

# ENVIRONMENTAL ETHICS (Rel 2104)

## SPRING 2020 THE UNIVERSITY OF FLORIDA

### LECTURE & DISCUSSION SESSIONS

---

**Tuesday Lectures:** Periods 8 & 9 (3:00-4:55), in Pugh Hall 170

**Thursday Discussion Sections:**

period 5 (11:45-12:35) Matherly 11

period 7 (1:55-2:45) Matherly 251

period 9 (3:00-3:50) in Anderson 32



### INSTRUCTORS

---

Professor Bron Taylor (Ph.D.)

Email: [bron@ufl.edu](mailto:bron@ufl.edu) Office:

OFFICE Anderson 121

Office hours: Tuesdays 12:00-2:00 p.m. and by appointment

Amelia Anderson (TA)

Email: [ameliaanderson@ufl.edu](mailto:ameliaanderson@ufl.edu)

Office: Anderson 121

Office hours: Thursdays: 9:00-11:00 and by appointment



### DESCRIPTION

#### Brief Course Description (in UF Catalogue)

Exploration of competing secular and religious views regarding human impacts on and moral responsibilities toward nature and of the key thinkers and social movements in contention over them.

#### Role in Curriculum

This course serves as an elective for Religion majors and minors. It is also an elective in UF's Sustainability program (and with permission can substitute for the core ethics requirement) and it also fulfills the ethics requirement for SNRE students, provides Humanities General Education, and offers Writing Rule credit (E2/2000 words or more).

#### Overview

As concern over the well-being of the planet spreads, people frequently find themselves in conflict over how to balance conservation with the use of natural resources, about visions for our common future, and the wisdom of development. Such conflict stems in important ways from varying understandings of values and responsibilities, of what is good and right. In this course we will examine a wide range of intellectual efforts to address the problem of our obligations to Earth and its living systems. Although we will focus on contemporary philosophical environmental ethics we will also introduce religious environmental ethics, examine ideas about nature prevalent in American culture and history, and examine how individuals involved in contemporary environmental movements express and endeavor to implement their environmental values.

## Teaching Objectives

1. To understand the historical emergence and development of environmental philosophy and environmental ethics in Western societies, as well as the ways such ethics become entwined with and influenced by developments in religion, literature, and the arts, as illuminated by the Humanities.
2. To understand the range of perspectives on human responsibility to the environment and enable critical thinking and writing about them, including by arbitrating among competing views of environmental facts.
3. To understand the epistemological bases (philosophical, scientific, religious, aesthetic) for different ethical orientations as well as the various methodological approaches to making individual and public environment- related decisions.
4. To introduce the contribution of diverse humanities disciplines, especially art history, literary criticism, philosophy, and religious studies, to illuminating environmental ethics and practice.
5. To communicate effectively and logically one's own moral perspective and views of environmental facts and trends orally and in writing.

## READINGS

---

Many of the course readings are directly downloadable. Required readings for the course not available via this website are available from the University of Florida bookstore and elsewhere, and students are expected to purchase or otherwise gain access to these readings:

Daniel Quinn, *Ishmael* (Bantam, 1992) (or *The Story of B*, for students who have already read *Ishmael*.)

The rest of these will have chapters available in a no-cost course reader; details will be provided within Canvas.

DesJardines, *Environmental Ethics* (5th edition)

Gardiner and Thompson, *Oxford Handbook of Environmental Ethics* (below OHEE)



## REQUIREMENTS

---

The Writing Requirement (formerly called the Gordon Rule) promotes student fluency in writing and is reflected in the following course assignments (see 1, 3, and 4, below). It includes written work in which the instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization. Feedback and evaluation of written work will be returned to students before the end of the semester, and normally no more than one week after they are due. For due dates see the course schedule.

**Reading Analysis.** Students are expected to read assigned readings *before* the week for which they are assigned. Each week you are strongly encouraged to write 250-300 words about at least two of the week's readings (you decide which to focus on). These are to be submitted on Canvas no later than 2pm the day of the Tuesday lecture section. These will be due ten times, during weeks 2, 3, 4, 6, 7, 8, 11, 12, 13, 14, and worth up to ten points each, 100 points total.

These are the questions to address in these weekly reading responses: *What are the authors' central arguments? How do they build their arguments? What evidence do they cite? What do the authors think is at stake? With whom are the authors in contention and why?* These are the sorts of questions you will need to be able to answer about all of the perspectives presented in the course if you are to participate effectively in classroom discussions as well as to perform well on exams and in your critical analysis papers. Additionally, think about the key presuppositions, strengths or weaknesses of the articles.

**Examinations.** There will be three exams. The final will be cumulative. These exams will typically have multiple-choice questions and fill-in sections, as well as short essay and/or take-home essay question(s). Study your study guides and classroom notes carefully in preparation for these exams. Everything that has occurred in class or that is assigned may appear on these exams. ***University rules specify that final exams may not be taken during regular class periods but must be taken during the officially designated time during finals week. Your instructors are not allowed to make exceptions so avoid booking flights and making travel arrangements until you have checked to see when the final exam will be held (see the end of the course schedule).***

**Makeup Examinations.** Makeup exams will only be permitted in cases of documented medical conditions or extreme hardship. Unless the circumstance is an emergency, ***to be eligible for a makeup exam, a student must email the instructors at least 24 hours before the scheduled exam to request permission to take a makeup exam.*** Documentation of the reason must subsequently be provided. ***All makeup exams will be administered by arrangement during the officially designated final exam week at the end of the semester.*** The format and questions on the makeup exam will differ from the missed exam. If an emergency prevents a student from taking the final exam and proper notice was provided, the student will be given an incomplete for the course and afforded an opportunity to take a different version of the final. In such a case the make up exam must be taken within three weeks of the subsequent semester.

**Essay Review.** You will write a 500-1000 word essay review of *Ishmael* or, if you have already read it, *The Story of B*. (Count the words using your word processor's word counting feature). Analyze the book, describing its overall moral perspective and the kind of evidence provided related to this perspective. Make an *argument* about what you take to be the strengths and/or weaknesses in the book's assertions.

**Critical Essay.** Students will write a 1,500-2,000 word critical *ethical* analysis of an environment-related issue. For details, see the links under the course schedule, week 6.

**Attendance and participation.** Students are expected to attend and participate in class -- this is part of the learning process. Students who miss the equivalent of three weeks of class will suffer a one-grade reduction; those missing more than this will fail the course. Students who distinguish themselves by contributing significantly to classroom discussions may receive extra points for doing so. Course instructors will be looking for the following: Do you demonstrate that you have read and understood the course readings and can you engage in discussions in an informed and civil manner? Do you regularly commit "fallacies of moral reasoning" as discussed early in the course? How well do you integrate what you are learning in this course with information gathered elsewhere?

**Extra credit.** There will normally be opportunities for extra credit that will be announced in class or via canvas. These usually involve attending an event on campus or in Gainesville that engages environmental ethics. Students then will write 300-500 word essay analyzing the following: *What are the central arguments that were being advanced? How did the individuals or groups build their arguments? What evidence did they cite? What do they think is at stake? With whom are those involved in contention, and why?* These extra credit write ups must be turned in to the teaching assistant no later than the final regularly scheduled class. The points used often help students raise their grade a notch or two, e.g., from a C+ to a B- or even a B.

We will arrange forums and debates and hold them in class. Although we will not award points based on the quantity of participation, regular participation will insure that we have enough experience of you to evaluate. Do not miss class.

**Monitoring the Canvas site and participation in discussions.** Course logistics and resources will be provided through Canvas. *You are responsible to monitor course announcements very day or two.* Through Canvas' announcements, course instructors will send supplementary materials, indicating whether they are required or optional. There will be discussions taking place on Canvas and students are expected to participate. Students may also ask questions via Canvas and instructors will respond either privately or to the class, as appropriate. It is critical to regularly check in via Canvas because *as the course progresses, the list of assignments and the readings could change.*

## EVALUATION

---

### Points Possible for Required Assignments

This chart shows the points it is possible to earn for each assignment:

ASSIGNMENT	POINTS PER ASSIGNMENT	POSSIBLE POINTS
Exams (first two)	100 points each	200
Final Exam	150 points	150
Essay/Review of <i>Ishmael</i>	50 points	50
Critical Analysis	100 points	100
Reading reviews	10 points each	100
Total Possible Points:		600

### Calculating Grades

For both the midterm and final exams, the total number of points earned by each student will be divided by the total number earned by the highest-scoring student. The resulting percentage will be used to calculate each student's grade for the course. Put in a formula, it looks like this:

$$\frac{\text{the score of each individual student (your score)}}{(\text{divided by}) \text{ the highest score earned by a student}}$$

The percentage arrived at by means of this formula will be evaluated according to the following scale:

93%	A
90%	A-
87%	B
83%	B
80%	B-
77%	C+
67%	C
60%	D
59%	F

This kind of scoring is fairer than many other forms of grading because: (1) It is based on what students actually achieve rather than some preconceived standard held by the professor; (2) Each student can receive a high grade; (3) Hard-working students will not be penalized for staying in a demanding course full of industrious students. With a traditional curve, demanding courses that “weed out” less industrious students, leaving hard-working ones, can unintentionally harm good students putting them in competition with each other. This will not occur in this course. To further insure fairness, any extra credit points will be added to the individual student's score, *only after the highest score earned by a student has been established*. This ensures that the extra credit earned will not increase the difficulty of the grading scale.

The course professor reserves the right to lower or raise course grades based on classroom contributions or upon absences. The course professor also reserves the right to change course requirements.

## Late or Missing Assignments

Students who do not turn in the reading analyses by the time they are due will not receive points. The total number of points *possible* for the review essay will be reduced by 20% for each day it is late.

## Returned Assignments

Assignments will usually be returned to students no later than one week after they were due. At the end of the semester, unreturned course work will be available for pickup in the Religion Department office in Anderson 107 for 30 days after the official date that grades are posted by the registrar. After this time, they will be shredded to ensure privacy and then recycled.

## Cellphones and laptops

Research has shown that for most people laptops, cellphones, and tablets impede careful listening and thus learning; see Susan Dynarski, "Laptops Are Great. But Not During a Lecture or a Meeting," at <https://nyti.ms/2hVxlzm>. Listening and deciding what to take down in handwritten notes, especially when these are reviewed promptly and before exams, is a proven and effective way to learn.

*Cell phones must be turned off and put away during class.* Students who have documented learning disabilities or feel strongly they learn better when using a laptop should discuss with the course professor whether an exception could be granted. Any student granted an exception will sit in a designated place where they will be less distracting to other students and monitored by the TA.

## Accommodation for Disabilities

Students requesting accommodation for disabilities must first register with the Dean of Students Office (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)). The Dean of Students Office will provide paperwork for the student who must then provide documentation regarding the disability to the instructor when requesting accommodation.

## Courtesy & Communication

Students are not to engage in disruptive behavior such as arriving late, leaving early, and whispering during the class.

Your instructors pride themselves on being responsive to students and will usually respond within 48 hours. This is not always possible, however, and such rapidity should not be expected. Plan ahead.

## Academic Dishonesty and Reviewing Exams

Academic dishonesty has become so pronounced that faculty need to take precautions to ensure the integrity of exam processes. For this reason, in some classes, exams or parts of them will not be returned, but students may review them during office hours. At the end of the semester, work that was available for student pickup will be available in the Religion Department office in Anderson 107 for 30 days after the official date that grades are posted by the registrar. After this time, they will be shredded & recycled.

Students engaged in any form of academic dishonesty, as defined under the "Academic Misconduct" section of the Student Discipline Code, will be subject to other disciplinary measures. *Students are expected to know what constitutes plagiarism and to understand and avoid inadvertent forms of it that can occur by cutting and pasting quotations from various texts on the World Wide Web and elsewhere.*

Review UF's Honor Code here: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

## SCHEDULE

---

### (Week 1) 7 & 9 January

**Presentations:** We will begin the course with an introduction to environmental philosophy and ethics, and John Rawls' notion of the necessity of 'basic facts' in ethical reasoning; In subsequent weeks will take up our State of the Planet Report (beginning with the Limits to Growth and Planetary Boundaries analyses). **Readings:** Introducing Environmental Ethics and the notion of Carrying Capacity.

#### Readings (required)

- DesJardines, Chapter 1, 'Science, Politics and Ethics' (this and other chapters are available through Canvas).
- [U.S. Global Change Research Program: Climate Science Special Report](#)
- >> Required reading: [Executive Summary pdf](#)
- >> Recommended for perusal: [Full Report pdf](#)

#### Powerpoint Lectures (delivered in class first three weeks; available here with audio narration)

- [Introduction to Environmental Ethics](#) (slideshow; download and review using powerpoint or keynote):
- [Introduction to Environmental Ethics](#) (movie; download and view with VLC, Quicktime, or other media players).
- [Limits to Growth](#) (slideshow; download and review using powerpoint or keynote).
- [Limits to Growth](#) (movie; download and view with VLC, Quicktime, or other media players).
- [Limits to Growth-evaluation](#) (slideshow; download and review using powerpoint or keynote).
- [Limits to Growth-evaluation](#) (movie; download and view with VLC, Quicktime, or other media players).

#### Lecture (to be presented in class)

- UF Professor Stephen Mulkey, [Climate change causes and processes](#)

#### Readings & Website (recommended)

- [Club of Rome history](#) and [Club of Rome Website](#)

### (Week 2) 14 & 16 January

**Presentation:** The State of the World Report - Limits to Growth & Planetary Boundaries; **Readings on types of environmental ethics (focus on rights and utilitarian theories)**

#### Readings (required)

- DesJardines, Chapter 2, 'Ethical Theories and the Environment' and Chapter 5, 'Responsibilities to the Natural World: From anthropocentric to nonanthropocentric ethics'.

#### Lecture (to be presented in class)

- UF Professor Stephen Mulkey, [Climate change impacts](#)



## Websites to Review

- [Ecological Footprint Network](#) (Peruse the site and familiarize yourself with it. Then go to the “personal footprint” link and do the analysis there – be ready to provide (confidentially) your footprint ('how many planets needed') in class on Thursday.

## Readings & Websites (recommended)

- Peter Singer, [The Animal Liberation Movement](#)
- Tom Regan, [The Case for Animal Rights](#)

## Documentaries

- Merchants of Doubt (2014)
- Naomi Orestes, [Why we should trust \(climate\) scientists](#) (Ted Talk).

## (Week 3) 21 & 23 January

### Presentation: The State of the World Report (Part Two: focus on biodiversity) Readings on Biocentric and Wilderness ethics.

#### Readings (required)

- DesJardines, Chapter 6, 'Biocentric ethics' and Chapter 7 'Wilderness, Ecology and Ethics'.

Powerpoint Lecture (with audio narration) for review; these will not perfectly parallel classroom presentations which are more regularly updated.

- [Planetary Boundaries Research](#) (slideshow; download and review using powerpoint or keynote).
- [Planetary Boundaries Research](#) (movie; download and view with VLC, Quicktime, or other media players).

#### Lecture to watch

- John Holdren, [Why the Wafflers Are Wrong: Addressing Climate Change Is Urgent—and a Bargain](#)

#### Reports to peruse (required)

- See report assigned week one, if you have not already reviewed it; this is the official scientific consensus from U.S. scientists.

#### Reports to peruse (recommended)

- [United Nations Environmental Program, Intergovernmental Panel on Climate Change](#). This initiative of the United Nations was the co-recipient with former U.S. President Al Gore of the 2007 Nobel Peace Prize. Take some time to peruse the website. Find and read the especially useful Summaries for Policymakers. <http://www.ipcc.ch/index.htm>

Next, search 'global warming hoax' or 'skeptics' and such words to get an idea of the contempt directed at the IPCC by its detractors.

- [Living Planet Report 2018](#) (World Wide Fund For Nature) presents annual living planet reports; the latest can be perused and downloaded and provide excellent, synthetic reports on the status of the world's diverse species.
- [IUCN \(International Union for the Conservation of Nature\) Red List of Threatened Species](#).

### Readings (recommended)

- Garrett Hardin, [Cultural Carrying Capacity](#) (1986)

### Documentary

- Chasing Ice (2012) or Chasing Coral (2012).

## (Week 4) 28 & 30 January

**Presentation: State of the World Report (pt 3, toxics, deforestation, climate change);**

**Readings on the Land Ethic, holism, and aesthetics in environmental ethics;**

**Discussion: individualism v. holism: Who is morally considerable? Does individualism provide a basis for 'hard cases' in environmental ethics? What are the weaknesses and strengths of holistic environmental ethics?**

### Readings (required)

- DesJardines, Chapter 8, "The Land Ethic, " 176–199.
- [Leopold, Aldo](#), (biography)
- Aldo Leopold, from A Sand County Almanac [Foreword](#), [Arizona and New Mexico](#) (especially sub-section, "Thinking like a Mountain"), "The Round River," "Goose Music," and [The Land Ethic](#). (Note: The Oxford University Press edition (1949/1968) does not have "Part III", which includes the Thinking like a Mountain, [Round River](#), and [Goose Music](#) essays. For these, see the Ballentine Books (1970) paperback edition. Also strongly recommended from the Ballentine paperback edition, read widely, esp. "A Sand County Almanac" and "Wilderness" and "Conservation Aesthetic.
- J. Baird Callicott, [How ecological collectivities are morally considerable](#), OHEE.

### Documentary

- Battle for Wilderness (1989) [44 minute edited version – if not shown in class, view on your own – link or file to be provided]

## (Week 5) 4 & 6 February

**Exam One – In Class – Thursday 6 February. Short answer, matching, & multiple choice exam. Closed book, no computer.**

Note: Exam subject matter will be drawn exclusively from information conveyed in required readings and classroom presentations through week five.

**Presentation: State of the World Report (Part III, concluded). Readings: Pioneer-elders in environmental ethics; Discussion of readings and Battle for Wilderness documentary**

### Readings (required)

- [Thoreau, Henry David](#) (biography)
- Thoreau readings, from [Appendix](#) of *Dark Green Religion*(2010).
- [Muir, John](#) (biography)



- John Muir. Read [Cedar Keys](#), and [Wild Wool](#), from Nature Writings. Edited by William Cronon. New York: Library of America, 1997.

- [Carson, Rachel](#) (biography)

- Rachel Carson, [Nature Religion Selections](#) and [selections and commentary](#) on Silent Spring. Also strongly recommended, peruse Under the Sea Wind, about which she ruminated in the hyperlinked selections, or read Preface and [The Marginal World](#) (pp. 1–7), and [The Enduring Sea](#) (pp. 249–50), in The Edge of the Sea (1955), or read widely from The Sea Around Us or Silent Spring (in this, her most famous book, see especially the introductory [Fable for Tomorrow](#) (pp. 1–3), and the concluding section, [The Other Road](#), pp. 177–97, esp. its concluding two pages).

## (Week 6) 11 & 13 February

**By 13 February, discuss the subject of your critical essay with one of your instructors.**

Here are resources for them: [Critical Essay Guidelines](#), and [Critical Essay Topics](#); and [Fallacies of Moral Reasoning](#).

### **Presentations: The Discipline of Ethics: principles & conundrums; Fallacies of moral reasoning; Environmental justice & ecofeminism; Green Anarchism & Social Ecology**

#### **Readings (required)**

- Derek Bell, [Justice on One Planet](#) (from OHEE, ch 23)
- [Anarchism](#) and [Social Ecology](#) by John Clark in the ERN; another good summary is Carolyn Merchant, [Social Ecology](#)
- [Ecofeminism](#) by Caroline Merchant; another good summary is [Ecofeminism](#) by Laura Hobgood-Oster in the ERN
- ERN: [Environmental Justice and Environmental Racism](#) by Robert Figueroa in the ERN.

#### **Additional Resources**

- [Ethics Analysis Chart](#)

#### **Powerpoint Lectures**

- [Discipline Of Ethics \(pts 1 & 2\)](#) (powerpoint lecture, to be presented this and next week, available for review).
- [Discipline Of Ethics \(pt 3\)](#) (powerpoint lecture, to be presented during the next few weeks, available for review).

#### **Readings (recommended)**

- [What is Social Ecology](#) (originally 1993) and [Social versus Deep Ecology](#) (orig. 1987) by Murray Bookchin

#### **Documentaries**

- Greenfire (2011) [viewed this week in class]

## (Week 7) 18 & 20 February

**Presentations: 'The Discipline of Ethics' with 'metaethics' and discussion of 'rights,' 'justice,' and social philosophy; Review the 'Fallacies of Moral Reasoning' (with hyperlinked summary); and introduction to Deep Ecology**

### Readings (required)

- Arne Naess, [The Shallow and the Deep. Long-Range Ecology Movement](#), Inquiry 16: 95–100.
- Bron Taylor & Michael Zimmerman, [Deep Ecology](#) from the Encyclopedia of Religion and Nature
- Kyle Powls Whyte and Chris Cuomo, [Ethics of caring in environmental ethics](#), HOEE.
- Bron Taylor, [Religion and Environmental Ethics](#) from the Encyclopedia of Religion and Nature
- Arne Naess, [The Deep Ecology Movement](#), in Deep Ecology for the 21st Century.

### Readings (highly recommended overview)

- [Environmental Ethics \(2015\)](#) by Andrew Brennan and Yeuk-Sze Lo, Stanford Encyclopedia of Philosophy.

### Documentary

- Earth First! (60 Minutes)

**By midnight 27 February you must provide the title, abstract, and sources for your Critical Essays.** These must be sent to Amelia Anderson via Canvas (see critical essay guidelines under week 6)

## (Week 8) 25 & 27 February

**Presentations: The Discipline of Ethics: focus on the role of religion; Introducing Radical Environmentalism.**

### Readings (required)

- ERN: [Radical Environmentalism](#); <http://www.religionandnature.com/ern/sample/Taylor--EF!andELF.pdf>.
- Dave Foreman with Edward Abbey and T.O. Hellenbach, [Why Monkeywrench?](#) Selections from Ecodefense, 7–23.
- Bron Taylor, [Resistance: Do the Means Justify the Ends?](#), in Linda Stark, ed., State of the World 2013, (Worldwatch Institute: Washington, D.C. 2013).

### Documentary

- Battle for Wilderness (1989) [44 minute edited version to be shown and discussed Thursday]

**(29 February - 8 March is Spring Break)**

## (Week 9) 10 & 12 March

**Presentations: The Discipline of Ethics (conclusion: key issues); Debating grassroots strategies and Radical Environmentalism**

### Readings (required)

- Daniel Quinn, *Ishmael*, or if you have already read this novel, then read his *The Story of B*.
- Paul Watson, [A Call for Biocentric Religion](#). Watson is Captain of the [Sea Shepherd Conservation Society](#) and star of the Animal Planet show [Whale Wars](#).

**Note: if the subject, abstract, and sources for your critical essays were returned to you for revision you must turn in this revision no later than midnight 12 March.** By this time, you should be regularly working on your critical essay.

## (Week 10) 17 & 19 March

**Exam Two – in class – 19 March.** Short answer, matching, & multiple choice exam. Closed book, no computers.

**Readings and discussions Pragmatism and Public Lands Management.**

### Readings (required)

- DesJardines, Chapter 3, "Ethics and Economics: Managing Public Lands," 45–66, and Chapter 12, "Pluralism, Pragmatism, and Sustainability," 258–269.
- Phil Cafaro, [Valuing Wild Nature \(2017\)](#), OHEE.

### Lecture

- Dave Foreman's, 'Greenfire & Earth First!' stump speech (1990)

### Documentary (recommended)

- Yellowstone to Yukon (1997) [watch on your own – link to be provided]

## (Week 11) 24 & 26 March

**Presentations: Nature Needs Half?; Carrying Capacity, food security, and the ethics of procreation and consumption**

### Readings (required)

- Garrett Hardin, [Lifeboat ethics](#), *Psychology Today* (1974), [Carrying Capacity as an Ethical Concept](#) (2001)
- Robert Fletcher & others, [Barbarian hordes: the overpopulation scapegoat in international development discourse](#)
- Eileen Crist, Camilo Mora and Robert Engelman, [The interaction of human population, food production, and biodiversity protection](#), in *Science* (2017).
- Gregory M Mikkelsen, [Nature needs half](#): Implications for population, consumption and inequality in the 'other half'
- David Skrbina, [The population question: Toward a plan for global sustainability](#) (2019)

## Recommended

- Sandy Irvine, [The Cornucopia Scam: Contradictions of Sustainable Development](#), in *Wild Earth* 4 (4):72–82, Winter 94/95.
- Al Bartlett's article, [Is there a population problem?](#) originally in *Wild Earth*
- [The Overpopulation Project](#)
- The [Voluntary Human Extinction Movement](#) with its slogan 'Live long and die out!.'
- Ecofuture reports on [Overpopulation and Sustainability](#),

## Documentary

- Mother: Caring for Seven Billion (2013) ([Mother Website](#))

**1 April: Essay on Ishmael or Story of B is due.** Send it by midnight to Amelia Anderson. These essays will be returned no later than 10 April but probably sooner.

## (Week 12) 31 March & 2 April

### Presentations: Bioregionalism & Degrowth movements versus Ecological Modernism; Whales, dolphins & Marine Theme Parks

#### Readings (required)

- Bron Taylor, [Bioregionalism: An Ethics of Loyalty to Place](#), *Landscape Journal* 19(1&2): 50–72, 2000.
- Breakthrough Institute, [The Ecomodernist Manifesto](#) (2015)
- Eileen Crist, [Against the Ecomodernist Manifesto](#) (2015). [A Degrowth Response to an Ecomodernist Manifesto](#) via Resilience, which also provides a [summary](#).
- Kathleen Dean Moore, [The silence of the humpback whale](#)

#### Documentaries & related readings

- *Blackfish* (2013) (39 minute edited version to be shown in class), which is about Killer Whales in captivity), if not in class viewing will be arranged by the instructors.
- Take a look at [Sea World Cares](#), where the corporation features its "caring and passion for wildlife", and the New York Times article, [Smart, Social and Erratic in Captivity](#).
- Ben Minteer and Leah Gerber, [Buying Whales to Save Them](#), Issues in science and technology

#### Readings (recommended)

- Wendell Berry, [Two Economies](#)

## (Week 13) 7 & 9 April

### Presentations: Global Issues: (1) Contention over the Tragedy of the Commons (triage ethics), claims about carrying capacity, human fertility and overpopulation, migration and refugees, and racist environmentalists (with special attention to the atmospheric commons and anthropogenic climate change). (2) Ecological Resistance Movements globally

**Critical Essay due in class 9 April, *paper copies*.** (Be sure to make sure you have taken seriously the critical essay guidelines provided in the schedule, week 6. Do not forget to include the title, abstract, and sources assignments, which were due earlier and returned to you.

### Readings (required)

**[This week be prepared to debate Hardin's views from this week's reading in contrast to those expressed by Feeney et. al., and taking into consideration charges that he was animated by racist beliefs. Do Hardin's prevail against his arguments or rather are they engaged in *ad hominem* attacks?]**

- Garrett Hardin, [Tragedy of the Commons](#) from *Science* (1968). Also available in html at <http://www.sciencemag.org/cgi/content/full/162/3859/1243>.
- Feeney et al., [The Tragedy of the Commons: Twenty-Two Years Later](#) in *Green Planet Blues*, 53–62
- Garrett Hardin responds, [The Global Pillage: Consequences of Unmanaged Commons](#), ch 21 from *Living Within Limits*.
- Matto Mildenberger [The Tragedy of the Tragedy of the Commons](#) (2019)
- Al Gedicks, on [Indigenous Environmentalism](#) and Vikram Akula on [Environmentalism in India](#), from *Ecological Resistance Movements*

### Readings (recommended)

- Southern Poverty Law Center, [Garrett Hardin](#)
- The Ecologist, [Whose Common Future?: Reclaiming the Commons](#) (Philadelphia: New Society, 1994), ch 1–2 & 6 Many other articles by Hardin or related to his views are at the [Garrett Hardin Society website](#).

### Podcast and websites on Climate Change (recommended)

- Canadian Broadcasting System "Climate Wars" (mp3s), [Part1](#), [Part2](#), [Part3](#). Series based on Gwynne Dyer's *Climate Wars* (2008).
- The Rock Ethics Institute has a valuable website focusing on [Climate Ethics](#).

### Documentary

- Trophy (2017), 71 minutes (or 25 minute excerpt)

## (Week 14) 14 & 16 April

### Presentations: CRISPER (Radiolab); The Great Debate (Which green social philosophies make the most sense?)

**Critical Essays returned either 14 or 16 April, in class. The last day to turn in a revision taking into account comments on this version is 21 April.**

### Readings (required)

- Theodore Kaczynski, [Industrial Society and Its Future](#).
- Bron Taylor, [Deep Ecology and its Social Philosophy: A Critique](#), in *Beneath the Surface: Critical Essays on Deep Ecology*. Eds. E. Katz. A. Light, D. Rothenberg (Boston: MIT Press, 2000), 269–299.
- Ben Minteer, [Environmental Ethics, Sustainability, and the Recovery of Pragmatism](#), OHEE.

## Readings (recommended)

- Bryan Norton & Ben Minteer, [From environmental ethics to environmental public philosophy](#), in T. Tietenberg and H. Folmer (eds.) *The International Yearbook of Environmental and Resource Economics* (2002).
- Robert Paehlke's Environmentalism and the Future of Progressive Politics (Yale U.P., 1989), 273–283 (on reserve)
- Martin Lewis, *Green Delusions* (Duke U.P., 1992), p. 150–90 & 242–51 (on reserve)

## Podcast

- CRISPER (2015) from Radiolab

## (Week 15) 21 April (Last Day of Class)

Last day for revised critical essays to be turned in, 21 April, in class, paper copies (optional).

**Presentations:, “Technological Fixes, and Environmental Ethics; Call of Life (documentary) and the psychological/social drivers of our environmental predicaments; Stump the Chump**

## Readings (required)

**[This week be prepared to discuss these 'parting shots', contrasting them with other perspectives in the class]**

- Bron Taylor, [Evolution & Kinship Ethics](#). Humans and Nature Website.
- Haydn Washington, Bron Taylor, Helen Kopnina, Paul Cryer & John Piccolo, [Why ecocentrism is the key pathway to sustainability](#), in *Ecological Citizen*. See also and consider signing the [Ecocentrism Statement](#).
- Bron Taylor, [Salmon Speak ~ Why not Earth?](#), Humans and Nature Website.
- Bron Taylor, [Earth Religion and Radical Religious Reformation](#), *Moral Ground: Eighty Visionaries on Why its Wrong to Wreck the World* (Trinity University Press, 2010)
- Arne Naess, [Deep Ecology for the 22nd Century](#), in *Deep Ecology for the 21st Century*.

## Podcast

- Radiolab, [The Worth of Nature](#) (2015), listen to first 22 minutes, at least.

## Lecture (required)

- Listen to Sam Harris's Ted Talk, [Science Can Answer Moral Values](#), in which he argues, contrary to those who argue one cannot get a value from a fact, that objective moral truth can be deduced from facts, including those derived from science. His ethical benchmark is that of concern for the wellbeing of conscious living beings, and he contends that we can know from the facts what the wellbeing for conscious beings entails, and when we are closer or further from the conditions in which conscious beings can and will flourish. Listen to his talk and consider its implications for environmental ethics, and possible social and environmental futures.

**THE FINAL EXAM WILL BE HELD ON TUESDAY 28 APRIL FROM 12:30 -2:30 P.M.**

The place will be in Pugh Hall 170 (our regular Tuesday lecture site)

UF policy requires that final exams

be taken during the time and place designated.

Plan ahead!



## RESOURCES

---

### Writing Well

- [Bron Taylor's Writing Well Guide](#)

### Outline Articles

- [Environmental Ethics](#) (2015) by Andrew Brennan and Yeuk-Sze Lo, Stanford Encyclopedia of Philosophy.

### Documentaries

#### THE ENVIRONMENTAL SITUATION(S):

[Last Call: the untold reasons of the global crisis](#) (2012) [About the [Club of Rome's Limits to Growth](#) and subsequent]

[Growthbusters](#) (2011)

[Greedy Lying Bastards](#) (2012) Gassland Part II (2013) Gassland (2010)

An Inconvenient Truth (2006)

The Story of Stuff (2008); cf [The Story of Stuff website](#)

Food Inc (2008)

The 11th Hour (2007), with Leonard DiCaprio

Red Gold (2008), 55 minutes, about Bristol Bay

Southbound (1996) [Deforestation in SE USA]

Cowspiracy (2014)

Merchants of Doubt (2014)

'Chasing Ice (2012)

Chasing Coral (2017)

The Cove (2009)

Blackfish (2013)

Trophy (2017)

#### RADICAL ENVIRONMENTALISM:

The East (2013)

If a Tree Falls: A story of the Earth Liberation Front (2011) Edward Abbey: A Voice in the Wilderness (1993)

Dave Foreman, Radical Environmentalism talk, the University of Wisconsin Oshkosh (1990)

Earth First!, on 60 Minutes (1990)

DamNation (2014)

Wrenched (2014)

#### ENVIRONMENTAL THOUGHT/THINKERS/MOVEMENTS/ETHICS:

Holmes Rolston Lecture on Leopold, Greenfire, and Earth Ethics (2013)

Greenfire (2011) [Aldo Leopold]

American Values / American Wilderness (2006)  
Lessons from the Rainforest (ca. 1993) [Lou Gold]  
The Faithkeeper [Oren Lyons with Bill Moyers]  
Gaia–Goddess of the Earth (1986) PBS|Nova **ENVIRONMENTAL SOLUTIONS:**  
Mother: Caring for Seven Billion (2013)  
I am (2011)  
Truck Farm (2011)  
The Biggest Little Farm (2019)  
Thinking like a Watershed (1998)  
Yellowstone to Yukon (1997) [The Wildlands Project]  
Green Plans (1995)  
Ecopsychology–Restoring the Earth | Healing the Self (1995)

## Websites

### **ACADEMIC ORGANIZATIONS AND INITIATIVES INVOLVED IN ENVIRONMENTAL ETHICS:**

[The International Society for Environmental Ethics \(ISEE\)](#)  
[International Society for the Study of Religion, Nature and Culture](#)  
[International Association for Environmental Philosophy \(IAEP\)](#)  
[Center for Environmental Philosophy](#)  
[Centre for Applied Ethics](#)  
[Environmental Ethics](#) (Journal)  
[Environmental Values](#) (Journal)  
[Journal for the Study of Religion, Nature and Culture](#)

Additional resources, such as links to podcasts, music, slideshows, video, music, and websites, will be made available during the course. Students are encouraged to send their own ideas for resources to the course instructors.