COURSE DESCRIPTION
This course introduces key concepts and methods in environmental ethics and surveys a range of contemporary positions in this field while developing skills of value clarification and ethical reasoning applicable to areas of interdisciplinary environmental study and problem-solving. Topics covered include the interdependence of facts and values in environmental decision-making, the relation of environmental ethics to traditional ethical theory, the conceptual foundations of environmental ethics, attributions of intrinsic value and rights to nature and other species, the relation between economic and ethical evaluations, and problems of resource distribution and environmental justice. The course concludes with a consideration of ethical issues surrounding food production, including problems of food distribution, biotechnology, the politics of industrial food production, and the preservation of traditional agriculture in American and indigenous contexts. Emphasizing the skills of critical thinking, value reasoning, and philosophical inquiry within an interdisciplinary context, this course guides students in the application of these skills to real-world examples requiring analysis and interpretation. The course fulfills a General Education requirement in the Arts and Letters Group.

REQUIRED TEXTS
- Essays posted in PDF format on the Blackboard site for the course, <https://blackboard.uoregon.edu/>

COURSE REQUIREMENTS
1. participation & attendance
2. average of best 5 weekly summaries
3. midterm and final essays (5-7 pages)

Class Participation/Attendance: You are expected to participate actively in this class, which includes attending class, reading all assigned material prior to class, and participating productively and professionally in class discussions. Missing THREE classes FOR ANY REASON will result in a full grade reduction. An additional full grade reduction will be made for each additional missed class after the third. Three late arrivals for class will count as one absence. Discussion is crucial to this class, and I will do my best to make you feel at ease and welcome to contribute to the class conversation. Please feel free to contribute any question, objection, or other thought about the topic at hand when such occurs to you. Although no relevant remark is out of bounds in this class, you will be expected to treat all members of the class respectfully and professionally. The quality and quantity of your participation in the class discussion will be evaluated in assigning 10% of your final grade. Obviously, failure to attend class will negatively affect your participation grade.

Weekly Reading Summaries: Each week, on either Tuesday or Thursday, you will have the opportunity to submit a summary of the day’s assigned readings. Summaries should be limited to one single-spaced pages for each assigned article and should aim to be as clear and comprehensive as possible within that space. You may submit a summary of the readings for either Tuesday or Thursday during a particular week, but not on both days. Your summaries will be graded as either ✔+ (especially thorough and insightful summary), ✔ (accurate, and complete summary), or ✔- (quality or completeness of summary needs improvement). Numerically, these grades will be scored, respectively, as 10, 8, and 6 points out of ten possible. The average of your best five weekly summaries will count as 30% of your final grade. Reading summaries will be graded only if they are received during the class in which the readings are to be discussed. Extra or late summaries cannot be accepted in order to make up for delinquency in completing these assignments at the proper time.
Midterm and Final Essays: You will complete two essays in response to questions posted on Blackboard, the first due in Week 5, and the second due on the date of the final exam. These essays should be 5-7 pages long with standard fonts and margins, stapled, double-spaced, and proof-read. Essays will lose one letter grade for each calendar day that they are late. Each essay will be worth 30% of the final grade.

Field Trip: On Friday, May 23rd, we will take an afternoon field trip to the Corvallis farm of Alan Kapular, President of Peace Seeds. We will leave campus at 1:00 pm and return around 5:00 pm. The expenses for this trip have been covered by the field trip fee assessed for this course. You will be expected to bring lunch and water and to dress appropriately for walking around a working farm. Although the field trip is a required part of the course, those who are unable to attend due to time conflicts may complete a substitute assignment, which will consist in an additional essay in the format described above. Arrangements to complete the alternative assignment must be made prior to the date of the scheduled trip.

POLICIES
Incompletes and extensions will be given only in the event of documented emergencies.

Retaining copies of all returned work: Please retain the original copy of all work returned to you during the term until the final course grade has been posted. In the event of any question concerning whether grades have been accurately recorded, it is your responsibility to provide these original copies as documentation.

Academic Honesty: Please review and familiarize yourself with the provisions of the Code of Student Conduct regarding academic honesty. You can find a summary in each term’s Schedule of Classes or by the Office of Student Life’s Duck Guide: http://studentlife.uoregon.edu/duck_guide/duckguide.htm. Violations of academic honesty will be met with disciplinary action.

Inclement Weather: It is generally expected that class will meet unless the University is officially closed for inclement weather. If, however, it becomes necessary to cancel class while the University remains open, this will be announced on Blackboard and through the Blackboard email system.

Individual Differences: If you experience difficulty in this course for any reason, please don't hesitate to consult with me. If you have a disability that may prevent you from fully demonstrating your abilities, you should contact me personally as soon as possible so we can discuss accommodations necessary to ensure your full participation and facilitate your education process. The university offers a wide range of services to support you in your efforts to meet the course requirements, including the following:

- **Academic Learning Services (ALS):** ALS provides numerous resources (including courses, workshops, and tutoring) to help UO students succeed. They work with a diverse student body with a wide range of needs. If you are unsure which resources would work best, they are happy to answer questions and share suggestions. Web: [http://als.uoregon.edu](http://als.uoregon.edu) – Phone: 541-346-3226.

- **University Counseling and Testing Center (UCTC):** The UCTC provides comprehensive mental health care and testing services to the University of Oregon campus. The primary mission of the UCTC is to provide quality clinical/therapeutic services, psychological testing and assessment, psychoeducational workshops and outreach as well as emergency services. Web: [http://www.uoregon.edu/~counsel/](http://www.uoregon.edu/~counsel/) – Phone: 541-346-3227

- **Disability Services (DS):** DS coordinates services, provides advocacy and support to students with documented physical, learning, and psychological disabilities and provides assistance to the general campus community in responding appropriately to requests for accommodations based on disability. Web: [http://ds.uoregon.edu/](http://ds.uoregon.edu/) – Phone: 541-346-1155  TTY: 541-346-1083
| Week 1: 4/1, 4/3 | Introduction to the course  
DesJardins, “Science, Ethics, and the Environment” (Blackboard)  
Desjardins, “Ethical Theory and the Environment” (Blackboard) |
|----------------|---------------------------------------------------------------|
| Week 2: 4/8, 4/10 | **Animal Rights**  
Kant, “Rational Beings Alone Have Moral Worth” (62-64)  
Singer, “A Utilitarian Defense of Animal Liberation” (73-82)  
Regan, “The Radical Egalitarian Case for Animal Rights” (82-90)  
Warren, “A Critique of Regan’s Animal Rights Theory” (90-96) |
| Week 3: 4/15, 4/17 | **Biocentrism**  
Schweitzer, “Reverence for Life” (131-38)  
Taylor, “Biocentric Egalitarianism” (139-54)  
Goodpaster, “On Being Morally Considerable” (154-62)  
Stone, “Should Trees have Standing?” (298-308) |
| Week 4: 4/22, 4/24 | **Ecocentrism**  
Leopold, “Ecocentrism: The Land Ethic” (163-172)  
Rolston, “Naturalizing Values” (107-120)  
Hettinger & Throop, “Refocusing Ecocentrism: De-emphasizing Stability and Defending Wildness” (186-99)  
Sagoff, “Animal Liberation and Environmental Ethics: Bad Marriage, Quick Divorce” (Blackboard) |
| Week 5: 4/29, 5/1 | **Midterm Essays Due: 5/1**  
**Economics and Environmental Justice**  
Hawken, “A Declaration of Sustainability” (Blackboard)  
Rees, “Sustainable Development: Economic Myths and Global Realities” (603-11)  
Daly, “Consumption: The Economics of Value Added and the Ethics of Value Distributed” (611-19)  
Sagoff, “At the Shrine of Our Lady of Fátima, or Why Political Questions are not all Economic” (619-27) |
| Week 6: 5/6, 5/8 | Bullard, “Overcoming Racism in Environmental Decision Making” (644-59)  
Wenz, “Just Garbage: The Problem of Environmental Racism” (667-75)  
Rolston, “Feeding People vs. Saving Nature?” (Blackboard) |
| Week 7: 5/13, 5/15 | **Feeding the Hungry and Biotechnology**  
Engel, “Hunger, Duty, and Ecology: On What We Owe Starving Humans” (458-75)  
Rauch, “Can Frankenfood Save the Planet?” (476-82)  
Ho, “The Unholy Alliance” (483-92) |
| Week 8: 5/20, 5/22 | **The Politics of Industrial Food Production**  
Shiva, “Science and Politics in the Green Revolution” (Blackboard)  
McMichael, “The Power of Food” (Blackboard)  
Jackson & Glover, “The Need for a Taxonomy of Boundaries” (Blackboard)  
**FIELD TRIP (Friday, 5/23): The Kapular Farm (Covallis, OR)** |
| Week 9: 5/27, 5/29 | **Preserving Traditional Agriculture**  
Worster, “Good Farming and the Public Good” (Blackboard)  
Berry, “A Defense of the Family Farm” (Blackboard)  
Nabhan, “Invisible Erosion: The Rise and Fall of Native Farming” (Blackboard)  
LaDuke, “White Earth: A Lifeway in the Forest” (Blackboard) |
| Week 10: 6/3, 6/5 | MOVIE (6/3): *The Gleaners and I*  
GUEST LECTURE (6/5): Jason Schreiner, Outreach and Communications Director, Goal One Coalition  
Readings: TBA |
| Tuesday, 6/10 | **Final Essays due in Philosophy Department office, 338 PLC, before 4:30 p.m.** |