

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 23
Discipline:	Philosophy and Religious Studies
Course Number and Title:	PHIL 345 Environmental Ethics
Division:	Upper
Faculty Name:	David Haberman
Semester Credit Hours:	3

Prerequisites: The standard CSU prerequisite – must be of sophomore standing or higher – has been waived by the instructor.

COURSE DESCRIPTION

Traditional ethics is a branch of moral philosophy that gives consideration to right and wrong conduct among human interactions. It attempts to define virtue in human life and responsibilities toward other people. Today we are living in a world characterized by growing environmental challenges. Recognizing this with increasing urgency, environmental ethics is a branch of environmental philosophy that extends the boundaries of ethical concerns to include the other-than-human or natural world. How might we think of the value and rights of nonhuman beings or natural entities and our responsibilities toward them? This course considers from a global perspective such ethical issues as climate change, pollution of the oceans, deforestation, current population and consumption levels, animal rights, mass extinction, and duties to future generations. Special consideration will be given to the ethical approach of the environmental philosophy known as deep ecology.

LEARNING OBJECTIVES

This is a course designed to introduce you to ethical considerations of the challenges of the current environmental crisis. By the end of this course, you will have:

1. Acquired knowledge of some of the major global environmental challenges and a variety of ethical responses to them.
2. Explored some of the primary concepts, approaches and theories in environmental ethics.
3. Evaluated arguments for and objections to some of the main theories in environmental ethics.
4. Understood some criticisms that the main theories in environmental ethics raise.

REQUIRED TEXTBOOKS

****IMPORTANT:** A more recent edition (7th edition) of this textbook exists, but since the 6th edition has a more global perspective and addresses some world religious traditions, **we will be using the 6th edition of this textbook.** It is still available new or used on various websites.

AUTHOR: Pojman and Pojman
TITLE: Environmental Ethics: Readings in Theory and Application (sixth edition)
PUBLISHER: Wadsworth
ISBN-13: 978-0538452847
ISBN-10: 0538452846
DATE/EDITION: **2012/SIXTH EDITION**

TOPICAL OUTLINE OF COURSE

Embarkation Day – January 5

1: Introduction: What are Environmental Ethics?

Article 1: Clare Palmer, “An Overview of Environmental Ethics”

2: Current Scope of the Environmental Crisis

Bill McKibben, “A New World” (Chapter 1, *Eaarth*)

–powerpoint slide presentation

3: Biodiversity in Oceans and Forests

Article 20: Donella Meadows, “Biodiversity: The Key to Saving Life on Earth”

Article 21: Lilly-Marlene Russow, “Why Do Species Matter?”

4: Value in Nature

Article 10: Holmes Rolston, “Naturalizing Values: Organisms and Species”

Article 11: Ned Hettinger, “Comments on Holmes Rolston’s ‘Naturalizing Values’”

5: : Deep Ecology

Article 13: Arne Naess, “The Shallow and Deep, Long-Range Ecological Movement”

6: Self-Realization and Environmental Action

Arne Naess, “Self-Realization: An Ecological Approach to Being in the World”

7: Transpersonal Ecology

Article 15: Bill Devall and George Sessions, “Deep Ecology”

Article 16: Warwick Fox, “A New Philosophy of Our Time?”

8: Critiquing Deep Ecology

Article 17: Richard Watson, “A Critic of Anti-Anthropocentric Ethics”

9: February 6: Religion as an Ecological Problem and Possible Solution

Lynn White, "The Historical Roots of Our Ecologic Crisis" and "Continuing the Conversation"

Article 59: "Genesis 1-3"

10: Hindu Environmental Ethics

Article 63: O. P. Dwivedi, "Satyagraha for Conservation: A Hindu View"

****Essay #1 due beginning of class**

11: Muslim Environmental Ethics

Article 62: Mawil Y. Izzi Deen, Islamic Environmental Ethics, Law, and Society

12: Buddhist Environmental Ethics

Article 64: Lily De Silva, "The Buddhist Attitude Towards Nature"

13: Christian Environmental Ethics

Article 61: Patrick Dobel, "The Judeo-Christian Stewardship Attitude to Nature"

14: In Reverence

Article 22: Albert Schweitzer, "Reverence for Life"

15: Animal Rights

Article 6: Peter Singer, "A Utilitarian Defense of Animal Liberation"

Article 7: Tom Regan, "The Radical Egalitarian Case for Animal Rights"

16: Food Choices and Vegetarianism

Article 38: Michael Allen Fox, "Vegetarianism and Treading Lightly on the Earth"

17: Food Ethics

Val Plumwood, "Being Prey"

Article 36: Mylan Engel, "Hunger, Duty, and Ecology"

18: Population and Consumption

Article 27: Bill McKibben, "A Special Moment in History: The Challenge of Overpopulation and Overconsumption"

****Essay #2 due beginning of class**

19: The Common Good

Article 28: Garrett Hardin, "The Tragedy of the Commons"

20: Radical Environmentalism

Article 73: Dave Foreman, "Strategic Monkeywrenching"

Article 74: Michael Martin, "Sabotage and Civil Disobedience"

Film: Julia Butterfly Hill, "Healthy Forests, Healthy Humans"

21: Pollution

Article 32: Hilary French, "You Are What You Breathe"

Article 33: George Bradford, "We All Live in Bhopal"

22: Environmental Justice and Injustice

Article 51: Peter Wenz, "Just Garbage: The Problem of Environmental Racism"

Article 57: Karen Warren, "The Power and Promise of Ecological Feminism"

23: The Future for Developing Societies

Article 52: Maria Mies, "Deceiving the Third World: The Myth of Catching-Up"

Article 3: Henry Shue, "Global Environment and International Inequity"

24: The Ethics of Climate Change

Article 44: Stephen Gardiner, "Ethics and Global Climate Change"

****Final Essay Due**

25—FINAL CLASS: Final Thoughts

Disembarkation Day — April 20

FIELD WORK

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete a Comparative Experiential Project that span multiple countries.

Field Class & Assignment

STUDENTS: Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the [Spring 23 Courses and Field Class page](#) when available.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.

Field Classes constitute 20% of the contact hours for each course.

Outcomes: Students will learn something about a global environmental problem and how it is understood and approached in a particular local situation by environmentalists and/or scientists.

Activities: Tour of a site of environmental challenges and meeting with local representatives who are actively trying to solve the problems there.

Assessment: Write up of the lessons learned during the field trip in a 2-3 page essay, with a focus on information not available in the assigned literature of the course. The essay will be due the second day of the course after leaving the port in which the field class took place.

Comparative Experiential Project

The CEP is the required comparative assignment that span multiple countries. The Comparative Experiential Project constitutes at least 5% of the grade for each course.

Select an environmental problem or two and to track throughout the voyage. Record the way this problem manifests and is understood locally, as well as what solutions are being identified and applied in six different countries visited on our voyage. Your observations are to be recorded in short descriptive essays (one page for each of the six countries). The collection of short essays is due class #22 of the semester and is worth 5% of the final grade.

METHODS OF EVALUATION

- 10% Class attendance and participation
- 20% Essay #1
- 20% Essay #2
- 25% Final Essay
- 20% Field Class & Field Class Assignment
- 5% Comparative Experiential Project

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea® coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea® in accordance with the grading system at Colorado State University (the academic partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

CLASSROOM CLIMATE

Semester at Sea® is committed to the Voyage Community Values. Consequently, the classroom environment is founded on mutual respect, community, and an aim toward equity. The Voyage Community Values support the creation of a collaborative and vibrant community. Our community is the foundation of our learning, critical inquiry, and discovery. Each member of this course has a responsibility to uphold these values when engaging with one another.

With that, please review the following Voyage Community Values:

- **Well-Being:** We commit to the health, safety and well-being of ourselves, all members of our voyage community, *and* members of the communities we will visit.
- **Interconnectedness:** We understand our actions and attitudes have an impact locally and globally. We always seek to positively affect the planet and the people around us near and far.
- **Respect:** We honor the inherent dignity of *all people* with an abiding commitment to freedom of expression, scholarly discourse and the advancement of knowledge. We have the right to be treated, and the responsibility to treat others, with fairness and equity.
- **Inclusion:** We ensure inclusive environments that welcome, value, affirm and embrace *all people* within the shipboard community and in each country we visit.
- **Integrity:** We are honest and ethical in all of our interactions, including our academic work. We hold ourselves accountable for our actions.
- **Excellence:** We model the highest academic standards of preparation, inquiry and knowledge and consistently seek to understand complex issues and express informed opinions with courage and conviction.

LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to their Student Services advisor as soon as possible, but no later than two months prior to the voyage. More details can be found within the **Course Registration Packet**, posted to the student portal prior to registration.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea[®] courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

None

FILMS

None

ELECTRONIC COURSE MATERIALS

AUTHOR: Bill McKibben
ARTICLE/CHAPTER TITLE: "A New World" (chapter 1)
JOURNAL/BOOK TITLE: *Eaarth*
VOLUME:
DATE: 2011
PAGES: 1-46

AUTHOR: Alan Drengson and Yuichi Inoue, ed.
ARTICLE/CHAPTER TITLE: "Self-Realization: An Ecological Approach to Being in the World" (by Arne Naess)
JOURNAL/BOOK TITLE: *The Deep Ecology Movement: An Introductory Anthology*
VOLUME:
DATE: 1995
PAGES: 13-30

AUTHOR: Lynn White, Jr.
ARTICLE/CHAPTER TITLE: "The Historical Roots of Our Ecologic Crisis"
JOURNAL/BOOK TITLE: *Science*
VOLUME: 155, no. 3767
DATE: March 1967
PAGES: 1203-7

AUTHOR: Ian G. Barbour, ed.

ARTICLE/CHAPTER TITLE: "Continuing the Conversation" (Lynn White, Jr.)

JOURNAL/BOOK TITLE: *Western Man and Environmental Ethics*

VOLUME:

DATE: 1973

PAGES: 55-64

AUTHOR: Val Plumwood

ARTICLE/CHAPTER TITLE: "On Being Prey"

JOURNAL/BOOK TITLE: there are many reprints of this article available

VOLUME:

DATE:

PAGES: