

PHIL 3307 — ENVIRONMENTAL ETHICS

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Office Thursday 10-11, Wednesday 1-2 & by
Hours appointment

Free and open discussion is the life-blood of philosophy. Consequently, no student shall be discriminated against on the basis of race, gender, disability, place of national origin, sexual orientation, religious affiliation, political affiliation or any other similar factor. I expect all members of the class to be equally tolerant of differing perspectives and ideologies. Critique, evaluate and analyze the ideas put forward by me and others; do not demean or belittle them.

Course Objectives: First and foremost the goal is to explore some new intellectual terrain. That's it. Why else would you take a course? But if you want specifics:

- To develop a critical understanding of the environmental ethics.
- To develop an ability to clearly express and defend not only your own opinions on these matters, but also the views and arguments of others, *particularly those with whom you disagree.*

Materials:

Required

- Dale Jamieson. 2008. *Ethics and the Environment: An Introduction*. New York: CUP.
- Sohotra Sarkar. 2012. *Environmental Philosophy: From Theory to Practice*. Malden, MA: Wiley-Blackwell
- Course Packet of readings, available in pdf on the course site.

Optional

- A good stiff cup of joe!

Requirements and Expectations

This course is an upper division philosophy course. Students will be expected to have academic skills commensurate with its level including: the ability to read complex primary source material, the ability to write clear, well-constructed critical essays, and the ability to engage in articulate and respectful discourse. In addition, I expect all students to be prepared and attentive in class. This means coming to class having done reading assignments in advance and having thought about their significance, and while in class being an active listener and contributor. Although I will not take attendance, I do expect you to attend every class meeting. You are responsible for all material and announcements made in class, whether you are present or not. No late assignments will be allowed without a University excuse.

PLEASE NOTE: If you have or suspect you have a physical, learning, or psychological disability and require accommodations, please contact the Center for Accommodations and Support Services located in the Union Bldg East, room 106 (747-5148).

Evaluation:

- **Weekly Quizzes (25% of total grade):** Very short quizzes based on the week's readings. Graded pass/fail.
- **Two Critical Essays (22.5% of total grade):** Short (4-5 pp.) critical essays.
- **Final exam (25% of total grade):** Take home cumulative exam.
- **Class Participation (5% of total grade):**

The grading scale for this class is given below:

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|--------|--------|--------|--------|--------|
| A | B | C | D | F |
| >89.5% | >79.5% | >69.5% | >59.5% | ≤59.5% |

Academic Integrity

Academic integrity is a concern for everyone. By joining the UTEP community every student agrees to abide by the Scholastic Dishonesty Policy. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable to another person.

Cheating

- Copying from the test paper of another student
- Communicating with another student during a test
- Giving or seeking aid from another student during a test
- Possession and/or use of unauthorized materials during tests (i.e. Crib notes, class notes, books, etc)
- Substituting for another person to take a test
- Falsifying research data, reports, academic work offered for credit

Plagiarism

- Using someone's work in your assignments without the proper citations
- Submitting the same paper or assignment from a different course, without direct permission of instructors

Collusion

- Unauthorized collaboration with another person in preparing academic assignments

Course Schedule:

This is a tentative schedule of classes for the semester. It is a virtual certainty that we will not follow it exactly, so please make sure you know what material we are covering – particularly if you happen to miss class.

| Date | Topic | Readings |
|--------|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| T 1/19 | Introduction | |
| R 1/21 | Ethics and the Environment | Jamieson, Ch. 1 Brennan and Lo. "The Early Development of Environmental Ethics" from <i>Stanford Encyclopedia of Philosophy</i> , http://plato.stanford.edu/entries/ethics-environmental/#EarDevEnvEth |
| T 1/26 | Challenges to Ethics | Jamieson, Ch. 2 |
| R 1/28 | Meta-ethics | Jamieson, Ch. 3 |
| T 2/2 | Normative ethics | Jamieson, Ch. 4 |
| R 2/4 | Catch-up/Review | |
| T 2/9 | What is the Environment | Sarkar, Ch. 2 |
| R 2/11 | Animals and Ethics | Jamieson, Ch. 5 |
| T 2/16 | Cont'd | |
| R 2/18 | Conscientious Meat-eating | Course Packet |
| T 2/23 | The Value of Nature | Jamieson, Ch. 6 Sarkar, Ch. 3 |
| R 2/25 | Cont'd | |
| T 3/1 | Cont'd | |
| R 3/3 | Cont'd | |
| T 3/8 | Spring Break | |
| R 3/10 | Spring Break | |
| T 3/15 | | |
| R 3/17 | The Land Aesthetic | Carlson, "Environmental Aesthetics," from <i>Stanford Encyclopedia of Philosophy</i> , http://plato.stanford.edu/entries/environmental-aesthetics/ Leopold, "The Conservation Aesthetic," Course Packet |

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|--------|--------------------------------|-------------------------------------------------------------------------------------------------------------|
| T 3/22 | Ethics & Policy | Sarkar, Ch. 4 |
| R 3/24 | Cont'd | |
| T 3/29 | Cont'd | |
| R 3/31 | Biodiversity | Sarkar, Ch. 5 |
| T 4/5 | Cont'd | Course Packet |
| R 4/7 | Environmental Restoration | Sarkar, Ch. 6 Elliot, "Faking Nature," Course Packet |
| T 4/12 | Cont'd | |
| R 4/14 | Re-wilding Case Study | Course Packet |
| T 4/19 | Historical Fidelity Case Study | Lockwood, "Philosophical Justification for the Extirpation of Non-Indigeneous Species," Course Packet |
| R 4/21 | Sustainability | Sarkar, Ch. 7 |
| T 4/26 | Cont'd | |
| R 4/28 | Justice & Equity | Sarkar, Ch. 8 |
| T 5/3 | Cont'd | |
| R 5/5 | Nature's Future | Jamieson, Ch. 7 |