

Syllabus: Environmental Ethics (Rel 2104), Spring 2023

Class Time: MWF. 6 (12:50-1:40 p.m.)

Class location: MAT 0102

Prof. Erin Prophet

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Office Hours: MW 2-3 pm (remote or in person), Anderson Hall 130 or online

T.A. Joseph Reader

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Office hours: TBA



Piero di Cosimo: *The Forest Fire*, 1505

Let us not be arrogant about this Anthropocene Epoch. Nature has not ended and never will. Humans stave off natural forces, but the natural forces can and will return. ... This ought not to serve as an excuse to continue our dominance; rather it should sober us into finding a more lasting fitness for humans on Earth.

—Holmes Rolston III, 2017¹

When we love the Earth, we are able to love ourselves more fully.

—bell hooks, 2010

Course Catalog Description: 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.

¹ Rolston, "The Anthropocene: Beyond the Natural?" Pages 62-73 in *The Oxford Handbook of Environmental Ethics*, edited by Stephen M. Gardiner and Allen Thompson, Oxford: Oxford University Press, 2017. hooks, "Touching the Earth." Pages 363-368 in *Moral Ground: Ethical Action for a Planet in Peril*, edited by Kathleen Dean Moore and Michael Nelson. San Antonio, TX: Trinity University Press, 2010.

Course Overview

Role in Curriculum

This course serves as an elective for Religion majors and minors. It also meets the ethics requirement in UF's Sustainability program and for SNRE students, and provides Humanities General Education.

Prerequisite

Achieving sophomore status.

Humanities Credit

This course meets the requirements for the University of Florida's Humanities credit. Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives. A minimum grade of C is required for general education credit.

Course Themes

Climate change, sustainability, industrial waste, and animal rights are just a few important contemporary environmental issues. How can we decide human moral responsibility towards the natural world? How do we evaluate the competing rights of various species? How can we balance conservation and use of natural resources? Should we "manage" wilderness? What kind of ethics motivates radical activists? Students will explore both religious and secular ethical positions with a focus on systems of "environmental ethics" that emerged during the twentieth century, especially after the publication of Aldo Leopold's "The Land Ethic" in 1949. They will understand different types of ecocentric and biocentric ethics and how they relate to traditional ethical systems. They will develop a deeper knowledge of the range of ethical positions on the environment and approaches to solving environmental problems.

Course 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 examine 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 become familiar with 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.

Assignments and Grading

1. Attendance and Participation—20%: To achieve full credit for participation, students should be consistently prepared, engage in discussion and activities, actively take notes, and offer informed questions and comment. Assigned participation activities may include oral presentations and weekly quizzes on the reading content.

2. Blog Postings—10%: Students are required to submit six blog posts of varying length (see assignments) on assigned readings (and films).

3. Book Reflection—10%: Read one of the assigned optional books or another agreed upon by the instructor. Write at least 1000 words reflecting on the book and engaging the course theories and readings. Complete citations are required. Participate in group discussions about the reflections.

5. Exams—Midterm (15%), Final (30%): There will be two examinations in the course. The midterm covers all course material up to that point, focusing on key terms, ideas, and theories. The final examination, which will be taken during finals week, will be cumulative.

6. Case Study—15%: Each student will prepare a 1500-word case study, analyzing an environment-related issue and applying course theories to the issue. A research proposal is required, outlining the proposed topic.

7. Extra Credit: There will be extra credit opportunities announced in class or via the Canvas Announcements feature. Extra credit opportunities usually involve attending an event on campus or in Gainesville that engages environmental ethics.

Assignment	Percentage Weight
Attendance and Participation	20%
Blog Posts	10%
Book Reflection	10%
Case Study	15%
Midterm Exam	15%
Final Exam	30%
Total	100%

Grading Rubrics for Writing Assignments

Blog Postings: Each reflection must do the following: detail the arguments, evidence, and critical assertions made in the assigned course readings, films and websites. If multiple articles are assigned, students should mention each reading and put the readings in conversation with one another. Each blog post must include complete bibliographic references for any cited readings. The reflection should also pose at least two critical questions for discussion. With the exception

of the footprint reflection, the following standard will be used: 10 points are possible: 1 for submitting at appropriate length; 3 for detailing the arguments, evidence and critical assertions made in the assigned readings or film; 2 for putting the readings in dialogue; 2 for appropriately citing sources and including complete references, 1 for posing critical questions, 1 for commenting substantively on another student's post.

Book Reflection: An issue review of at least 1000 words that puts the student's chosen book in conversation with course readings. You must cite at least three course readings in text and include complete bibliographic references. Submit the reflection on paper in class as well as on the course Canvas site in Word to receive credit for the assignment. The paper will be graded as follows:

1. Clearly describes the arguments and scope of the book being reviewed (25 points).
2. Engages any published reviews or criticisms of the book (10 points).
3. Puts the book in dialogue with course readings and theories, citing at least three course readings (or three separate textbook chapters) (35 points).
4. Appropriately cites sources with in-text, author-date format (10 points).
5. Includes a reference list of all cited sources, using APA style (10 points).

Submit the paper in a Word document on the course Canvas site and in a physical paper copy in class to receive credit for the assignment.

Case Study

The case study must be at least 1,500 and not more than 2,000 words. It must 1) describe, in detail, a current environment-related issue; 2) examine the pros and cons of one or more solutions; 3) discuss the issue and proposed solutions with respect to one or more ethical systems, drawing on the course materials; 4) discuss the relevance of ethical theories for decision making on the issue. The assignment is graded as follows:

1. A proposal for the case study with a list of at least five academic sources that are not part of the assigned readings and three assigned readings. The list must be formatted in APA style and approved before moving forward with the writing (10 points).
2. Clearly describes the environmental issue being reviewed, including competing points of view (15 points).
3. Evaluates the issue in light of one or more ethical systems (20 points).
4. Shows how religious or philosophical systems relate to positions on the issue (15 points).
5. Assesses the pros and cons of one or more solutions (10 points).
6. Makes an argument applying the methodologies learned in the course (10 points).
7. Format: Printed double-spaced, in 12-point font, with standard one-inch margins all around (10 points).
8. Bibliography contains at least five scholarly print items (meaning university press books, academic journal articles, and similar) and is presented in APA style (10 points).

Papers are due on the due date, at class time. Late papers will be penalized and may not be accepted. Papers will be judged on clarity, flow, spelling and grammar as well as incorporating

required material.

Extra Credit

Students attend an event or film and write an essay and reflection about it. The essay should incorporate thoughtful reference to at least three course readings, with references. These extra credit write ups must be turned in no later than the final exam. Essays will be judged by the same criteria as for other class writing assignments. Extra credit points are applied to the exam grade. No more than two written extra credit assignments may be submitted.

Grading Policies

The course grading rubric follows the standard [UF grading scheme](#).

- A 94 to 100; A- <94 to 90; B+ <90 to 87; B <87 to 84; B- <84 to 80
- C+ <80 to 77; C <77 to 74; C- <74 to 70; D+ <70 to 67; D <67 to 64
- D- <64 to 61; E <61 to 0

Course Policies

Attendance and Participation

Attendance and participation are highlighted in this class. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the [online catalog](#). Do not register for this class if you cannot attend on time. Tardiness harms your understanding of the material and disrupts the class. Please let the professor or TA know about any planned excused absences (for religious holidays, athletic events, or other reasons) as soon as possible, and at least 24 hours in advance. For unplanned absences (due to illness or emergency), please let us know as soon as possible and provide paper or electronic documentation (e.g., doctor's note) if possible. Absences due to illness will be excused with a physician note. While some absences are unavoidable, if you expect to be unable to make class on a regular basis, you must receive permission in advance. Make-up assignments will be provided for those with excused absences, and recordings *may* be available for students with excused absences.

Disability Policy

Any student with a documented disability seeking academic adjustments or accommodations (including those involving the use of technology) is requested to speak with me during the first two weeks of class. All such discussions will remain as confidential as possible. Students with disabilities requesting accommodations should first register with the Disability Resource Center by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. The Disability Resource Center may be contacted here: 352-392-8565; www.dso.ufl.edu/drc/

Communication with Instructor

Please enable Canvas to forward all course announcements and instructor communications to your email so that you stay informed. You may also email me directly but communication

through Canvas is preferred.

Use of Technology

During class, electronic devices may be used only for note-taking or participation in the course, such as accessing readings or completing online polls. Headphones may not be worn in class. Students who are misusing technology may be asked to switch to paper note-taking. Paper note-taking may actually lead to better comprehension: <https://www.thecut.com/2015/07/case-against-laptops-in-the-classroom.html>

Syllabus Agreement

The electronic (Canvas) versions of assignments and the syllabus are the most current. I reserve the right to change any of the reading assignments or the ordering of the lectures. The grading principles and requirements, however, will not change.

Policy on Class Recordings

Our class sessions may be audio visually recorded for students in the class to review and for enrolled students who are unable to attend. Students who participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, contact the instructor. If you are given access to course recordings, do not share them with anyone who is not registered in the class. Small group discussions in class will not be recorded.

Returned Assignments

Assignments will generally be graded no later than one week after they were due.

Late or Missing Assignments

Late assignments will be penalized and may not receive credit.

Academic Honesty and the Honor Code

Students are expected to uphold the highest standards of academic honesty and integrity. Students caught plagiarizing or cheating may fail the course. In addition, they will be reported to the appropriate university authorities. Please keep in mind that plagiarism does not consist only in copying verbatim someone else's material and presenting it as if it were yours. It also includes taking ideas (even paraphrased!) from an author without citation. Other forms of cheating (particularly downloading material from the Internet and presenting as if it were yours) will also be subject to the same action.

See the [policy website](#) for more information.

Canvas Reading Assignment Pages are Authoritative

Course reading assignments may be modified. The syllabus distributed at the beginning of class may be updated. The course reading assignment pages on Canvas are the operative and binding version, so to be sure of your assignment, check Canvas rather than the version distributed at the beginning of class. The course assignments and weighting will remain as they are in the syllabus, though due dates may be adjusted. Students should set up their Canvas account so that they receive instructor announcements via Canvas directly in their email.

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by

completing online evaluations during the available interval. Summary results of these assessments will be available to students. Evaluations are completed at the [Gator Evals site](#).

Course Schedule and Reading Assignments

Required Text (purchase)

DesJardins, Joseph R. *Environmental Ethics: An Introduction to Environmental Philosophy*. Cengage, 2012 (5th ed.).

Recommended Texts (choose one for Book Reflection):

Ozeki, Ruth. *My Year of Meats*. Penguin RandomHouse, 1999.

Quinn, Daniel. *Ishmael*. Bantam, 1992.

Shiva, Vandana. *Terra Viva: My Life in a Biodiversity of Movements*. Chelsea Green, 2022.

Recommended Texts (access for further context/study)

Gardiner, Stephen M. and Allen Thompson, eds. *The Oxford Handbook of Environmental Ethics*. Oxford, 2017 (hereafter OHEE).

Taylor, Bron, ed. *The Encyclopedia of Religion and Nature*. London: Thoemmes Continuum 2005, 2 volumes (hereafter ERN). Selected articles provided via Canvas.

Class Readings and Activity Schedule

Day	Topic	Readings	Assignments
	Unit 1: Why do We Need a New Ethics?		
Week 1 Mon. Jan. 9	Syllabus and Student Learning Goals Intro. to Environmental Ethics	Optional: Kawall 2017, “A History of Environmental Ethics”	
Week 1 Wed. Jan. 11	Carrying Capacity and State of the World: Climate Change	Hardin 1986, “Carrying Capacity” “Climate Science Special Report,” 2017 IPCC Executive Summary (skim). Recommended: Oreskes 2007, “Scientific Consensus” ; Brysse, Oreskes et al. 2013	Before class: Go to Ecological Footprint Network www.footprintnetwork.org and determine your personal footprint.
Week 1 Fri. Jan 13	Intro. to Environmental Ethics (cont.)	DesJardins ch. 1, “Science, Politics and Ethics”	In class discussion: ecological footprints
Week 2 Mon. Jan. 16	No class: MLK Day		
Week 2 Wed. Jan. 18	Ethical Theories Past and Present	DesJardins ch. 2, “Ethical Theories and the Environment”	Due: Blog post 1, 350-400 words on your personal footprint.
Week 2 Fri. Jan. 20	State of the World: Toxics and Pesticides	Carson biography (ERN) and selections from <i>The Silent Spring</i> and other writings;	
Week 3 Mon. Jan. 23	Sustainability and State of the World: Limits to Growth	DesJardins ch. 4, “Sustainability”; Review Club of Rome Website: http://www.clubofrome.org ; Safina 2010, “The Moral Climate.”	
Week 3 Wed. Jan. 25	Nature as Sacred in America	Taylor 2017, “The Sacred, Reverence for Life,” OHEE ch. 21; “Thoreau” biography, ERN. Recommended: Emerson, “Nature”; Thoreau, readings (in appendix to Taylor 2010, Dark Green Religion).	

Day	Topic	Readings	Assignments
	Unit 2: Expansion of the Sphere of Moral Consideration		
Week 3 Fri. Jan. 27	Nonanthropocentrism and Wilderness	Muir, “Cedar Keys”; DesJardins ch. 3 exc. (3.1-3.3, 49-59, International Edition). Film clips: “Battle for Wilderness”	
Week 4 Mon. Jan. 30	Nonanthropocentrism and Animals	DesJardins ch. 5: “From Anthropocentric to Nonanthropocentric Ethics”, sections 5.1 to 5.5;	
Week 4 Wed. Feb. 1	Nonanthropocentrism cont.	DesJardins 5.6-5.10 and Singer 1985 . Regan 1985, “The Case for Animal Rights.” http://www.animal-rights-library.com/texts-m/regan03.htm	In class: Animal Rights Discussion Due before class: Blog Post 2, Why We Need a New Ethics
Week 4 Fri. Feb. 3	Planetary Boundaries and Biocentric Ethics	DesJardins ch. 6; “Biocentric Religion,” ERN. Watch outside class: “Blackfish” 2013.	
Week 5 Mon. Feb. 6	The Land Ethic	DesJardins ch .8, “The Land Ethic”	
Week 5 Wed. Feb. 8	The Land Ethic (cont.)	Leopold biography, ERN; Leopold 1949, “The Land Ethic.” Recommended: Leopold 1970, additional selections.	
Week 5 Fri. Feb. 10	NO CLASS	Catch up on reading	
Week 6 Mon. Feb. 13	Individualism vs. Holism	Callicott 2017, “Ecological Collectives,” OHEE ch. 10; Skim: Living Planet Report 2016	
Week 6 Wed. Feb. 15	Animals and the Wild	Cafaro 2017, “Valuing Wild Nature,” OHEE ch. 11.	Due: Blog post 3 on animal rights and “Blackfish.”

Day	Topic	Readings	Assignments
Week 6 Fri. Feb. 17	Wilderness	DesJardins ch. 7, sections 7.1-7.3 (pp. 149-162, international edition)	
Week 7 Mon. Feb. 20	Ecology	DesJardins ch. 7, sections 7.4-7.7, pp. 163-173; Recommended: Gaia hypothesis 2018 .	
Week 7 Wed. Feb. 22	Midterm review	Midterm review	In class discussion: ecocentrism vs. biocentrism Discuss Book Reflection Assignment
Week 7 Fri. Feb. 24	MIDTERM (units 1 and 2)		
	Unit 3: Prioritizing: Whose Values?		
Week 8 Mon. Feb. 27	Deep Ecology and Colonialism	Naess 1993, Guha 2001	Midterm review Due: Blog post 4 on Ecocentrism
Week 8 Wed. Mar. 1	Ethics, Economics and Social Ecology	DesJardins ch. 3, “Managing Public Lands,” exc. sections 3.4-3.8, 59-73 in international edition. ERN, “Social Ecology”	
Week 8 Fri. Mar. 3	Ecofeminism	Merchant 2005, ch. 8, “Ecofeminism.” ;	
Week 9 Mon. Mar. 6	Environmental Justice	DesJardins ch. 10, “Environmental Justice and Social Ecology”; Optional: “Environmental Justice and Environmental Racism,” ERN.	
Week 9 Wed. Mar. 8	Ethics of Care and Indigenous Movements	Whyte and Cuomo 2017, OHEE 20; hooks 2010 .	

Day	Topic	Readings	Assignments
Week 9 Fri. Mar. 10	Pragmatism	Desjardins ch. 11: "Pluralism, Pragmatism and Sustainability." Optional: Kitagawa 2017, Environmental Policy Under Xi Jinping "; Dominick 1998, "Lessons from the German Experience."	Due: Blog post 5 on environmental justice and ecofeminism
Mar. 13-17	NO CLASS: Spring Break		
Week 10 Mon. Mar. 20	Review of Course Ethical Theories	Group Discussion: Book Reflections	Due: Book Reflection
Week 10 Wed. Mar. 22	Radical Environmentalism	Radical Environmentalism, ERN; Earth First! and the Earth Liberation Front, ERN; Foreman and Haywood 1987 (selections) ;	
Week 10 Fri. Mar. 24	Radical Environmentalism (cont.) and Bioregionalism	ERN "Bioregionalism"; Optional: Taylor, 2013. "Resistance: Do the Ends Justify the Means?"	Optional: watch outside class, "The East"
	Unit 4: Religion, the Sacred, and Environment		
Week 11 Mon. Mar. 27	Is Religion to Blame? Christianity and Judaism	White, "The Historical Roots of Our Ecologic Crisis."	Due: Review of an Ethical System
Week 11 Wed. Mar. 29	Is Religion to Blame? (cont.)	Sponsel 2017, "Lynn White... Catalyst" ; Kaplan 2010, "Will Religions Guide Us?"	
Week 11 Fri. Mar. 31	Religion, Ethics and Practice	<i>Works Righteousness</i> TBA	
Week 12 Mon. Apr. 3	Environmental Ethics in Buddhism, Hinduism and Islam	Buddhism, ERN; Islam and Environmental Ethics, ERN; Ahimsa, ERN;	
Week 12 Wed. Apr. 5	The Greening of Religion	Taylor 2016, "The Greening of Religion Hypothesis Part One." (Read 268-277, 287-298)	

Day	Topic	Readings	Assignments
Week 12 Fri. Apr. 7	Food and Environment	Kemmerer 2015, Eating Earth, Ch. 1. pp. 5-27. Watch: “Food, Inc.” (exc.)	
Week 13 Mon. Apr. 10	Food Activism	Kemmerer 2015, Eating Earth, Ch. 1 , pp. 28-42.	
Week 13 Wed. Apr. 12	Food Systems	In class: film and food systems debate	
Week 13 Fri. Apr. 14	Ethics of Population Growth revisited	Hardin 1974, “Lifeboat Ethics”; Hardin 2001, “Carrying Capacity”; Hardin 1968, “The Tragedy of the Commons”	Due: Blog post 6 on food
Week 14 Mon. Apr. 17	Ecocentrism/Bioregionalism	Taylor 2010, “Radical Religious Reformation” ; Washington, Taylor et al 2017 ; Naess 1995 .	
Week 14 Wed. Apr. 19	Oral Presentations		
Week 14 Fri. Apr. 21	Oral Presentations		
Week 15 Mon. Apr. 24	Oral Presentations		
Week 15 Wed. Apr. 26	Review	Review for final exam	In class: Case Study due
Week 15 Fri. Apr. 28	No class	Reading Days	
Thu. May 4	FINAL EXAM	In classroom CHE0237 7:30 to 9:30 a.m. or by arrangement	

Required Reading

(Selections in addition to the DesJardins textbook):

Cafaro, Philip. “Valuing Wild Nature.” Pages 125–135 in *The Oxford Handbook of Environmental Ethics*, edited by Stephen M. Gardiner and Allen Thompson. Oxford: Oxford University Press, 2017.

- Guha, Ramachandra. "Radical American Environmentalism and Wilderness Preservation: A Third World Critique." Pages 285–293 in *Environmental Ethics: What Really Matters, What Really Works*, edited by David Schmidtz and Elizabeth Willott 2001 (1989).
- Hardin, Garrett. "The Tragedy of the Commons." *Science* 124:3–48. 13 Dec. 1968.
- Hardin, Garrett. "Lifeboat Ethics: The Case Against Helping the Poor." *Psychology Today*, September 1974. Downloaded from: http://www.garretthardinsociety.org/articles/art_lifeboat_ethics_case_against_helping_po_or.html
- Hardin, Garrett. "Cultural Carrying Capacity: A biological approach to human problems" 1986. Downloaded from: <http://www.dieoff.org/page46.htm>.
- Hardin, Garrett. "Carrying Capacity as an Ethical Concept." *The Social Contract* 48–57 (reprint) 2001 (1976).
- hooks, bell. "Touching the Earth." Pages 363–68 in *Moral Ground: Ethical Action for a Planet in Peril*, edited by Kathleen Dean Moore and Michael P. Nelson. San Antonio, TX: Trinity University Press, 2010.
- Kaplan, Martin S. "Will Religions Guide Us on Our Dangerous Journey?" Pages 263–66 in *Moral Ground: Ethical Action for a Planet in Peril*, edited by Kathleen Dean Moore and Michael P. Nelson. San Antonio, TX: Trinity University Press, 2010.
- Kawall, Jason. "A History of Environmental Ethics." Pages 13–26 in *The Oxford Handbook of Environmental Ethics*, edited by Stephen M. Gardiner and Allen Thompson. Oxford: Oxford University Press, 2017.
- Kemmerer, Lisa. *Eating Earth: Environmental Ethics and Dietary Choice*. Oxford: Oxford University Press, 2015 (ch. 1).
- Merchant, Carolyn. *Radical Ecology: The Search for a Livable World*. 2nd ed. New York: Routledge, 2005. (selections)
- Naess, Arne. "The Shallow and the Deep, Long-Range Ecology Movement. A Summary." *Inquiry* 16, 95–100, 1973.
- Naess, Arne. "Deep Ecology for the Twenty-First Century." Pages 463–67 in *Deep Ecology for the Twenty-First Century*, edited by George Sessions. Shambhala, 1995.
- Oreskes, Naomi. "The Scientific Consensus on Climate Change: How Do We Know We're Not Wrong?" Pages 65–99 in *Climate Change: What it Means for Us, Our Children, and Our Grandchildren*, edited by Joseph F. C. DiMento and Pamela Doughman. Cambridge, MA: MIT Press. 2007.
- Peterson, Anna. *Works Righteousness*. Oxford University Press, 2021. (selections)
- Regan, Tom. "The Case for Animal Rights." Pages 13–26 in *In Defense of Animals*, edited by Peter Singer. New York: Basil Blackwell, 1985. Available at: <http://www.animal-rights-library.com/texts-m/regan03.htm>

Safina, Carl. "The Moral Climate." Pages 324-36 in *Moral Ground: Ethical Action for a Planet in Peril*, edited by Kathleen Dean Moore and Michael P. Nelson. San Antonio, TX: Trinity University Press, 2010.

Singer, Peter. *The Animal Liberation Movement*. Nottingham: Old Hammond Press, 1985.
Available at: <https://www.utilitarian.org/texts/alm.html>

Sponsel, Leslie. "Lynn White, Jr., One Catalyst in the Historical Development of Spiritual Ecology." Pages 89–102 in *Religion and Ecological Crisis: The "Lynn White Thesis" at 50*, edited by Todd LaVasseur and Anna Peterson. New York: Routledge, 2017.

Taylor, Bron. "Earth Religion and Radical Religious Reformation." Pages 379-386 in *Moral Ground: Ethical Action for a Planet in Peril*, edited by Kathleen Dean Moore and Michael P. Nelson. San Antonio, TX: Trinity University Press, 2010.

Taylor, Bron. "Resistance: Do the Ends Justify the Means?" Pages 304–316 in *State of the World 2013*, edited by Linda Stark. Washington, D.C.: Island Press. 2013.

Taylor, Bron. "The Greening of Religion Hypothesis (Part One): From Lynn White, Jr and Claims That Religions Can Promote Environmentally Destructive Attitudes and Behaviors to Assertions They Are Becoming Environmentally Friendly" *Journal for the Study of Religion, Nature and Culture* 10.3, 268–305, 2016.

Washington, Haydn, Bron Taylor, Helen Kopnina, Paul Cryer and John J. Piccolo. "Why ecocentrism is the key pathway to sustainability." *The Ecological Citizen* 1:1, 2017.

White, Lynn. "The Historical Roots of Our Ecologic Crisis." *Science*, New Series 155(3767): 1203–07. March 10, 1967.

Whyte, Kyle Powys and Chris J. Cuomo. "Ethics of Caring in Environmental Ethics: Indigenous and Feminist Philosophies." Pages 234–47 in *The Oxford Handbook of Environmental Ethics*, edited by Stephen M. Gardiner and Allen Thompson. Oxford: Oxford University Press, 2017.

Optional Reading

Bookchin, Murray. "What is Social Ecology," in *Environmental Philosophy: From Animal Rights to Radical Ecology*, edited by M.E. Zimmerman. Englewood Cliffs, NJ: Prentice Hall 1993. Available at:
http://dwardmac.pitzer.edu/Anarchist_Archives/bookchin/socecol.html

Brysse, Keynyn, Naomi Oreskes, Jessica O'Reilly, and Michael Oppenheimer. "Climate change prediction: Erring on the side of least drama?" *Global Environmental Change* 23: 327–37, 2013.

DeMarco, Patricia M. "Rachel Carson's environmental ethic – a guide for global systems decision making." *Journal of Cleaner Production* 140: 127–33, 2017.

Dominick, Raymond. "Capitalism, Communism, and Environmental Protection: Lessons from the German Experience." *Environmental History* 3:3, 311–32, 1998.

"Gaia hypothesis." https://en.wikipedia.org/wiki/Gaia_hypothesis. Last edited 29 July 2018.

Foreman, Dave and Bill Haywood, eds. *Ecodefense: A Field Guide to Monkeywrenching*. Earth First Books, 1987.

Jones, Robert P., Daniel Cox, Juhem Navarro-Rivera, “Believers, Sympathizers & Skeptics: Why Americas are Conflicted about Climate Change, Environmental Policy, and Science.” Washington, D.C.: Public Religion Research Institute, American Academy of Religion, 2014.

Kitagawa, Hideki. “Environmental Policy Under President Xi Jinping Leadership: The Changing Environmental Norms.” Pages 1-15 in *Environmental Policy and Governance in China*. Tokyo: Springer Japan, 2017.

Taylor, Bron. *Dark Green Religion*. Berkeley: University of California Press. 2010.

Taylor, Bron. “Salmon Speak—Why Not Earth? Center for Humans and Nature
<https://www.humansandnature.org/earth-ethic-bron-taylor>, 2018.

Resources

Films and Documentaries

We will watch short excerpts from a number of films and documentaries in class. One film is required watching outside class and should be discussed in the succeeding blog post: “Blackfish.” See below and on Canvas for a list of other films of interest.

Environmental Situations

[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)

Gasland Part II (2013)

Gasland (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

Seeds of Vandana Shiva (2018)

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)

Kiss the Ground (2020), Tickell, Josh and Rebecca Tickell (Dirs.), Roco Films.

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 during the course. Students are encouraged to send the instructor their own ideas for resources.