

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Fall 2019
Discipline:	Philosophy and Religion
Course Number and Title:	PHIL 345 Environmental Ethics (Honors)
Division:	Upper
Faculty Name:	Shockley
Semester Credit Hours:	3

Prerequisites: This is an honors only course. To be eligible students must:

- be of sophomore standing or higher, AND
- must be studying within an honors program at their home institution OR have no less than a 3.5 GPA

COURSE DESCRIPTION:

How should we treat or even think about the nonhuman world? What value is there in the environment, and why? In this course we will consider the nature of our complicated relationship with our natural environment, humankind's responsibilities to and regarding that environment, the kinds of actions prescribed by those responsibilities, and possible justifications for those responsibilities. To engage in this examination adequately we will need to consider both theoretical issues underlying various approaches to the environment and the various ways those approaches have been put into practice. In this Semester at Sea Honors course, we will explore a range of local, culturally informed viewpoints associated with our ports of call as we work through the traditional syllabus.

COURSE LEARNING OBJECTIVES

After completing this course, a successful student will be able to:

- Explain the main concepts and theories in environmental ethics.
- Recognize, construct, and evaluate arguments on topics within environmental ethics.
- Evaluate environmental policies and problems using a variety of value frameworks.
- Identify the main points of agreement and disagreement among environmental ethical theories.
- Assess the strengths and weaknesses of different environmental ethical theories.
- Develop the critical thinking skills for (1) reading, analyzing, and interpreting readings and (2) articulating and defending one's positions in writing, in-class discussions, and oral presentations.
- Participate in class discussions while respecting the views of others.

REQUIRED TEXTS:

AUTHOR: Aldo Leopold

TITLE: *A Sand County Almanac and Essays Here and There*

PUBLISHER: Ballantine Books

ISBN #: 978-0345345059

DATE/EDITION: 1986 Reprint edition (other editions acceptable)

AUTHOR: Gruen, Jamieson, and Schlottmann (eds)

TITLE: *Reflecting On Nature: Readings in Environmental Ethics and Philosophy*

PUBLISHER: Oxford University Press

ISBN #: 978-0199782437

DATE/EDITION: 2013 (2nd ed)

AUTHOR: Kathleen Dean Moore

TITLE: *The Pine Island Paradox: Making Connections in a Disconnected World*

PUBLISHER: Milkweed

ISBN #: 978-1571312815

DATE/EDITION: 2004

SUPPLEMENTARY TEXTS:

Hacker, D. *A Pocket Style Manual*. Boston: Bedford/St. Martin's.

Sprague, J. and Stuart, D. *The Speaker's Handbook*. Belmont, CA: Wadsworth/Thomson Learning.

Moodle platform

Class materials, homework assignments, discussion assignments, oral presentation, research paper, grades, and other information critical to your success in this course are located through an intranet system designed for Semester at Sea.

COURSE SCHEDULE: TOPICS, READINGS, AND OTHER MATERIALS

Depart Amsterdam, The Netherlands – September 9

A1–September 11: Introduction to course

Readings: Leopold's *Thinking Like a Mountain*, in *A Sand County Almanac*

A2–September 13: Leopold on Wildlands and Nature

Readings: Selections of part II, *The Conservation Aesthetic, Wilderness, and Wildlands in American Life of Sand County Almanac*, in *A Sand County Almanac*

Gdansk, Poland – September 15-20

A3—September 21: Leopold’s “The Land Ethic”

Readings: The Land Ethic from *A Sand County Almanac*

A4—September 23: Introduction to ethical theory

Readings: None. Handouts to be circulated.

A5—September 25: Environmental Ethics at Sea

Readings: Kellert’s “Human Values, Ethics, and the Marine Environmental Ethics” in Dorinda G. Dallmeyer *Values at Sea* (University of Georgia, 2003), pp. 1-18 (distributed).

Lisbon, Portugal — September 26-28

Cadiz, Spain — September 29 – October 1

A6—October 3: From Land Ethic to Sea Ethic

Readings: Clark Wolf’s “From a Land Ethic to a Sea Ethic” in Dorinda G. Dallmeyer *Values at Sea* (University of Georgia, 2003), pp. 19-32. (distributed)

A7—October 5: Environmental Values: What’s missing?

Readings: Routley, “Is There a Need for a New, An Environmental Ethic?” 41-46; Williams, “Must a Concern for the Environment Be Centered on Human Beings?” 46-50; and Goodpaster, “On Being Morally Considerability” 51-57, all in *Reflecting On Nature*

Dubrovnik, Croatia — October 6-10

A8—October 12: Environmental Values, Part I: normative ethics and virtue theory

Readings: Elliott, “Normative Ethic,” 57-67; Sandler, “Environmental Virtue Ethics,” 67-72, all in *Reflecting On Nature*

A9—October 14: Environmental Values, Part II: Individual and collective

Readings: Taylor, “Respect for Nature,” 72-81; Callicott, “Beyond the Land Ethic,” 82-89, all in *Reflecting On Nature*

Casablanca, Morocco — October 15-20

A10—October 22: Environmental Values, Part III: Systemic Value

Readings: Rolston “Values in and Duties to the Natural World,” in F. Bormann and S. Kellert (eds) *Ecological, Economics, Ethics: The Broken Circle* (Yale University Press), 73-96. (distributed)

A11—October 25: Environmental Values, Part IV: Different Perspectives

Readings: Kyle Whyte and Chris Cuomo’s “Caring Relations” in Stephen M. Gardiner and Allen Thompson (eds.) *The Oxford Handbook of Environmental Ethics* (Oxford University Press, 2017), pp. 234-247. (distributed)

Midterm Exam Distributed

A12—October 27: Ecofeminism

Readings: Warren, "The Power and the Promise of Ecological Feminism," *Environmental Ethics*, 1990 (12), 125-146. (distributed)

Midterm Exam Due

Tema, Ghana – October 28-30

Takoradi, Ghana – October 31 – November 1

A13–November 3: Wilderness and the Wild

Readings: *Wilderness and the Wild*: Turner, "The Abstract Wild," 204-209; Cronon, "The Trouble with Wilderness; or, Getting Back to the Wrong Nature," 210-217, in *Reflecting On Nature*

A14–November 6: Wilderness and the Wild

Readings: Guha, "Radical American Environmentalism and Wilderness Preservation: A Third World Critique," 218- 225, in *Reflecting On Nature*

A15–November 8: Biodiversity

Readings: Sober, "Philosophical Problems for Environmentalism," 228-240; Rolston, "Biodiversity," 244-255, all in *Reflecting On Nature*

Salvador, Brazil – November 10-15

Field Class – November 10: Sea Turtle Hatchery

A16–November 16: Climate Change, the moral and environmental challenge.

Readings: Gardiner, chapter 2 of (Gardiner, S. M., & Weisbach, D. A. (2016). *Debating climate ethics*. Oxford University Press.), pp. 6-45. (distributed)

A17–November 18: (presentations based on Field Class)

A18–November 20: Climate Change, a matter of justice

Readings: Posner and Sunstein, "Climate Change Justice," 277-286; Agarwal and Narain, "Global Warming in an Unequal World," 258-262, all in *Reflecting On Nature*

A19–November 23: Climate Change, alternative perspectives

Readings: "Whyte, K. P. (2013). "Justice forward: Tribes, climate adaptation and responsibility." In *Climatic Change* (120), 517-530. (distributed)

(written versions of presentations due)

Port of Spain, Trinidad and Tobago – November 24

A20–November 26: Kathy Dean Moore's *Pine Island Paradox*, "An Island in the Tides"

A21–November 28: Kathy Dean Moore's *Pine Island Paradox*, "An Island in the River"

A22–December 1: Kathy Dean Moore's *Pine Island Paradox*, "An Island in the River"

Guayaquil, Ecuador – November 24

A23—December 9: Kathy Dean Moore's *Pine Island Paradox*, "A Coastal Island"; Formal Speeches

Puntarenas, Costa Rica — December 11-15

A24—December 16: Kathy Dean Moore's *Pine Island Paradox*, "A Coastal Island"; Formal Speeches

Final Exam Distributed

A25—December 19: Final Exam Due; Final Critical Analysis and Discussion of Research Writing Projects; Formal Speeches (if necessary)

Final Exam Due

Arrive San Diego, California — December 23

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class & Assignment

The field class for this course will be on **November 10th in Praia do Forte, Brazil.**

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.

Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

Threatened Sea Life: the Value of Biodiversity

Country: Brazil

Date: 10 November 2019

Idea: In our Field Class we will visit a sea turtle hatchery or whale conservation center in Praia do Forte, Brazil, and consider the value of endangered species. Endangered and threatened species are often thought to represent the importance of biodiversity. However, the value of biodiversity, and therefore the value of species, is difficult to characterize precisely. This experience will allow us to consider the value of biodiversity, and the role of species in that value.

Objectives: Through participation in this field class, students will

- Develop an appreciation of the challenges faced by endangered species, and the values compromised by the loss of species.

- Critique competing conceptions of species and biodiversity
- Analyze the values underpinning biodiversity

Assessment: Relying on this experience, students will collaboratively develop a presentation explaining the value of species in light of one or two theories or frameworks expressed through the course. Presentations will be given on A17 (November 18th). Short, individual reflections on these presentations will be required (due A19, November 23rd).

Independent Field Assignments

(1) Students will be required to explore environmental issues through local media sources or their experiences at various ports of call. See “Four Short Papers” above.

(2) Students will be required to compare and contrast various ports of call in a final paper. See “Comparative Paper” (below).

METHODS OF EVALUATION

Participation [10% of course grade]

Students are expected to be active participants in class activities. Active participation requires that students be prepared for class, and that they be thoughtful and respectful in class discussion. To receive this portion of the grade, students must participate during the field class.

Honors competencies self-assessment. Honors courses are intended to assist student competencies in critical thinking; creativity and problem solving; interdisciplinary learning integrated with global &/or cultural viewpoints and professionalism, interpersonal skills, & emotional intelligence. The assignment is due at the end of class meeting A7. Students must include comments for all four categories for full credit.

This assignment addresses the University Honors Program competencies of critical thinking and professionalism, interpersonal skills, & emotional intelligence.

Four short papers [20% of course grade, divided equally across all four papers]

Students will be required to submit four short papers based on experiences at four different ports of call. These short papers are to be reflections on environmental issues experienced or discovered at the port of call. Each paper should include (1) a short description of the issue, (2) a personal reaction explaining why this issue in particular was of interest, and (3) an analysis of the issue in light of the material covered in our course.

These papers will be due 72 hours after the ship departs from the relevant port of call (i.e., a report on Gdansk, from which we will be departing on September 20th, would be due September 23rd).

This assignment addresses the University Honors Program competencies of critical thinking; creativity and problem solving; and interdisciplinary learning integrated with global &/or cultural viewpoints.

Synthetic paper and Presentation [30% of course grade] (Honors)

The Honors section of this course will require Honors students to engage in further independent research, draw connections between the various environmental issues investigated in each port of call, and provide a public presentation of their findings during the last meetings of the course. Students will also be required to

(1) refer to other theories and frameworks studies in the course over the term.

(2) compare and contrast the lessons provided from Kathleen Dean Moore's *Pine Island Paradox*, situated in the place of the US Pacific Northwest, with the situations and concerns you experienced in your various ports of call.

The resulting research paper should be 8-10 pages (or 2500 words plus references). A proposal for the paper is due A15. Presentations will be given during the final two class meetings; the paper is due A24.

This assignment addresses the University Honors Program competencies of critical thinking and interdisciplinary learning integrated with global &/or cultural viewpoints.

Field Work [20% of course grade]

The Field Class for this course constitutes a substantial component of the course, and a correspondingly significant component of its assessment. Students are required to be prepared for the class, engaged in the class, and respectful during the class. Following our Field Class, students will be required to develop a group presentation [10% of final course grade] and write a reflection paper [10% of final grade] – see *details above*.

Exams [20% of course grade]

There will be two exams in this course to test your knowledge of the course material. The exams will consist in five short questions, of which students will be able to select four. Students will then provide short (100-200 word) responses. Midterm Exam: 10% (distributed, A11, due A13); Final Exam: 20% (distributed A24, due A25)

Evaluation Schedule

Ongoing	Active Participation
Ongoing	Short Papers
A7	Honors Competencies Self-Assessment
A13	Midterm Exam Due
A15	Proposal for Final Paper
A17	Field Class Group Presentation
A19	Field Class Reflection Paper due
A24	Synthetic Paper Due
A25	Final Exam Due
A23, A24, A25	Final Presentations

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on

Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%:
93-96%: A	83-86%: B	70-76%: C	F
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

None

FILM REQUEST

None

ELECTRONIC COURSE MATERIALS

AUTHOR: Stephen R. Kellert

ARTICLE/CHAPTER TITLE: "Human Values, Ethics, and the Marine Environmental Ethics"

JOURNAL/BOOK TITLE: in Dorinda G. Dallmeyer (ed) *Values at Sea*

VOLUME:

DATE: University of Georgia Press, 2003

PAGES: 1-18

AUTHOR: Clark Wolf

ARTICLE/CHAPTER TITLE: "From a Land Ethic to a Sea Ethic"

JOURNAL/BOOK TITLE: in Dorinda G. Dallmeyer (ed) *Values at Sea*

VOLUME:

DATE: University of Georgia Press, 2003

PAGES: 19-32

AUTHOR: Holmes Rolston, III

ARTICLE/CHAPTER TITLE: "Values in and Duties to the Natural World,"

JOURNAL/BOOK TITLE: in F. Bormann and S. Kellert (eds) *Ecological, Economics, Ethics: The Broken Circle*

VOLUME:

DATE: Yale University Press, 1991

PAGES: 73-96

AUTHOR: Kyle Whyte and Chris Cuomo

ARTICLE/CHAPTER TITLE: "Caring Relations"

JOURNAL/BOOK TITLE: in Stephen M. Gardiner and Allen Thompson (eds.) *The Oxford Handbook of Environmental Ethics*

VOLUME:

DATE: Oxford University Press, 2017

PAGES: 234-247

AUTHOR: Karen J. Warren
ARTICLE/CHAPTER TITLE: "The Power and the Promise of Ecological Feminism,"
JOURNAL/BOOK TITLE: *Environmental Ethics*
VOLUME: 12
DATE: 1990
PAGES: 125-146

AUTHOR: Gita Sen
ARTICLE/CHAPTER TITLE: "Women, Poverty, and Population: Issues for the Concerned Environmentalist,"
JOURNAL/BOOK TITLE: in W. Harcourt (ed) *Feminist Perspectives on Sustainable Development*
VOLUME:
DATE: London, Zed, 1994
PAGES: 216-225

AUTHOR: Gardiner, Stephen
ARTICLE/CHAPTER TITLE: Chapter 2: Betraying the Future
JOURNAL/BOOK TITLE: *Debating climate ethics*
VOLUME:
DATE: Oxford University Press, 2016
PAGES: 6-45

AUTHOR: Whyte, Kyle. P.
ARTICLE/CHAPTER TITLE: Justice forward: Tribes, climate adaptation and responsibility
JOURNAL/BOOK TITLE: *Climatic Change*
VOLUME: 120
DATE: 2013
PAGES: 517-530

ADDITIONAL RESOURCES

None