

BRON TAYLOR

EXPLORING AND STUDYING ENVIRONMENTAL ETHICS & HISTORY, NATURE RELIGION,
RADICAL ENVIRONMENTALISM, SURFING SPIRITUALITY, DEEP ECOLOGY AND MORE

PUBLICATIONS COURSES INITIATIVES PRESENTATIONS INTERVIEWS BLOG ABOUT



ENVIRONMENTAL ETHICS (Rel 2104), SPRING 2018 THE UNIVERSITY OF FLORIDA

SECTIONS

Lectures Tuesday, Periods 2 & 3 (8:30-10:25), in Florida Gym Room 220

Section 006G: Thursday Discussion Period 2 (8:30-9:20), Anderson Hall, Room 101

Section 1A65: Thursday Discussion Period 3 (9:35-10:25), Anderson Hall, Room 013



INSTRUCTOR

Professor Bron Taylor (Ph.D.)

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Office hours: Tuesday 10:45-12:15 and by appointment

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Office hours: Monday: 12:00-1:00; Wednesday: 4:00 - 5:00 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, and provides credit for the department's ethics emphasis. It also meets the ethics requirement in UF's Sustainability minor and for SNRE students, and provides Humanities General Education, and 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 & ELECTRONIC DEVICES

Many of the course readings are directly downloadable under the assignments found in the course's shedule section. 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 course reader; details will be sent by email.

DesJardines, *Environmental Ethics* (5th edition)

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

Over recent years I have gained the impression that laptops and tablets impede careful listening and thus learning. Increasingly, research is demonstrating that this is indeed the case; see Susan Dynarski, [Laptops Are Great, But Not During a Lecture or a Meeting](#). For this reason, unless instructors make explicit exceptions, do not use these devices during class. Listening and deciding what to take down in notes is a proven and effective learning method.



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 itten 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.

1. **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 300-500 words in response to the major reading or

readings (you decide which to focus on). These are to be brought, typed and printed, with your names on them, to your Thursday discussion sessions. Course instructors will respond to these and note which students are conscientiously preparing for class. Students who show consistent effort will be rewarded by extra points at the end of the course but preparing these responses is not mandatory.

These are the questions to address in these weekly reading responses: *What are the author(s) central argument(s)? How do they build their argument(s)? 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.

2. **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.
3. **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.
4. **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.
5. **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.
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?
7. **Extra credit.** There will normally be extra credit opportunities announced in class or via the class email list serve. 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 argument(s) that were being advanced? How did the individuals or groups build their argument(s)? 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 exam. 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 email and participation in email discussions. Routine course logistics will be updated through email, via a list serve established for this purpose. These email messages will be sent to your official university email address, which you are responsible to monitor every day or two. Course instructors will also send you short supplementary materials to read and about which you may be questioned on exams. A list serve has been established for the class and students may communicate with each other and the course instructors through it. Students may ask questions via email and instructors will respond either privately or to the class, as appropriate. It is critical to check your email because, *as the course progresses, the list of assignments and the readings are subject to modification. Always consult the latest version of the readings online.*

EVALUATION

Points Possible for Required Assignments

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

Undergraduate Section

ASSIGNMENT	POINTS PER ASSIGNMENT	TOTAL 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
	Total Possible Points:	500

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.

Course instructor reserves the right to lower or raise course grades based on classroom contributions or upon absences. Instructor also reserves the right to change course requirements.

Late or Missing Assignments

Students who do not turn in study guides or reading analyses on the days they are collected 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.

Academic Dishonesty

Students engaged in any form of academic dishonesty, as defined under the "Academic Misconduct" section of the Student Discipline Code, may fail the course and will be subject to other disciplinary measures.

SCHEDULE

WEEKS

January - [01](#) - [02](#) - [03](#) - [04](#)

February - [05](#) - [06](#) - [07](#) - [08](#)

March - [09](#) - [10](#) - [11](#)

April - [12](#) - [13](#) - [14](#) - [15](#)

Note: All readings are to be completed before the class date/week under which they are listed. This schedule is subject to change so rather than printing it, I recommend bookmarking this online syllabus and consulting it regularly.

(Week 1) 9 & 11 January

Presentations:

We will begin the course with an introduction to environmental philosophy and ethics, and John Rawls' notion of the 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'.
- [U.S. Global Change Research Program: Climate Science Special Report](#)
- >> Required reading: ['Executive Summary pdf](#)
- >> Recommended reading: ['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).

Readings & Website (recommended)

- [Club of Rome history](#)
- [Club of Rome's website](#)
- [Last Call: the untold reasons of the global crisis](#) (2012) [About the Club of Rome's reports]

(Week 2) 16 & 18 January

Presentation: The State of the World Report ~ On limits to Growth & Planetary Boundaries.

Readings on the types of environmental ethics, with a 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'.

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](#)

Documentary

- Merchants of Doubt (2014)

(Week 3) 23 & 25 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).

Reports to peruse (required)

- See report assigned week one, if you have not read it yet.

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.

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 2016](#) (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) 30 January & 1 February

Presentation: State of the World Report, Part 3 toxics, climate change, and deforestation (concludes week 5).

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.

Documentaries/Lectures

- Greenfire (2011)

(Week 5) 6 & 8 February

Exam One- In Class - Thursday 8 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 (continued)

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).

Documentary

- Battle for Wilderness (1989)

(Week 6)13 & 15 February

By 15 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](#).

Ethics presentations over the next several weeks include: 'The Discipline of Ethics', 'Principles of Ethics: Rights, Justice, and Beneficence', 'Key Conundrums in Environmental Ethics' (with powerpoint presentations) and 'Fallacies of Moral Reasoning' (with hyperlinked summary)

Readings in Anti-Hierarchical Environmental Ethics: Environmental Justice, Anarchism, Social Ecology, and Ecofeminism

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 Carolyn 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

Documentary

- Wild By Law (1991)

(Week 7) 20 & 22 February

Ethics presentations over the next several weeks include: 'The Discipline of Ethics', 'Principles of Ethics: Rights, Justice, and Beneficence', 'Key Conundrums in Environmental Ethics' (with powerpoint presentations) and 'Fallacies of Moral Reasoning' (with hyperlinked summary)

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.

Documentary

- Earth First! (60 Minutes)

1 March is the last date to provide the title, abstract, and sources for your Critical Essays to Aya Cockram (see critical essay guidelines under week 6)

(Week 8) 27 February & 1 March (3-10 March is Spring Break)

Readings and discussions on Radical Environmentalism.

Readings (required)

- ERN: [Radical Environmentalism](#); [Earth First! and the Earth Liberation Front](#).
- 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

(Week 9) 13 & 15 March

Presentations and debates on radical and grassroots 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](#).

Documentary (required viewing)

- *Blackfish* (2013), 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, Spring 2013 (online). Be prepared to discuss the film and the ethical debates surrounding it anytime this week.

Note: you are to present a summary of your sources to Aya Cockram by 15 March, and by this time, you should be regularly working on your critical essay.

(Week 10) 20 & 22 March

Exam Two- In Class - 22 March. Short answer, matching, & multiple choice exam. Closed book, no computers.

Readings and discussions on 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.

Documentary

- Yellowstone to Yukon (1997)

(Week 11) 27 & 29 March

Carrying Capacity and the ethics of procreation and consumption

Readings (required)

- Garrett Hardin, [Lifeboat ethics](#), *Psychology Today* (1974) and [Carrying Capacity as an Ethical Concept](#) (2001)
- Robert Fletcher & Others, [Barbarian hordes: the overpopulation scapegoat in international development discourse](#)
- Eileen Crist & others, [Population and Biodiversity \(2017\)](#), in Science.
- Recommended: Sandy Irvine, [The Cornucopia Scam: Contradictions of Sustainable Development](#), in *Wild Earth* 4 (4):72-82, Winter 94/95.
- Peruse the [Voluntary Human Extinction Movement](#) website and consider their prescription: 'live long and die out!'

Sources to peruse (required)

- Ecofuture reports on [Overpopulation and Sustainability](#), this includes UC professor Al Bartlett's article, [Is there a population problem?](#) originally in *Wild Earth*

Documentary

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

30 March: Essay on Ishmael or Story of B due, send by email to Aya Cockram by midnight. Essays returned no later than 12 April but probably sooner.

(Week 12) 3 & 5 April

Bioregionalism & Degrowth movements versus Ecological Modernism

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 \(2015\)](#) and [A Degrowth Response to an Ecomodernist Manifesto](#) via Resilience, which also provides a [summary](#).

Documentary

- Thinking Like a Watershed (1998)

Readings (recommended)

- Wendell Berry, [Two Economies](#)

5 April: Last chance to present to your instructors a summary of the arguments and sources for critical essays.
MANDATORY

(Week 13) 10 & 12 April

Global Issues: Triage Ethics and the Tragedy and Battle for the Commons; and Grassroots Ecological Resistance Movements

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 a third and fourth from Gedick's and Akula's articles]

- 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*.
- Al Gedicks, on [Indigenous Environmentalism](#) and Vikram Akula on [Environmentalism in India](#), from *Ecological Resistance Movements*

Readings (recommended)

- 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

- Lacandona: The Zapatistas and the rainforest of Chiapas, Mexico (26m/bt)

(Week 14) 17 & 19 April

Critical Essay due 17 April, in class, paper copies. See the critical essay guidelines in the schedule, above, week 6. Do not forget to include the title, abstract, and sources assignments, which were due earlier and returned to you.

The Great Debate: Which Environmental Philosophy Makes the most Sense?

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: ethicists and economists, 1973-future](#), in T. Tietenberg and H. Folmer (eds.) *The International Yearbook of Environmental and Resource Economics 2002/2003* (Edward Elgar, 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.

Documentary

- [Pickax](#) (1999)

(Week 15) 24 April (Last Day of Class)

Critical Essays Returned 24 April, in class

Social Philosophy and Environmental Futures: How should we structure livelihoods, communities, nations, and international relations? Is religion the solution or one of the key problems?

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 it's Wrong to Wreck the World* (Trinity University Press, 2010)
- Arne Naess, [Deep Ecology for the 22nd Century](#), in *Deep Ecology for the 21st Century*.

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 well being of conscious living beings, and he contends that we can know from the facts what the well being 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 time and place for the
final, cumulative exam will be
announced in class and here

RESOURCES

Writing Well

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

Outline Articles

- [Environmental Ethics](#) (by Andrew Brennan and Yeuk-Sze Lo) in the 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); see also [The Story of Stuff website](#)

Food Inc (2008)

The 11th Hour (2007), with Leonard DiCaprio, Thom Hartmann

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)

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)

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)

[Forum on Religion and Ecology at Yale University](#)

[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 here during the course. Students are encouraged to send their own ideas for resources to the course instructors.

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