



## **CIEE Global Institute – London**

<b>Course name:</b>	Environmental Ethics
<b>Course number:</b>	(GI) ENVI 2001 LNEN
<b>Programs offering course:</b>	London Open Campus Block
<b>Open Campus track:</b>	STEM and Society
<b>Language of instruction:</b>	English
<b>U.S. semester credits:</b>	3
<b>Contact hours:</b>	45
<b>Term:</b>	Fall 2019

### **Course Description**

This course introduces philosophical ethics in the context of environmental such as population growth, resource use, sustainability, non-human animal welfare, biodiversity loss, environmental justice, and global climate change. No prior experience with philosophy is required. The two main goals of the course are to provide students with a more sophisticated understanding and vocabulary to make and evaluate ethical arguments and to engage students' ethical reasoning and reflection on environmental issues.

### **Learning Objectives**

By completing this course, students will be able to:

- Demonstrate important concepts and vocabulary related to ethics
- Exhibit ethical literacy and its application to environmental issues
- Use critical thinking to critique how environmental problems relate to ethical consideration
- Differentiate between normative and meta-ethics and how they relate to how humans react with the environment
- Relate how biocentrism, eco-centrism and anthropocentrism impact environmental justice and conservation
- Comprehend the intersection of environmental ethics and culture

### **Course Prerequisites**

None

### **Methods of Instruction**



This course is taught through lecture, guest lecture, discussions and small group or individual assignments. Audiovisual material and site visits will augment the in-class learning experience. The student may at any time seek additional guidance in office hours or by scheduling an appointment with the instructor via Canvas.

### **Assessment and Final Grade**

1. Short Answer Written Assignments (2)	20%
2. Essay	20%
3. Midterm Exam	20%
4. Final Exam	20%
5. Participation	20%
TOTAL	100%

### **Course Requirements**

#### **Short Answer Written Assignment**

Students are expected to write two essays (minimum 700 words) answering questions about the weekly subjects. Essays should present, discuss, analyze, and develop the topics with references to the readings, visits, lectures, discussions, and other sources when applicable. The essays should use Chicago citation style in referencing sources.

#### **Long Answer Written Assignment**

Students are expected to write one 1500 word essay critically examining an author's argument on the ethics of global climate change. The essay should present, discuss, analyze, and develop the topic with references to the readings, visits, lectures, discussions, and other sources when applicable. The essays should use Chicago citation style in referencing sources.

#### **Midterm Exam**

A midterm exam will be administered at the end of Week 3. The test will include information from lectures, case studies, guest speakers, business visits, readings, video clips, etc. The test will be open-book, so students are asked to bring all of their relevant notes and materials on the day of the test. The exam will be an essay based exam, with students expected to complete two questions within the allotted time.

#### **Final Exam**

A final exam will be administered on the last day of class. The test will include information from lectures, case studies, guest speakers, business visits, readings, and video clips. The test will be open-book, so students are asked to bring all of their relevant notes and materials during the day of the test. The exam will be an essay based exam, with students expected to complete three questions within the allotted time.



## **Participation**

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers and attentiveness on co-curricular and outside-of-classroom activities.

## **Attendance Policy**

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:



<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content class, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; <b>written warning</b>
More than 20%	3 content classes, or 5 language classes	Automatic <b>course failure</b> , and possible expulsion

### Weekly Schedule

**NOTE:** this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

#### **Week 1**

#### **Orientation Week**

Class 1:1

Introduction

Discussion will focus on the intersection of environmental and ethical problems. Students will engage in a guided tour of Rio to discuss conditions associated with socioeconomic inequality.

#### **Week 2**

Class 2.1

Anthropocentrism: Population, Consumption and Sustainability

During this class, students will talk about the Metaethics and the environment: Are there objective answers to environmental ethical questions?

Reading:



Jamieson Chapter 1; Brennan and Lo (2008) Chapters 3 & 4

Feikis, et al. (2014) "Ethics and values: A comparison between four countries (United States, Brazil, United Kingdom and Canada)"  
<http://www.emeraldinsight.com/doi/abs/10.1108/JTMC-08-2014-0053?af=R&>

## Class 2.2

Biocentrism, Biodiversity and Species Loss: Ecocentrism and Deep Ecology.

We address the framing of a choice between feeding people vs. saving nature. We examine the challenge to anthropocentrism posed by the animal liberation movement. We further investigate radical forms of environmentalism before switching to a lecture introducing the GIS mapping and the value of spatial analysis for approaching ecocentrism and deep ecology.

Reading:

Jamieson Chapter 5 & 6; Hardin (1968); Golding (1972); Sarkar (2012) Chapter 7; Russow (1981)

Reading:

Stone D., *Should Trees Have Standing? Law, Morality, and the Environment*. (1972)

University of Wisconsin-Madison. "Mapping and Geographic Information Systems: What is GIS?"

<http://researchguides.library.wisc.edu/GIS>

GrindGIS. "67 Important GIS Applications and Use"

<http://grindgis.com/blog/gis-applications-uses>

Weber, et al. (2008) "GIS as a Support to Soil Mapping in Southern Brazil"

[https://link.springer.com/chapter/10.1007/978-1-4020-8592-5\\_9](https://link.springer.com/chapter/10.1007/978-1-4020-8592-5_9)

- ❖ Short Answer Written Assignment 1 due: Metaethics vs. normative ethics, as well as a comparison of ethics between Brazil and some other Western countries

## Week 3



**Class 3.1** Environmental Justice Theory & Practice

We will discuss race, class and environmental inequality; nature conservation as social exclusion. Mapping green spaces in and around Rio de Janeiro.

**Reading:**

From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement, Cole and Foster (2001); Race, Class and the Global Politics of Environmental Inequality, Newell (2005)

**Class 3.2** Environmental Justice and the Economy

Students will discuss who bears the brunt of environmental degradation.

**Reading:**

Environmental justice: Human health and environmental inequalities, Brulle and Pellow (2006);

Environmental justice, capabilities, and the theorization of well-being, Colin and Colin (2015)

Democracy Now! (2017) "North Carolina Hog Farms spray manure on Black communities; Residents fight back"

<https://www.youtube.com/watch?v=eyAFNV4Afgw>

❖ Midterm Exam

**Week 4**

**Class 4.1** Ethics and Global Environmental Change: Owning your Ecological Footprint

We try to answer common questions such as: Is it all your fault? Is climate change a "perfect moral storm"?

**Reading**

Climate Ethics. Essential readings, Sinnot-Armstrong in Gardiner et al. (2010);



Destructive Storms in European Forests: Past and Forthcoming Impacts, Gardiner in Gardiner et al. (2010)

Class 4.2 Ethics of Water Use, Land Transformation, and Biotic Extinctions

Among the questions debated are: Do non-human species have a right to exist? We will also welcome a guest speaker to discuss ecology and conservation.

Reading:

Jamieson. "Essential readings", in Gardiner et al. (2010) *Climate Ethics*.

Shue. "Essential readings", in Gardiner et al. (2010) *Climate Ethics*.

Collins. (2008) "From environmental to ecological ethics: toward a practical ethics for ecologists and conservationists."

Ceratti. (2016) "Brazil may be the owner of 20% of the World's water supply but is still very thirsty".

<http://www.worldbank.org/en/news/feature/2016/07/27/how-brazil-managing-water-resources-new-report-scd>

Niepytalska, M. (2011) "Stephen Bell on the Transformation of Land Use in Brazil."

<http://www.environmentandsociety.org/mml/stephen-bell-transformation-land-use-brazil>

❖ Short Answer Written Assignment 2 due

**Week 5**

Class 5.1 Animal Ethics and Industry

Animal well-being in health and food industries. An animal rights expert will visit the class as a guest speaker (TBC).

Reading:

The Case for the Use of Animals in Biomedical Research, Cohen (1986)



Class 5.2                      Doing the Right Thing

Human standard of living vs. environmental well-being. What ethical drivers will protect the environment? GIS Mapping discussion.

Reading:

Jamieson. (2008) "Ethics and the Environment: An Introduction", Chapter 7.

**Week 6**

Class 6.1                      Site Visit

Students will go on a guided tour of an environmental management and licensing company (TBC).

Reading:

Class 6.2                      Final Exam

**Course Materials**

**Readings**

Brennan, A. and Y. Lo "Stanford encyclopedia of philosophy." (2008).

Brulle, Robert J., and David N. Pellow. "Environmental justice: human health and environmental inequalities." *Annu. Rev. Public Health* 27 (2006): 103-124.

Cohen, Carl. "The case for the use of animals in biomedical research." (1986).

Cole, Luke W., and Sheila R. Foster. *From the ground up: Environmental racism and the rise of the environmental justice movement*. NYU Press, 2001.

Collin, Robert William, and Robin Morris Collin. "Environmental justice and sustainability." *Routledge International Handbook of Sustainable Development* (2015): 209.



Estrella-Luna, Neenah. "Public participation and communicative interaction: The structural mechanisms of institutional bias." *Environmental Justice* 3.4 (2010): 135-140.

Gardiner, S.M. et al. eds. 2010. *Climate Ethics: Essential Readings*. New York: Oxford University Press.

Golding, Martin P. "Obligations to future generations." *The Monist* 56.1 (1972): 85-99.

Hardin, Garrett. "The Tragedy of the Commons." *Journal of Natural Resources Policy Research* 1.3 (2009): 243-253.

Jamieson, D. 2008. *Ethics and the Environment: an Introduction*. New York: Cambridge University Press.

Minteer, Ben A., and James P. Collins. "From environmental to ecological ethics: toward a practical ethics for ecologists and conservationists." *Science and engineering ethics* 14.4 (2008): 483-501.

Russow, Lilly-Marlene. "Why do species matter?" *Environmental Ethics* 3.2 (1981): 101-112.

Sarkar, Sahotra. *Environmental philosophy: From theory to practice*. John Wiley & Sons, 2012.

Stone, Christopher D. "Should Trees Have Standing--Toward Legal Rights for Natural Objects." *S. Cal. I. rev.* 45 (1972):

## Online Resources

UNESCO. *Ethics in Brazil*. Retrieved from:

<http://www.unesco.org/new/en/brasil/social-and-human-sciences/ethics/>

Feikis, J., McHugh, A., Lane, S. (2014) "Ethics and values: A comparison between four countries (United States, Brazil, United Kingdom and Canada)", *Journal of Technology Management in China*, Vol. 9 Issue: 2, pp.108-122, Retrieved from:

<http://www.emeraldinsight.com/doi/abs/10.1108/JTMC-08-2014-0053?af=R&>

University of Wisconsin-Madison. *Mapping and Geographic Information Systems: What is GIS?* Retrieved from: <http://researchguides.library.wisc.edu/GIS>

GrindGIS. (2015 June 14). *67 Important GIS Applications and Use*. (Web log post).

Retrieved from: <http://grindgis.com/blog/gis-applications-uses>

Weber E., Hasenack H., Flores C., Pötter R., Fasolo P. (2008) "GIS as a Support to Soil Mapping in Southern Brazil". In: Hartemink A.E., McBratney A., Mendonça-Santos M. (eds) *Digital Soil Mapping with Limited Data*. Retrieved from:

[https://link.springer.com/chapter/10.1007/978-1-4020-8592-5\\_9](https://link.springer.com/chapter/10.1007/978-1-4020-8592-5_9)

Herculano, S., Pacheco, T. (2008 January) "Building Environmental Justice in Brazil: A Preliminary Discussion of Environmental Racism". In: Fritz, M. (ed.) *International Clinical Sociology*. Retrieved from:

[https://www.researchgate.net/publication/226434061\\_Building\\_Environmental\\_Justice\\_in\\_Brazil\\_A\\_Preliminary\\_Discussion\\_of\\_Environmental\\_Racism](https://www.researchgate.net/publication/226434061_Building_Environmental_Justice_in_Brazil_A_Preliminary_Discussion_of_Environmental_Racism)

Freitas, M. (2017 July 4). *Access to Environmental Justice in Brazil*. Retrieved from:

<https://www.iacajournal.org/articles/abstract/10.18352/ijca.232/>

Ceratti, M. (2016 August 5) *Brazil may be the owner of 20% of the World's water supply but is still very thirsty*. Retrieved from:

<http://www.worldbank.org/en/news/feature/2016/07/27/how-brazil-managing-water-resources-new-report-scd>

Niepytalska, M. (2011 August) *Stephen Bell on the Transformation of Land Use in Brazil*.

Retrieved from: <http://www.environmentandsociety.org/mml/stephen-bell-transformation-land-use-brazil>

Laurence, W., et al. (2001 January) *The future of the Brazilian Amazon*. Retrieved from:

<http://science.sciencemag.org/content/291/5503/438/tab-figures-data>

Greenpick (2016 February 03). *Brazil's two-faces attitude to sustainability*. Retrieved

from: <http://www.thegreenpick.com/brazil-two-faces-attitude-sustainability/>