics*, Vol. 31, No. 3 (Fall 2009): 279-96.
- 22.) McCauley, Douglas J. "Selling out on nature," *Nature*, Vol. 443 (7 Sept. 2006): 27-8.
- 23.) Maguire, Lynn A. and James Justus. "Why Intrinsic Value Is a Poor Basis for Conservation Decisions," *BioScience*, Vol. 58, No. 10 (Nov. 2008): 910-11.
- 24.) Karieva, Peter, Robert Lalasz and Michelle Marvier, "Conservation in the Anthropocene," *Breakthrough Journal*, no. 2 (Fall 2011).
- 25.) Asafu-Adjaye, j., et al. "An Ecomodernist Manifesto: A Vision for a Good Anthropocene," *Breakthrough Journal*, No. 5 (Summer 2015).
- 26.) Latour, Bruno. "Love Your Monsters," *Breakthrough Journal*, No. 2 (Fall 2011).
- 27.) Baskin, Jeremy. "Paradigm Dressed as Epoch: The Ideology of the Anthropocene," *Environmental Values* 24 (2015): 9-29.
- 28.) Kingsnorth, Paul. "Dark Ecology", *Orion* (January/February 2013): 18-28.