

**New York City COLLEGE OF TECHNOLOGY
The City University of New York
School of Liberal Arts and Sciences
Social Science Department**

**PHIL 3400/PH400: Environmental Philosophy
3 cr, 3 hrs**

**Prerequisites: Previous philosophy course, EG 1101
Any BY, CH, or SC lab course**

**Prepared by Professor Frank W. Derringham, April 2002
Professor Daphne McKinney
Professor Walter Brand
Revised by Dr. W. Brand, April 2012**

PHIL 3400/PH400: Environmental Philosophy

Course Description:

Study of selected global environmental issues (e.g., population, planetary warming, biodiversity loss, world hunger, sustainable development, pollution, etc.) by means of philosophical analysis of the concepts, arguments, and values involved in their discussion.

Course Objectives:

1. To deepen understanding of how modern technology, massive human population, and high levels of consumption and wastes adversely affect the natural world.

2. To expose students to the major philosophical views concerning nature's value and how humanity should act toward nature.
3. To stimulate students' consideration of how they, by their deeds and ideas, will hinder or further efforts to reduce anthropogenic environmental damage.

Course Requirements:

1. Standard college attendance policy.
2. Preparation of a (minimally) seven-page paper, with appropriate endnotes, citations, and bibliography, in which the student demonstrates learning from reading scholarly articles or books available in the college library or elsewhere. Students will select as their topic a major environmental problem and read at least four articles reflecting at least two substantially contrasting philosophical, ethical, or methodological viewpoints. Permission of the instructor both for adoption of the topic and for chosen readings will be required.

Students must demonstrate their ability to: (a) describe major arguments; (b) identify vague or ambiguous language; (c) relate underlying principles to conclusions arrived at regarding the substantive issue; (d) expose logical fallacies and factual errors; and (e) defend their own viewpoint on the topic as congruent with, building upon, or in denial of those found in their research.

3. Three in-class, written examinations. Quizzes and other assignments are optional.

4. Grading:

First Examination: 25%;

Second Examination: 25%;

Final Examination: 25%;

Term paper: 25%.

Examinations will be graded on the basis of the completeness, accuracy, and originality of the answers. In other words, students should be able to explain the opposing viewpoints that will constitute the course material and be able to articulate their own justifiable perspectives.

NB: Should the instructor choose to administer quizzes or additional examinations, or to grade oral presentations, these percentages would have to be adjusted accordingly.

It is recommended, however, that the term paper constitute at least 20% of the course grade.

Suggested Textbook:

Louis P. Pojman, ed. Environmental Ethics: Readings in Theory and Application, 3rd Ed. (Belmont, CA: Wadsworth, 2001).

Alternative Texts (to be used jointly):

Michael Zimmerman, et al., eds. Environmental Philosophy, 3rd Ed. (Upper Saddle River, NJ: Prentice Hall, 2001).

Lisa Newton and Catherine K. Dillingham. Watersheds 3. (Belmont, CA: Wadsworth, 2002).

Course Assessment:

1. Students can complete a questionnaire encouraging them to describe the course's strengths and weaknesses.
2. Chairs of departments with large numbers of students enrolled in this course will be asked whether they have received comments from any of their students about the course.
3. Willingness to enroll in further philosophy or related courses is one measure of course success.
4. Improvement in students' critical-thinking and writing skills (comparison of final with earlier examinations by the instructor) is another indication of course success.

FIFTEEN-WEEK OUTLINE AND PERFORMANCE OBJECTIVES

NB: What follows is meant as a sample of topics to be discussed. Instructors are naturally free to substitute other topics for some of those listed below.

WEEK ONE: Global Environmental Concerns

SESSION 1

Topics: An overview of the human impact on natural planetary systems, with emphasis on recent developments of global scope, from the unprecedented rate of population increase to "carboniferous capitalism," forest destruction, ozone holes, warming, etc.

SESSION 2

Reading: Pojman: Introduction, page 1; pp. 3-8.

Topics: Historical background; how humans have pictured their place in the cosmos; novelty of environmental philosophy, including an ethical component.

OBJECTIVE: That students begin to comprehend the massive and unparalleled scope of the contemporary human influence on the natural world as demonstrated by their identification of some of these repercussions in their surroundings, lives, news reports, and so forth. Students will show that they can recognize when a reason for acting in one or another way is moral, as contrasted with non-moral, through analysis of selected examples.

WEEK TWO: Western Philosophical/Religious Origins of Our Ecological Situation

SESSION 3

Reading: White: The Historical Roots of Our Ecological Crisis, 13-19.

SESSION 4

Readings: Moncrief: The Cultural Basis of Our Environmental Crisis, 19-23;
Dobel: The Judeo-Christian Stewardship Attitude to Nature, 24-27.

Topics: How the beliefs of animist, pagan (Celts-Germanic and Greco-Roman), and the Zoroastrian-Judeo-Christian religions have contributed to present environmental predicaments. Competing models of human-nature relationships: withdrawal, dominion, stewardship, etc. Affluence, technology, and population as (some) intervening variables

in the historical process. Complexity of and contradictions in religious teachings. The problem of how, if at all, religious tenets were practiced.

OBJECTIVE: Most students have some familiarity with at least one religion. They will have to link a tenet of that sect about which they believe themselves most knowledgeable with an environmental problem, old or new. This task might most profitably be accomplished through group colloquies (for pooled reflections).

WEEK THREE: Animal Liberation/Rights

SESSION 5

Reading: Singer: Animal Liberation, 33-39.

SESSION 6

Readings: Regan: Animal Rights, 40-45; Jamieson: Against Zoos, 69-74.

Topics: A comparison of two approaches claiming that ethically justifiable relationships to nature can be satisfactorily articulated through recognition of the intrinsic value either of sentient animals (Singer) or "subjects-of-a-life" (Regan), the value of all other living and non-living things being conceptualized as instrumental to theirs.

The principle of equal consideration of equal interests. Definitions of "interests." Difficulties in both positions relative to anthropocentric attitudes form a counterpoint (on the right) to criticisms from the environmental left (see also Sessions 7 and 8). Illustrative issues include: feeding food to animals to produce food for people; zoos; pets; clothing; and so on.

OBJECTIVE: Students will be required to discuss any closeness to (or revulsion from) pets or other personally encountered organisms, especially sentient ones. Students will explore and explain their positive and negative reactions as well as the belief that people are "superior" to non-human animals. Students must attempt to connect emotional reactions to animals to conceptions about the legitimate basis (if any) of human (mis-)treatment of them. Debate whether zoos, circuses, and pet shops should exist. (A visit to a zoo or aquarium might be suggested as part of this course.)

WEEK FOUR: Animal Rights and Beyond

SESSIONS 7 and 8

Topic: A discussion of Callicott's "Animal Liberation: A Triangular Affair" (text reading, pp. 51-61), one of the most influential papers in environmental philosophy.

Callicott distinguishes among humanist, animal rights, and holistic environmental ethics, arguing in favor of the last. Along the way he analyzes: domestication vs. wildness; atomism vs. holism; the misanthropy charge against holism; anti-ecological assumptions of the animal-rights movement; "extensionism" as a basis of environmental theorizing; practical consequences of embracing a holistic ethic. Callicott's assumptions, logical errors, and dubious factual assertions will be highlighted.

OBJECTIVE: Students will explain their views on whether the three positions Callicott analyzes agree on practical steps to ameliorate anthropogenic animal suffering. Specifically, they will discuss what should be done in situations of conflict between (wild) species-survival and animal well-being: e.g., issue of "culling" elephants or goats to preserve endangered flora; whether wolves, coyotes or foxes should be released into ecosystems in which farm animals might become their prey.

WEEK FIVE: Biocentric Ethics

SESSION 9 -- EXAMINATION ONE

SESSION 10

Readings: Schweitzer: Reverence for Life (especially his theory of responsibility), 95-100; Taylor: Biocentric Egalitarianism, 100-112.

Topics: The ascription of inherent value to individuals. Individual organisms as teleological centers of life. The theory of inherent worth. The attitude of respect for organisms rooted in the biocentric outlook on nature. Are all living beings of equal inherent value? The consequences of individuals' and societies' trying to respect such value. Intuitions about differential value among organisms with differing faculties. Is there a non-question-begging basis for claims of the "superiority" of persons or other kinds of living beings? Arguments against valuing a virus equally with a whale. Schweitzer's Reverence for Life doctrine will be discussed with special emphasis on his theory of responsibility ("good fortune obligates," taking responsibility, not profiting from wrongdoing). Taylor's Kantian-type, deontological, individualistic "respect for nature" is a more sophisticated extrapolation from (broadly) Schweitzer's position.

OBJECTIVE: Students will report orally on what they have learned about Schweitzer, and state and defend their opinions on whether his life-choices were consistent with his biocentric ethics. Schweitzer worked for decades as a doctor in Africa. Students will construct arguments evaluating Schweitzer's credibility in reconciling his biocentrism with his preference for saving the lives of people over the lives of disease-causing microbes. Students will define how far they would go in avoiding harm to a non-sentient living being, and what "harm" means in this context. Students will analyze what is wrong with vandalism, and explain a parallel between it and harm to non-sentient entities.

WEEK SIX: Ecocentric Ethics: Leopold's 'Land Ethic'

SESSION 11

Reading: Leopold: The Land Ethic, 119-126.

SESSION 12

Reading: Callicott: Ecocentrism, 126-136.

Topics: Investigation of whether moral obligations are owed to "wholes": species, habitats, ecosystems, the evolutionary process, planetary biosphere. Congruence of holistic thinking with scientific ecology, Darwinian biology, and Humean moral theory.

Leopold's norm of right environmental conduct (respecting the "stability, integrity, and beauty" of ecosystems) is discussed, along with recent advances in ecological knowledge that (allegedly) cast doubt on the accuracy of its assumptions.

Conflicts between duties to people and duties to nature. Values linked to non-living entities. Discussion especially of aesthetic values and difficulties and possibility of translating them into a basis for moral environmental practice. The "last man" argument and its tie to a virtue-grounded environmentalism.

OBJECTIVE: Students will explain whether and why they would ever sacrifice their lives for an entity larger than themselves, such as family or country or religion. With this as a stepping stone, they will inquire into whether respecting nature's creative powers is better honored by prioritizing concern for species or habitats over individuals (where conflict is unavoidable) or the reverse. Students will demonstrate understanding of the meaning of and the necessity for prioritization-rules.

WEEK SEVEN: Ecofeminist and Third-World Views

SESSION 13

Reading: Warren: The Power and the Promise of Ecological Feminism, 189-199.

SESSION 14

Reading: Dwivedi: Satyagraha for Conservation: Awakening the Spirit of Hinduism, 250-256.

Topics: Femininity and the rejection of moral principles; caring and reciprocity; the "logic of domination"; the (alleged) connections between domination of women and other forms of social domination. Traditional Satyagraha doctrine and its relation to recognition of the sanctity of all life; caste system and sustainable development. effects of foreigners on Indian cultural development. The "grandeur" of the Hindu view of life: personal incarnation and humility before the universe.

OBJECTIVE: Students will describe threads in their own cultural and national background offering ecological insights that they then must relate (by similarity or contrast) to the ideas presented in the week's readings and discussion. They can define and explain any "oppression" preventing women from acting on their own environmental convictions.

WEEK EIGHT: Biodiversity Preservation

SESSION 15

Readings: Meadows: Biodiversity, 206-208; Stone: Should Trees Have Standing?, 240-247.

SESSION 16

Readings: Russow: Why Do Species Matter?, 208-214; Gould: The Golden Rule, 214-218.

Topics: The "services" that biodiversity, wilderness, and species give to humans, including economic, health-related, aesthetic, genetic. Arguments for wilderness preservation:

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| -- cultural diversity argument; | -- art gallery argument; |
| -- mental and physical therapy; | -- storage silo; |
| -- life-support; | -- classroom; |
| -- inspiration; | -- national character; |
| | etc. |

Definitions of "species". Species' values independent of the individuals "composing" it. Arguments for and against preserving species, and at what cost. The feasibility of extending legal protection to natural objects (trees, rivers, etc.).

OBJECTIVE: Students will discuss occasions they encountered "wild" nature and the value they perceived therein. They will be asked to imagine living in (not just visiting) environments with few modern technological conveniences. Thinking about indigenes' wilderness-bound patterns of life might awaken buried sensibilities to wind, sky, soil, stars -- or just horror of them. Students will also list and explain examples of "services" from nature all around them: aspirin in the purse, cotton in the shirt, etc. They will be led beyond these "obvious" examples, to analyze some of the much more vital ones.

WEEK NINE: Obligations to Future Generations

SESSION 17

Readings: Hardin: Who Cares for Posterity?, 278-283;
Golding: Limited Obligations to Future Generations, 284-289.

Topics: Obligations of presently existing people to future, as-of-now non-existing persons. The problem of the contingency of future people: how we act now will decide both whether and who they will be. The importance of future generations existing.

The significance of this topic is that much of nature might be preserved if people now care enough about the opportunity of future people to enjoy and profit from the existence of wild nature. However, a problem of justice arises: how do we reconcile obligations to existing poor humans with (alleged) duties not to deprive future people of resources? Does concern for future generations include their numbers (as one variable among many)?

OBJECTIVE: Students will be asked to state whether (and if so, how) they would be willing to "sacrifice" for the benefit of: their children; grandchildren; great-grandchildren, children far away, not theirs; etc. They will discuss whether they would have wanted others to have exercised restraint so that they, the students, might benefit, and whether they believe it is possible to do so. (Most people can't save much for their own old age!) Students will explain whether they are concerned with their ancestry, and they will evaluate how such concern would relate to their concern, or lack thereof, for the future.

SESSION 18 -- EXAMINATION TWO

WEEK TEN: Population and Policy

SESSION 19

Reading: McKibben: Overpopulation and Overconsumption, 302-310.

SESSION 20

Readings: Grant: Immigration, 318-330; Jacobson: China's Baby Budget, 341-347.

Topics: History of human population growth; present facts; demographic transition; future prospects; linkage to consumption levels and environmental, as well as human, problems; determinants of fertility; AIDS and mortality rates; population policies; UN Conferences and feminism; immigration (USA) and one- (and two-) child programs (China); bringing private choices into line with societal and global needs.

OBJECTIVE: Students can voluntarily discuss their own parenting decisions and their relation to wider social and environmental issues. They must demonstrate mastery of basic demographic concepts: crude birth and death rates; projections and predictions; natural rate of population increase; formula for determining doubling-time; etc. Such

mastery may be shown by solving simple mathematical problems, writing definitions, giving oral explanations, drawing graphs, or presenting formulae. A visit to the UN population website might be suggested.

WEEK ELEVEN: Population and World Hunger

SESSION 21

Reading: Hardin: Lifeboat Ethics, 356-363.

SESSION 22

Readings: Murdoch and Oaten: Population and Food, 363-367;
Coffin: The Damage Done by Cattle-Raising, 380-382.

Topics: Dimension of hunger (malnutrition, inadequate nutrition, etc.). Causes of hunger (especially poverty); political aspects to inadequate diet and famines; the importance of population size as a cause of starvation. Prospects for increasing food supply; costs to environment, people, and animals of doing so; the problem of poor nations' affording to import more food; specifically, repercussions of cattle-raising and fish farms; Hardin's "tragedy of the commons" and lifeboat ethics; is the demographic transition "working"?

OBJECTIVE: Students will explain their dietary habits and preferences, and how they think they would change with higher incomes. They will critique a selected episode of The Simpsons (Lisa converts to vegetarianism); immigrant students can explain food-growing practices in their home countries; students will raise their concerns about the safety of the food they eat and define key terms (e.g., "carrying capacity") and research their different meanings. Discuss the advantages (e.g., probably more calories per person, etc.) and disadvantages of a world with a lower population vs. a higher population with lower average well-being.

WEEK TWELVE: Pollution and Pesticides

SESSION 23

Readings: French: You Are What You Breathe, 386-391;
Bradford: We All Live in Bhopal, 391-394.

SESSION 24

Readings: Carson: Silent Spring, 409-413; Fumento: The Alar Scare, 417-426;

Pimentel: Is Silent Spring Behind Us?, 426-430.

Topics: The (narrowly-viewed) anti-pesticide thesis of Carson's Silent Spring, the seminal work in modern environmentalism. Definitions of pollution; types; extent and duration of harms; oil spills and gasoline leaks; day-by-day damage; assertion that there is media-driven environmental "hysteria" around pollutants and pesticides; integrated "pest" management; the justice issue around pollutants, garbage, etc. How rich communities buy themselves (relative) safety at the expense of the poor, less powerful, marginalized societies, neighborhoods, and nations; recycling.

OBJECTIVES: Students will assess the cleanliness of their neighborhoods and explain whether they were vexed by spraying to kill mosquitos to stop the spread of the West Nile virus, and will describe how they (try to) stay cool without air conditioners.

PAPER DUE BY END OF WEEK TWELVE.

WEEK THIRTEEN: Global Warming and Global Justice

SESSION 25

Readings: Flavin: The Greenhouse Effect, 432-438; Wenz: Just Garbage, 492-496.

SESSION 26

Readings: Mies: The Myth of Catching-up Development, 499-504;
Durning: An Ecological Critique of Global Advertising, 523-539.

Topics: Evidence for anthropogenic global warming; natural "greenhouse effect"; effects of global warming; links to lifestyles and population; political responses and policy options; differential responsibilities (North/South nations); energy efficiency; issues of distributive justice; contrast of globalization with internationalization; alternatives to the "growth" model; ecological critique of advertising.

OBJECTIVE: Students can: cite advertisements that encourage globally irresponsible conduct; draw sketches of the components of Earth's solar/thermal radiation; locate articles in newspapers or magazines mentioning climate change and determine how many statements are accurate; write a simple questionnaire about global warming to find out the extent of people's knowledge of the subject. Explain what you do with your garbage and why there is so much of it.

WEEK FOURTEEN: Sustainable Development: Path or Mirage?

SESSION 27

Readings: Pojman: Pedaling Power: Sustainable Transportation, 539-541;
The Rio Declaration (1992): 489-491.

SESSION 28

Reading: Brown: Sustainable Society: 545-551.

Topics: Review of conceptual problems in defining "sustainability" and a "sustainable" society (etc.). What an environmentally-respectful society would look like. How it would obtain its energy. Specific example discussed: transportation: the bicycle vs. the car: costs and benefits of each. Change without growth: illusion or possibility? Issue of whether the term "sustainable development" is a cloak for corporate growth with a green smile, or expresses a new vision of how an industrialized society can coexist with the preservation of nature. The compatibility of cities and nature.

OBJECTIVE: Students explain whether they use and prefer: bus, subway, car, or bicycle for transportation. Explain the pros and cons of the carless central city. Explore the question of whether any size house would satisfy. Students discuss whether they would accept limits on what they want. Decide whether and why they would support a gasoline tax if they owned an automobile. Students will examine the question of whether possessions, above a certain minimum, generate happiness.

WEEK FIFTEEN

SESSION 29: REVIEW; Reading: Foreman: Strategic Monkeywrenching, 542-545.

OBJECTIVE is the topic: A review class is a time to reflect upon the topics discussed during the semester, and to express ideas about what should be done to render Earth more habitable for all its organisms. An article on "monkeywrenching" (disrupting loggers and other extirpators of wildlife) as one form of activism is analyzed. Students will discuss how their lives and thinking at least might change as a result of exposure to the course material.

SESSION 30 -- FINAL EXAMINATION.

GENERAL EDUCATION

General Education at New York City College of Technology, The City University of New York, provides students with a well rounded knowledge base, an appreciation of diverse cultural and intellectual traditions, an interest in relating the past to the contemporary world, and the skills necessary to reflect upon and shape society. A general education provides the opportunity to explore knowledge from various disciplines and perspectives, and to develop students' abilities to read, write and think critically, and to assess information from a variety of sources. Further, and perhaps most importantly, general education develops students' intellectual and creative curiosity and commitment to lifelong learning.

GENERAL EDUCATION LEARNING OUTCOMES

Communication

Read and listen analytically, comprehending the meaning of texts, including identifying an argument's major assumptions and evaluating its supporting evidence.

Write clearly and coherently in varied academic formats using standard English to critique others' texts and to improve upon one's own texts. Present a formal or an informal spoken presentation, speaking to persuade or to describe. Listening to detail by way of analyzing the meanings of texts.

Critical Thinking

Learning the language of logic, formally and informally, for reasoned argumentation. Critical thinking involves the interpretation and criticism of texts, often primary sources. Philosophical positions are evaluated from a variety of sources. Information is integrated into one's own system of beliefs. The basic concepts of logic are identified and studied, i.e., truth and falsehood, the statement, the argument, premises and conclusion, deductive logic, validity, soundness, inductive logic, strength and cogency, identifying fallacies, translating natural language into symbolic form, testing for consistency and entailment, studying and applying the scientific method.

Information, Research and Computer skills

Information literacy begins with knowing when information is needed. How is the information acquired and then evaluated for its quality? Information literacy allows us to synthesize information from multiple, perhaps, conflicting sources. The importance of using information ethically and legally is stressed throughout.

Scientific and Mathematical Literacy

Understanding logical argumentation as the basis for an understanding of the scientific method; scientific literacy studies the history of the sciences, and recognizes the contribution of science to human progress. It studies the interrelationships among the sciences and between science and the language of mathematics. An understanding of basic statistical analysis, for example, is necessary for evaluating scientific data and interpreting scientific literature.

Humanistic and Social Inquiry

Humanistic inquiry studies and comes to respect the diversity of human experience while learning the interconnectedness of global and local concerns. The diversity of cultural traditions is stressed throughout together with an understanding of social and political institutions. Humanistic and social inquiry recognizes a variety of perspectives that emerge from new scholarship on gender, race, and class as well as from non-western cultural traditions. The arts are stressed as a basic human activity. Art forms find their expressions culturally, politically, philosophically and ethically.

ASSESSMENT OF GENERAL EDUCATION LEARNING OUTCOMES

The methods for assessing general education objectives are generic but specificity may arise depending on which area of general education is being stressed.

Multiple choice quizzes are especially useful for assessing reading comprehension of basic content as well as attention to detail.

The written assignment is many and various depending on the purpose of the assignment. Assignments range from the low-stakes one-pager to the formal term paper.

In class, group work resulting in formal/informal oral presentations.

Short answer quizzes addressing basic reading comprehension.

Collaborative, inclass editing of written work.

BIBLIOGRAPHY

I. Other Textbooks

Many of the significant, readable articles of the last thirty years of environmental philosophy will be found in these textbooks.

Armstrong, Susan, and R. Botzler, eds. Environmental Ethics: Divergence and Convergence.

NY: McGraw-Hill, 1992.

Boylan, Michael, ed. Environmental Ethics. Upper Saddle River, NJ: Prentice Hall, 2001.

DesJardins, Joseph. Environmental Ethics: An Introduction to Environmental Philosophy,

3rd Ed. Belmont, CA: Wadsworth, 2001.

DesJardins, Joseph, ed. Environmental Ethics: Concepts, Policy, Theory. Mountain View, CA:

Mayfield, 1999.

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Pojman, Louis P. Global Environmental Ethics. Mountain View, CA: Mayfield, 2000.

Regan, Tom, ed. Earthbound: New Introductory Essays in Environmental Ethics. NY: Random House, 1984.

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What Really Works. NY: Oxford University Press, 2002.

Sterba, James P., ed. Earth Ethics, 2nd Ed. Upper Saddle River, NJ: Prentice Hall, 2000.

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in Environmental Ethics, 2nd Ed. Belmont, CA: Wadsworth, 1995.

Van De Veer, Donald, and C. Pierce, eds. The Environmental Ethics and Policy Book, 2nd Ed.

Belmont, CA: Wadsworth, 1998.

Wenz, Peter. Environmental Ethics Today. NY: Oxford University Press, 2001.

II. Other Books

A. Environmental Philosophy

The following are among the most important books in the subject published during the last thirty years.

Agar, Nicholas. Life's Intrinsic Value. NY: Columbia University Press, 2001.

Attfield, Robin. The Ethics of Environmental Concern, 2nd Ed. Athens: University of Georgia Press, 1991.

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Wenz, Peter. Environmental Justice. Albany: State University of NY Press, 1988.

B. Books on Environmental Topics Discussed in This Course

NB: Naturally, this is a very short, selective list.

Aiken, William, and H. LaFollette, eds. World Hunger and Morality, 2nd Ed. Englewood Cliffs, NJ: Prentice Hall, 1996.

Ames, Roger T., and J. Baird Callicott, eds. Nature in Asian Traditions of Thought. Albany: State University of NY Press, 1989.

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III. Journals

These are the major environmental journals. NB: There are several other journals publishing articles on environmental philosophy.

Capitalism Nature Socialism. Published by Guilford Publications: New York.

Environmental Ethics. Published by the University of North Texas: Denton, TX.

Environmental Values. Published by the White Horse Press: Cambridge, UK.

Ethics and the Environment. Published by JAI Press: Stamford, CT.

Natur und Kultur. Published by the Gesellschaft für ökologisch-nachhaltige Entwicklung:

Bad Mitterndorf, Austria.

Environmental philosophy is a branch of philosophy that is concerned with the natural environment and humans' place within it. It asks crucial questions about human environmental relations such as "What do we mean when we talk about nature?" "What is the value of the natural, that is non-human environment to us, or in itself?" "How should we respond to environmental challenges such as environmental degradation, pollution and climate change?" "How can we best understand the relationship between the PDF | Environmental philosophy examines our relation, as human beings, to nature or our natural environment: it reviews our philosophical understandings | Find, read and cite all the research you need on ResearchGate.Â did lead in due historical course to reactionary consequences.vii. The rejection of reason in favour of immediate experience, the "golden tree of life", as Goethe's Faust put it, also resulted in the celebration of all that could not be reduced to. ENG1101 is a prerequisite ^ Course prerequisite exists % Pre or Corequisite \$ 1 st course is prerequisite for 2 nd # Certification in Math required & Certification in Reading required ~Placement Testing Required Updated December. 5 3. CAPSTONE COURSES FOR LAA AND LAS MAJORS The purpose of capstone is to serve as a culminating academic experience. These courses should, ideally, be taken just prior to graduation. A requirement of capstone courses is that they have a prior prerequisite course. Below you will find courses that may be taken in order to fulfill the capstone requirement.Â Environmental Philosophy One previous Philosophy course One previous An intensive course for philosophy majors aimed at introducing and developing skill in philosophical writing and oral presentation. Course Information: Previously listed as PHIL 400. Prerequisite(s): Major in philosophy; and junior standing or above or approval of the department.Â 3 or 4 hours. Survey and analysis of key topics in epistemology, such as skepticism, the nature of propositional knowledge, justification, perception, memory, induction, other minds, naturalistic epistemology. Course Information: 3 undergraduate hours. 4 graduate hours. Prerequisite(s): PHIL 201 or consent of the instructor. This course uses insights and techniques from philosophy, politics, and economics to answer questions like: What makes a modern civilization possible? How can our societies continue to improve? What role do property rights, markets, and political action play in creating flourishing civilizations? How do we address environmental degradation, distributive justice, and economic exploitation? Our answers will draw from rational choice theory, utility theory, game theory, public choice economics, etc. Course is limited to PPE minors.Â Honors version available Requisites: Prerequisite, one previous PHIL course. Gen Ed: PH. Grading status: Letter grade.