



REL. 4188: ENVIRONMENTAL VALUES AND PRACTICE
RLG 6183: ENVIRONMENTAL ETHICS
SPRING 2024

Instructor: Anna Peterson

Tel. 352-273-2936; fax 352-392-7395; e-mail: annap@ufl.edu

Office: 105 Anderson Hall (Mailbox in 107 Anderson)

Class meetings: Tues 7th (1:55-2:45)/Thurs 7th-8th (1:55-3:40)

Room: Lit 113 (Tues)/Lit 121 (Thurs)

Office Hours: In person, Tues 5-6th periods (11:45-1:40) and Zoom by appointment

DESCRIPTION

Do people's attitudes about nature shape their actions? Are there effective ways we can act on our values? In this class, we will examine how people connect their values to their actions (or not), what motivates people to change (or not), how different ethical theories relate to (and shed light on) environmental behavior, the ways that material structures constrain or enable moral actions, and the challenges of environmental practice at different geographic scales. We will draw on interdisciplinary sources including ethics, conservation behavior, and moral psychology.

This course will be discussion based and require active, informed participation from all students. Students will choose a research project to pursue for the last part of the class.

CURE section

This class will include a section for students in the CURE (Classroom Undergraduate Research Experience) program. CURE students will participate in all activities and assignments for the

first and second modules, up to and including the first essay (due Feb. 4). After that time, your assignments will be organized around your research project. You will select your research topics during the week of Feb. 5, in consultation with the instructor and the graduate assistant assigned to the CURE section, Ms. Katherine Usik. At that time, I will give you a schedule with due dates for your outline, bibliography, abstract, and paper. These will be coordinated with the Center for Undergraduate Research and oriented toward the deadlines for the Undergraduate Research Symposium and the *Journal of Undergraduate Research* in April.

Graduate section

REL 4188 is piggybacked with RLG 6183, a graduate seminar in Environmental Ethics. Graduate students enrolled in RLG 6183 will complete all the assignments listed in the syllabus, with an expectation of a more expansive final research project. In addition, they will meet separately at least every other week to discuss additional readings, which they will select in consultation with the instructor.

POLICIES, RULES, EXPECTATIONS, AND RESOURCES

1. *Attendance and Participation:* Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies, found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. Please let me know about any planned absences (for religious holidays, athletic events, or other reasons) as soon as possible. For unplanned absences (due to illness or emergency), please let me know as soon as possible and provide documentation (e.g, doctor's note).
2. *Make-up policy:* I will arrange for a make-up or early in-class exam only with sufficient notice. If you do not receive an extension from the instructor, assignment will be marked down a half grade (e.g., from B+ to B) for each day late.
3. *Honor Code:* The honor code applies to this and all courses taken at UF: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the university, the following pledge is either required or implied: On my honor, I have neither given nor received unauthorized aid in doing this assignment" (<https://archive.catalog.ufl.edu/ugrad/1617//advising/info/student-honor-code.aspx>).
The university specifically prohibits cheating, plagiarism, misrepresentation, bribery, conspiracy, and fabrication. Any student(s) demonstrated to have cheated, plagiarized, or otherwise violated the Honor Code in *any assignment* for this course will fail the course. In addition, violations of the Academic Honesty Guidelines may result in judicial action and sanctions, as specified in the Student Conduct Code (<https://sccr.dso.ufl.edu/process/student-conduct-code/>).
4. *Accommodation for Disabilities:* Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student, who must then provide this documentation to the Instructor when requesting accommodation.

5. *Counseling and Emergency Resources*: Please let me know if you need support facing challenges that affect your academic performance. There are many resources available for students, and I will be glad to help you get the assistance you need in order to thrive at UF. Some resources include:

- a. University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling;
- b. Student Mental Health, Student Health Care Center, 392-1171, personal counseling;
- c. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling;
- d. Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.
- e. For security issues, please contact the University Police Department: 392-1111, or 911 for general emergencies.

7. *Software Use*: All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

8. *Privacy*: Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

WRITING AND PARTICIPATION REQUIREMENTS

1. Participation. The participation grade will be based on active and informed engagement in class, consistent attendance, and performance in random reading quizzes (up to five over the semester). 10% of final grade.

2. First short paper (2000 words) due Sunday, Feb. 4 (20% of grade)

3. Second short paper (2000 words), due Sunday March 3 (20% of grade)

4. Experiential learning (10% of grade).

Attend at least one outside event, on or off campus, that is related to the themes of the class. The event can be a lecture, film, museum exhibit, art installation, concert, protest/demonstration, city commission meeting, politician town hall, etc. Write a short (two page) reflection paper analyzing the way issues raised in the event are linked to themes of the class. Due by April 14.

5. Capstone project (40% of grade)

The capstone project gives you the opportunity to dive more deeply into an aspect of the relationship between environmental values and practices in a creative and original way.

For undergraduates not in the CURE section, the format of the assignment is open. You may write a research paper or a work of creative nonfiction or create a project in another format, such as a presentation, podcast, documentary film, interview, puppet show, interpretive dance, or art installation, among other options. If your project is not primarily in written form, you will need to submit a written guide/reflection as well as a reference page. Please use this opportunity both to draw on what you have learned in this class and to be creative. You may work individually, in pairs, or in small groups, if approved by the instructor. Topic and format must be approved by the instructor.

CURE students and graduate students will write a research paper on a topic to be decided in consultation with the instructor (and, for CURE students, with the graduate assistant).

Graduate students and undergraduates not in the CURE section: Your final project/paper is due on April 28, but you will present your work during the final week of class. Presentations will be based on drafts of your final project.

SCHEDULE OF TOPICS AND READINGS

Module One: Introduction to the Course

Please note: Dr. Peterson is having eye surgery on Jan. 4 and will be on medical leave during the first week of class. Visiting colleagues will lead class on Jan. 8 and 10. You are expected to attend all classes and participate in all activities during this time. I look forward to meeting you all on Jan. 15!

Tu 1/8 Introduction to the course
Welcome and questions: Dr. Rachel Gordan, Department of Religion
Read: Syllabus, list of required readings

Th 1/10 Research methods and sources
Guest lecture: April Hines, Journalism and Mass Communications librarian

Module Two: Practices: Environmental Behavior

Tu 1/15 Moral psychology
Read: DeSombre, Ch. 1

Activity: <https://sites.owu.edu/envs110-198-498/projects/assessing-your-environmental-values/>

Th 1/17 Moral psychology
Read: DeSombre, Ch. 2-3

Listen: [Dan Ariely](#), "How to Change your Behavior for the Better" (TED talk) and

[Erez Yoeli](#), “How to Motivate People to do Good for Others” (TED talk)

- Tu 1/22 Moral psychology
Read” DeSombre, Ch. 4-5
- Th 1/24 Moral psychology
Read: DeSombre, Ch. 6-7
- Tu 1/30 Structures and individuals
Read: Maniates, “Individualization,” Princen, “Distancing”
- Th 2/1 Design
Read: Verbeek; Ozaki et al

First short essay due by midnight on Sunday, Feb. 4

Module Three: Ideas: Environmental Ethics

CURE students: your independent research begins with module 3! We will schedule a meeting with the instructor and graduate assistant during the week of Feb. 5 to get us started.

- Tu 2/6 What is environmental ethics?
Read: Dietz et al.
- Th. 2/8 Idealist approaches in environmental ethics
Read: Taylor, *Respect for Nature*
- Tu 2/13 Idealist approaches in environmental ethics
Read: Taylor, *Respect for Nature*
- Th 2/15 Idealist approaches in environmental ethics
Read: Taylor, *Respect for Nature*
- Tu 2/20 Idealist approaches in environmental ethics
Read: Taylor, *Respect for Nature*
- Th 2/22 Materialist approaches
Read: Vogel, *Thinking like a Mall*
- Tu 2/27 Materialist approaches
Read: Vogel, *Thinking like a Mall*
- Th 2/29 Materialist approaches
Read: Vogel, *Thinking like a Mall*

Second short essay due by midnight on Sunday, March 3

Module Four: Theorizing Values and Practices

- Tu 3/5 Kant
 Read: Kant, "On the Supposed Right to Lie from Benevolent Motives"
- Th 3/7 Rethinking Kant
 Read: O'Dowd; Robinson and Harré

March 9-16 - Spring Break

- Tu 3/19 "The Gap"
 Read: Kollmus and Ageyman; Blake
- Th 3/21 Critiquing the gap
 Read: Shove; Krasny et al.
- Tu 3/26 Critiques of linear approaches
 Read: Weston; Cheney and Weston
- Th 3/28 Motivation
 Read: Booth; Jepson and Canney
- Tu 4/2 Embodiment
 Read: Schelly
- Th 4/4 Practice
 Read: Hards; Peterson (chapter)
- Tu 4/9 TBD
- Th 4/11 TBD
- Tu 4/16 TBD

Module Five: Showcasing Student Research

CURE students will attend class during the final week.

- Th 4/18 Class presentations
- Tu 4/23 Class presentations

Final papers due by midnight, April 28

APPENDIX

GENERAL EDUCATION DESCRIPTION AND STUDENT LEARNING OUTCOMES

This course fulfills both the Humanities (H) and Writing (WR) general education requirements.

HUMANITIES DESCRIPTION

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.

HUMANITIES SLOs

Content: Identify, describe, and explain the history, underlying theory and methodologies used.

In this course, students will learn about the theories, and methodologies used in religious and philosophical ethics and specifically in the study of moral attitudes about nonhuman nature. Students will study the historical development and current applications of different moral theories about nature. They will read and discuss major theories, thinkers, and issues in this field, learning to understand key arguments and the relations among them.

Critical Thinking: Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives. In this class, students will study important factors affecting the ways people think about the value of nature and appropriate actions in relation to it. Students will learn about diverse religious and philosophical perspectives on the natural environment. They will learn to analyze particular arguments and scholarly conversations in complex and critical ways.

Communication: Communicate knowledge, thoughts and reasoning clearly and effectively.

Students in this class will learn to communicate what they have learned clearly and effectively, in writing and orally. Through essays, class discussions, and a formal presentation, the class will strengthen students' ability to write and talk about moral and philosophical claims in clear, accurate, and comprehensive ways.

WRITING REQUIREMENT

The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. This course carries 6000 words that count towards the University Writing Requirement. You must turn in all written work counting towards the 6000 words in order to receive credit for those words. The writing course grade assigned by the instructor has two components: the writing component and a course grade. **To receive writing credit a student must satisfactorily complete all the assigned written work and receive a minimum grade of C (2.0) for the course.** It is possible to fail to meet the writing

requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.

The writing requirement for this course will be fulfilled by a short essay and a research paper. Through writing and revising the papers, students will learn to organize their arguments with an appropriate thesis statement, detailed outline, adequate and relevant support for arguments, and clear and correct writing style. In writing assignments, students demonstrate skills in framing arguments, developing plans (outlines), identifying appropriate and accurate support for arguments, and introducing and concluding papers in persuasive and clear ways.

Students will receive feedback from the instructor on each essay, including comments and suggestions on both content and writing, within two weeks of submitting the papers. This feedback will address content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and other mechanics. The rubric that I use for evaluating written work is attached at end of syllabus, along with the grading scale. In addition, I will provide specific guidelines for individual assignments closer to the time each is due.

In addition to my feedback, I encourage you to seek help from the university's Writing Studio (www.writing.ufl.edu), which offers support for writing in all fields and can be very helpful both in developing your first drafts and in polishing those drafts.

Style Guide: I recommend the [*Chicago Manual of Style*](#) as a guide for writing format and style. However, if you are used to following a different style guide, that is acceptable, as long as you check with me first and make sure to use the same format consistently throughout your paper.

Writing Assessment Rubric

This rubric will be used for evaluating all written work in this course.

	SATISFACTORY	UNSATISFACTORY
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

Grading Scale for Course

A	4.0	94-100
A-	3.67	90-93
B+	3.33	87-89
B	3.0	84-86
B-	2.67	80-83
C+	2.33	77-79
C	2.0	74-76
C-	1.67	70-73
D+	1.33	67-69
D	1.0	64-66
D-	0.67	60-63
E	0.0	0-59

For information on UF grading policies, please see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Please note:

A “C-“ will not be a qualifying grade for major, minor, General Education, University Writing Requirement or College Basic Distribution credit. You must receive a “C” or better in order to receive that credit.