



CIEE Global Institute – Paris

Course name:	Environmental Ethics
Course number:	(GI) ENVI 2001 PAFR
Programs offering course:	Open Campus
Open Campus track:	Sustainability and Environmental Sciences
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Fall 2019

Course Description

This course introduces philosophical ethics in the context of environmental issues 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. Students will discover how France and Paris grapple with the ethical challenges of sustainability and ecological policy in the fields of waste treatment, recycling and reclamation of urban space for green use, and the dilemmas surrounding animal rights in 21st century agriculture and a possible post-human worldview.

Learning Objectives

The learning objectives for this course will:

- 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 metaethics and how this relates to how humans react with the environment
- Relate how biocentrism, ecocentrism and anthropocentrism impact environmental justice and conservation
- Comprehend the intersection of environmental ethics and culture

Course Prerequisites

None.

Methods of Instruction



Classes include reading-based discussions, lectures and demos, student-led presentations, a group mini project, and in-class working sessions. In-class and out-of-class exercises through discussions on Canvas will be completed on a weekly basis.

Assessment and Final Grade

Student-led presentations	10%
Two in-class exams	25% (10% and 15%, respectively)
Two short papers	25% (10% and 15%, respectively)
Final paper	20%
Class participation, including Canvas discussions	20%

Course Requirements

Important: all course assignments must be turned in on time. Any late submissions, or assignments not delivered on the due date (such as presentations) will receive a grade of 0%.

Student-led presentations

In the first few sessions of the course, each student gives a short presentation on a current environmental issue and the ethical notion it primarily illustrates, in his/her view. S/he also leads a discussion after the presentation. As the course draws towards a conclusion, a new round of brief presentations is given, focusing on revisions students have made to some of their assumptions and understandings over a few weeks.

In-class exams

Short-answer and essay questions assess students' ability to identify and articulate central notions and issues in environmental ethics covered in class.

Short Papers

Two 400-700-word essays clearly and charitably present an author's argument, posing one significant objection.

Final Paper

A 1,500-2,000-word paper, this essay critically examines an author's argument on the ethics of global climate change.

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.

Good preparation and active participation in class are essential for this course and are graded at the end of every week from week 2 on. All assigned homework must be turned in or brought to class on time. There will occasionally be short assignments (e.g. “write three critical questions about the reading”) that will be turned in at lecture and/or discussion section and count toward participation.

Course Attendance and Punctuality

Regular class attendance is required throughout the program, and all unexcused absences* may 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 and the final course grade will be lowered by 3 percentage points.

*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 will 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.*

*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.

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.*

An absence in a CIEE course will only be considered excused if:

- a doctor’s note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- satisfactory evidence is provided of a family emergency

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	Potential reduction of participation grade
10 – 20%	2	Written warning; reduction of final grade by 3%
More than 20%	3	Automatic course failure, and possible expulsion

Weekly Schedule of Topics

1. Introductory Concepts

Defining Ethics and Environment

Discussion: Environmental Problems as Ethical Problems
Required Reading: Jamieson Chapter 1; Brennan and Lo (2008)

Metaethics: right vs. wrong

Discussion: Metaethics and the environment: are there objective answers to environmental ethical questions?
Required Reading: Jamieson Chapter 3

Normative Ethics

Required Reading: Jamieson Chapter 4

Short student presentations (1)

2. Points of View and the Environment

Anthropocentrism: Population, Consumption and Sustainability

Discussion: Challenging Anthropocentrism – Animal Liberation_(Read Jamieson Chapter 5)
Required Reading: Hardin (1968); Golding (1972); Sarkar (2012) Chapter 7

Biocentrism, Biodiversity and Species Loss

Discussion: Feeding People vs. Saving Nature
Required Readings: Jamieson (2008) Chapter 6; Russow (1981)



Ecocentrism and Deep Ecology

Discussion: Radical Environmentalism

Required Readings: Stone (1972)

Co-curricular: Discover La Recyclerie Bio Site

Short student presentations (2)

In-class exam 1

3. Environmental Justice

Environmental Justice Theory

Discussion: Race, class and environmental inequality

Required Reading: Cole and Foster (2001)

Environmental Justice Practice

Discussion: Nature conservation as social exclusion

Required Reading: Newell (2005)

Environmental Justice and the Economy

Discussion: Who bears the brunt of environmental degradation?

Required Reading: Brulle and Pellow (2006)

Toward Just Sustainability

Discussion:

Required Reading: Colin and Colin (2015)

Short paper 1 due

4. Ethics and Global Environmental Change

Owning your Ecological Footprint

Discussion: Is it all your fault?

Required Reading: Sinnot-Armstrong in Gardiner et al. (2010)

Ethics of Climate Change



Discussion: Climate Change: A perfect moral storm?

Required Reading: Gardiner in Gardiner et al. (2010)

Ethics of Water Use

Required Reading: Jamieson in Gardiner et al. (2010)

Ethics of Land Transformation

Required Reading: Shue in Gardiner et al. (2010)

Co-curricular: Visit of the Paris Sewer and Water Purification System. Pont d'Alma.

In-class exam 2

5. Environmental Ethics in Everyday life

Ethics of Biotic Extinctions

Discussion: Do non-human species have a right to exist?

Required Reading: Minter and Collins (2008)

Extracts from Derrida, "The Animal That Therefore I Am."

Animal Ethics and Industry

Discussion: Animal well-being in health and food industries

Required Reading: Cohen (1986)

Doing the Right Thing

Discussion: Human standard of living vs. environmental well-being

Required Reading: Cohen (1986)

The Future of Nature

Discussion: What ethical drivers will protect the environment?

Required Reading: Jamieson (2008) Chapter 7

Co-curricular: Visit to French Animalist Party HQs.

Activity: Oral presentations of final papers

Short paper 2 due



6. An Ethical Future and Conclusions

The Future of Nature

Discussion: What ethical drivers will protect the environment?

Required Reading: Jamieson (2008) Chapter 7

Final sessions: Oral presentations of final papers
Round of short presentations: looking back at contexts and notions presented in weeks 1 and 2

Course Materials

Textbooks

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

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

Other texts

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.

Derrida, Jacques. "The Animal That Therefore I Am (More to Follow)". Trans. David Wills. *Critical Inquiry*, Vol. 28, No. 2 (Winter, 2002), pp. 369-418

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

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.

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. J. rev.* 45 (1972): 450.

Other required and recommended readings will be made available on Canvas.

Academic Integrity

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the U.S. American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will prevail.

Three important principles are considered when defining and demanding academic honesty. These are related to *the fundamental tenet that one should not present the work of another person as one's own*.

The first principle is that *final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information* (unless the professor has explicitly announced that a particular test is to be taken on an "open book" basis).

The second principle applies specifically to course work: *the same written paper may not be submitted in more than one course. Nor may a paper submitted at another educational institution be submitted to satisfy a paper requirement while studying abroad*.

The third principle is that *any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a*



course. This usually is done when quoting directly from another's work or including information told to you by another person (the general rule in U.S. higher education is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it).

There are three levels of escalation establishing the seriousness of the plagiarism in question.

- **Level one plagiarism:** minor or unintentional plagiarism; leading to passable grade/failing grade on the assignment, depending on perspective of lecturer. No opportunity for resubmission.
- **Level two plagiarism:** significant plagiarism, but potentially due to poor referencing rather than intellectual property theft. This leads to a failing grade (potentially zero points) on the assignment. No opportunity for resubmission.
- **Level three plagiarism:** significant plagiarism, requiring investigation by the Center/Resident/Academic Director, and subsequent disciplinary panel.

Faculty will report any suspected circumstances of plagiarism to the Center/Resident/Academic Director immediately. Faculty can, if they deem it appropriate, require students to submit the Plagiarism Declaration Form (Appendix D) with each assignment as it is submitted.

In any case where Academic Honesty is in question while the student is still onsite at the program, and will impact the grade for the assignment in question, the CIEE Academic Honesty form (Appendix E) will be completed by the Center/Resident/Academic Director, signed by the professor, delivered to the student for signature and added to the student's permanent records. For any Level three violation, or repeated lower level violation, the Center/Resident/Academic Director will inform the student's home institution of the infraction and subsequent penalty.