

Environmental Ethics (Rel 2104), Spring 2021
Prof. Erin Prophet
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Class Time: MWF. 9 (4:05-4:55 p.m.)
Class location: TUR L007
Office Hours: MWF 12:30 pm -1:30 pm (remote or in person)
Office: Anderson Hall 130 or online



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, and provides credit for the department's ethics emphasis. It also meets the ethics requirement in UF's Sustainability program and for SNRE students, and provides Humanities General Education, and Writing Rule credit (E2/2000 words or more).

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.

Requirements and Assignments

1. Attendance and Participation—20%: Attendance and quality participation are expected throughout the semester. All students are allowed one unexcused absence. Each unexcused absence after the first will result in a five-point deduction from the overall participation grade. Students with five or more unexcused absences will automatically fail the course. Absences will be considered excused only if a written request is submitted in person in advance or if written explanations are submitted with valid documentation. 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 activities may include oral presentations.

2. Reading Responses—10%: Students are required to submit four reflections of varying length (see assignment) on assigned readings (and films), detailing the arguments, evidence, and critical assertions made. If multiple articles are assigned, students should attempt to put the readings in conversation with one another. The reflection should also pose at least two critical questions for discussion. Each reflection must include complete bibliographic references for any cited readings.

3. Blog Postings—5%: Several blog postings will be assigned throughout the course. Students will be asked to put course readings in conversation with discussion topics.

4. Short Topic Paper—10%: Prepare an analysis of an environment-related topic in at least 1000 words. You must cite at least three course readings in text and include complete bibliographic references. Submit a Word document on the course Canvas site to receive credit for the assignment.

5. Exams—Midterm (15%), Final (20%): 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. Final Paper—20%: Each student will prepare a 2000-2500-word critical analysis of an environment-related issue, which is due in two parts. The project 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 with respect to one or more ethical systems, drawing on the course materials; 4) explain how religious or philosophical world views inform the various positions on the issue. In conjunction with the final paper, a research proposal is required, outlining the proposed topic. Additionally, a list of five annotated sources must be submitted. All parts are combined and submitted with a cover sheet in research paper format. Submit a Word document on the course Canvas site to receive credit for the assignment.

7. Extra Credit: Extra Credit: There will be extra credit opportunities announced in class or via the Canvas Announcements feature. Students are asked to enable forwarding from Canvas to their e-mail. Extra credit opportunities usually involve attending an event on campus or in Gainesville that engages environmental ethics. Students then will write an essay and reflection on the event that incorporates 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. The points may help students raise their overall grade. Essays will be judged by the same criteria as for other class writing assignments.

Required Text (purchase)

DesJardins, Joseph R. *Environmental Ethics: An Introduction to Environmental Philosophy*. Cengage, 2012 (5th ed. preferred but any edition is acceptable).

Recommended Texts:

Quinn, Daniel. *Ishmael*. Bantam, 1992. (Students who have already read *Ishmael* may read *The Story of B*, by Daniel Quinn).

Quinn, Daniel. *The Story of B*. Bantam. 1997. Any edition. This text is required for those who have already read Quinn's *Ishmael*.

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.

Grading Rubrics for Writing Assignments

Reflections: The length of reflections varies and is included on the Canvas site. Each reflection must do the following: detail the arguments, evidence, and critical assertions made in the course readings, films and websites they are reviewing. 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: 2 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.

Short Topic Paper: An issue review of at least 1000 words that describes an environmental issue, including competing points of view, and solutions, including an assessment of the pros and cons of the solutions presented. The paper will be graded as follows:

1. Clearly describes the environmental issue being reviewed, including competing points of view (25 points).
2. Assesses the pros and cons of one or more solutions (25 points).
3. Appropriately cites sources with in-text, author-date format (25 points).
4. Includes a reference list of all cited sources, using APA style (25 points).

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

Final Paper:

1. Clearly describes the environmental issue being reviewed, including competing points of view (20 points).
2. Evaluates the issue in light of one or more ethical systems (20 points).
3. Shows how religious or philosophical systems relate to positions on the issue (15 points).
4. Assesses the pros and cons of one or more solutions (15 points).
5. Format: Printed double-spaced, in 12-point font, with standard one-inch margins all around (10 points).
6. 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. I will not take off points for grammar or style, but will point out errors or ways to improve writing.

Grading Rubric

- 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
- F <61 to 0

There is no A+ grade; grades are not rounded up. For example, a 93.85% is an A-, not an A; grades are consistent with UF policy:

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

Academic Dishonesty

Students engaged in any form of academic dishonesty, including but not limited to plagiarism, and as defined under the “Academic Misconduct” section of the Student Discipline Code, may fail the course and will be subject to other disciplinary measures.

Course Policies

Attendance

The quality of this course depends on the insights of every participant. Only in exigent circumstances may students be absent. In such cases, such an absence should be pre-approved by the instructor and the reasons documented. Students are also expected to be punctual out of courtesy and respect for the 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 [here](#).

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/

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 the physical class or for remote participants unless required for online Zoom access.

Syllabus Agreement

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. The electronic versions of assignments and the syllabus are considered the most current.

Learning Format

Although class meetings are in person, they are also socially distant. Classes will be recorded on Zoom and we may use Zoom as well as Canvas for online polls and group activities, so students are asked to bring their laptops to class. Recordings of classes will be made available for review or makeup, although students will not receive credit for unexcused missed classes without completing an additional assignment.

Policy on Recording during COVID

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. 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. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited. Small group breakout sessions in which assignments are

completed in class for credit will not be recorded.

Communication with Instructor

Communication and grading will take place online through Canvas. Please enable Canvas to forward all course announcements and instructor communications to your email so that you stay informed. You may email me directly but communication through Canvas is preferred.

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 Dishonesty

Students engaged in any form of academic dishonesty, as defined under the “Academic Misconduct” section of the Student Discipline Code, may fail the course and will be subject to other disciplinary measures.

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 at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

Course Schedule

Day	Topic	Reading and Assignments
	Unit 1: Why do We Need a New Ethics?	
Week 1 Mon. Jan. 7	Syllabus and Student Learning Goals Intro. to Environmental Ethics	Kawall 2017, "A History of Environmental Ethics" Before class: Go to Ecological Footprint Network www.footprintnetwork.org and determine your personal footprint.
Week 1 Mon. Jan. 11	Carrying Capacity and State of the World: Climate Change	Hardin 1986, "Carrying Capacity" "Climate Science Special Report," 2017 IPCC Executive Summary (skim). <u>Recommended: Oreskes 2007, "Scientific Consensus"; Brysse, Oreskes et al. 2013</u>
Week 1 Wed. Jan. 13	Intro. to Environmental Ethics (cont.)	DesJardins ch. 1, "Science, Politics and Ethics" Due in class: Reflection of 350-400 words on your personal footprint.
Week 1 Fri. Jan 15	Ethical Theories Past and Present	DesJardins ch. 2, "Ethical Theories and the Environment"
Week 2 Mon. Jan. 18	No class: MLK Day	Carson biography (ERN) and selections from <i>The Silent Spring</i> and other writings; Discuss: Complete Reference assignment
Week 2 Wed. Jan. 20	State of the World: Toxics and Pesticides	DesJardins ch. 4, "Sustainability"; Review Club of Rome Website: http://www.clubofrome.org ; Safina 2010, "The Moral Climate." Watch outside class: Merchants of Doubt
Week 2 Fri. Jan 22	Sustainability and State of the World: Limits to Growth	
Week 3 Mon. 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).
	Unit 2: Expansion of the Sphere of Moral Consideration	

Day	Topic	Reading and Assignments
Week 3 Wed. 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" Due in class: Complete Reference Exercise (online)
Week 3 Fri. Jan. 29	Nonanthropocentrism and Animals	DesJardins ch. 5: "From Anthropocentric to Nonanthropocentric Ethics", sections 5.1 to 5.5; Due in class: Reflection 2
Week 4 Mon. Feb. 1	Nonanthropocentrism cont. Animal Rights Debate	Singer 1985 . Regan 1985, "The Case for Animal Rights." http://www.animal-rights-library.com/texts-m/regan03.htm In class: Animal Rights Debate
Week 4 Wed. Feb. 3	Planetary Boundaries and Biocentric Ethics	DesJardins ch. 6; "Biocentric Religion," ERN. Watch outside class: "Blackfish" 2013.
Week 4 Fri. Feb. 5	The Land Ethic	DesJardins ch .8, "The Land Ethic" Due in class: Reflection 3 on animal rights and "Blackfish."
Week 5 Mon. Feb. 8	The Land Ethic (cont.)	Leopold biography, ERN; Leopold 1949, "The Land Ethic." Recommended: Leopold 1970, additional selections.
Week 5 Wed. Feb 10	Individualism vs. Holism	Callicott 2017, "Ecological Collectives," OHEE ch. 10; Skim: Living Planet Report 2016
Week 5 Fri. Feb. 12	Animals and the Wild	Cafaro 2017, "Valuing Wild Nature," OHEE ch. 11.
Week 6 Mon. Feb. 15	Wilderness	DesJardins ch. 7, sections 7.1-7.3 (pp. 149-162, international edition)
Week 6 Wed. Feb. 17	Ecology	DesJardins ch. 7, sections 7.4-7.7, pp. 163-173; Recommended: Gaia hypothesis 2018 . In class: wilderness debate Due in class: Reflection 4 on Week 6 readings
Week 6 Fri. Feb. 19	Group Exercise	
Week 7 Mon. Feb. 22	Group Exercise cont. Midterm review	

Day	Topic	Reading and Assignments
Week 7 Wed. Feb. 24	MIDTERM	
Week 7 Fri. Feb. 26	NO CLASS	
	Unit 3: Prioritizing: Whose Values?	
Week 8 Mon. Mar. 1	Deep Ecology	Naess 1993 Due: Short-topic Paper
Week 8 Wed. Mar. 3	Colonialism	Guha 1989, "Third World Critique";
Week 8 Fri. Mar. 5	Ethics and Economics	DesJardins ch. 3, "Managing Public Lands," exc. sections 3.4-3.8, 59-73 in international edition.
Week 9 Mon. Mar. 8	Ecofeminism	Merchant 2005, ch. 8, "Ecofeminism.";
Week 9 Wed. Mar. 10	Environmental Justice	DesJardins ch. 10, "Environmental Justice and Social Ecology"; Optional: "Environmental Justice and Environmental Racism," ERN.
Week 9 Fri. Mar. 12	Social Ecology	"Social Ecology," ERN; Merchant 2005, ch. 6; Recommended: Bookchin 1993.
Week 10 Mon. Mar. 15	Ethics of Care and Indigenous Movements	Whyte and Cuomo 2017, OHEE 20; hooks 2010. Due in class: Research proposal for final paper
Week 10 Wed. Mar. 17	Pragmatism	Desjardins ch. 11: "Pluralism, Pragmatism and Sustainability." Optional: Kitagawa 2017, Environmental Policy Under Xi Jinping "; Dominick 1998, "Lessons from the German Experience."
Week 10 Fri. Mar. 19	Food and Environment	Kemmerer 2015, Eating Earth, Ch. 1. pp. 5-27. Watch: "Food, Inc." (exc.) Due in class: Annotated sources for final paper
Week 11 Mon. Mar. 22	Food Activism	Kemmerer 2015, Eating Earth, Ch. 1, pp. 28-42. In class: food systems debate
Week 11 Wed. Mar. 24	NO CLASS	
Week 11 Fri. Mar. 26	Ethics of Population Growth revisited	Hardin 1974, "Lifeboat Ethics"; Hardin 2001, "Carrying Capacity"; Hardin 1968, "The Tragedy of the Commons"

Day	Topic	Reading and Assignments
Week 12 Mon. Mar. 29	Radical Environmentalism	Radical Environmentalism, ERN; Earth First! and the Earth Liberation Front, ERN; Foreman and Haywood 1987 (selections) ;
Week 12 Wed. Mar. 31	Radical Environmentalism (cont.) and Bioregionalism	Taylor, 2013. "Resistance: Do the Ends Justify the Means?" ERN "Bioregionalism"; Optional: watch outside class, "The East"
Week 12 Fri. Apr. 2	Ecocentrism/Bioregionalism	Taylor 2010, "Radical Religious Reformation" ; Washington, Taylor et al 2017 ; Naess 1995 .
Week 13 Mon. Apr. 5	Unit 1-3 Discussion	In class: Discuss and debate ethical systems reviewed in units 1-3. Due: Final paper draft
	Unit 4: Religion, the Sacred, and Environment	
Week 13 Wed. Apr. 7	Is Religion to Blame? Christianity and Judaism	White, "The Historical Roots of Our Ecologic Crisis."
Week 13 Fri. Apr. 9	Is Religion to Blame? (cont.)	Sponsel 2017, "Lynn White... Catalyst" ; Kaplan 2010, "Will Religions Guide Us?"
Week 14 Mon. Apr. 12	Environmental Ethics in Buddhism, Hinduism and Islam	Buddhism, ERN; Islam and Environmental Ethics, ERN; Ahimsa, ERN;
Week 14 Wed. Apr. 14	The Greening of Religion	Taylor 2016, "The Greening of Religion Hypothesis Part One." (Read 268-277, 287-298)
Week 14 Fri. Apr. 16	Oral Presentations	
Week 15 Mon. Apr. 19	Oral Presentations	
Week 15 Wed. Apr. 21	Review	Review for final exam. In class: Final paper due
Week 15 Fri. Apr. 23	No class	Reading Days
	FINAL EXAM	TBA

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.
- Foreman, Dave and Bill Haywood, eds. *Ecodefense: A Field Guide to Monkeywrenching*. Earth First Books, 1987.
- 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* 1243–48. 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.
- McKibben, Bill. "How Extreme Weather is Shrinking the Planet" *The New Yorker*
- 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.
- 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.
- 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. Two films are required watching outside class and should be discussed in the succeeding reflection: “Merchants of Doubt” and “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)

Last updated: 22 Dec. 2020

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)

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.