CIEE Global Institute – Sydney

Course name:	Environmental Ethics
Course number:	(GI) ENVI 2001 SYAU
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:	Spring 2020

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.	Reflective Written Discussions (2)	25%
2.	Critical Argument	20%
3.	Midterm Multiple Choice In-class Exam	20%
4.	Final Report and Oration	15%
5.	Participation	20%
	TOTAL	100%

Course Requirements

Reflective Written Discussions

Students are expected to write two reflective discussions at 1000-words each. These essays will answer 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.

Critical Argument

Students are expected to write one 1500-word essay critically examining an author's argument on the ethics of global climate change. The work will be graded on the student's ability to present, discuss, analyze and develop the topic with references to the readings, visits, lectures, discussions, and other sources when applicable.

Midterm Multiple Choice In-Class 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 30 multiple choice questions, with students expected to answer 70% correctly. Students are able to bring all of their relevant notes and materials on the day of undertaking the task in class.

Final Report and Oration

The report will require students to respond to three questions on topics drawn from information from lectures, case studies, guest speakers, business visits, readings, and video clips. The report will be 1125-words exactly with the answer to each question being 375-words. Students will be required to select one of their preferred topics and present their ideas orally as a 7-minute oration during the last class. They will also add to their discussion depending on the input and presentations of others in the group who select the same point for discussion.

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:

Percentage of Total Course Hours Missed	*Equivalent Number of Open Campus Semester classes*	*Minimum Penalty*
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; **written warning**
More than 20%	3 content classes, or 5 language classes	Automatic **course failure**, 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**

The discussion in this class will focus on the intersection of environmental and ethical problems. Students will engage in a guided tour of the Sydney suburbs Redfern and Waterloo 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:

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 9*(2),108-122.

Class 2.2 **Biocentrism, Biodiversity and Species Loss: Egocentrism and Deep Ecology**

In this class students will 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 egocentrism and deep ecology.

Readings:

Hensen, N., Keeling, D. I., de Ruyter, K., & Wetzels, M. (2016). Me, Myself and Future Generations: The Role of Affinity in the Creation of Consumer Environmental Stewardship (CENS*). Psychology & Marketing, 33*(5), pp 389-406.

Stone, C. D. (2010). *Should Trees Have Standing? Law, Morality, and the Environment (3rd Ed.).* New York: Oxford University Press.

Due Date for Submission of the First Reflective Discussion

Topic for the first reflective discussion: Metaethics vs. normative ethics: How does the ethical response about a current issue from Australia compare with another first world country.

Week 3

Class 3.1 **Environmental Justice Theory & Practice**

In this class students will discuss race, class and environmental inequality; nature conservation as social exclusion. They will be involved in virtual mapping of green spaces in and around Sydney.

Reading:

Masterman-Smith, H., Rafferty, J., Dunphy, J., & Laird, S.G. (2016). The

Emerging Field of Rural Environmental Justice Studies in Australia: Reflections from an Environmental Community Engagement Program. *Journal of Rural Studies*, *47*(A), pp. 359-368.

Class 3.2 **Environmental Justice and the Economy**

Students will discuss who bears the brunt of environmental degradation. A number of controversial issues regarding these areas and how they are debated in the Australian context are discussed. These are compared to how the issues are debated and addressed globally and in their home country. Students discuss the issues in each of the mandatory readings in expert groups and then share synthesized ideas.

Readings:

Collin, R.W., & Collin, R.M (2015). Environmental Justice and Sustainability. In M. Redclift & D. Springett (Eds.), *Routledge International Handbook of Sustainable Development*, pp. 209-221, United Kingdom: Routledge.

Graetz, G. (2014). Uranium Mining and First Peoples: The Nuclear Renaissance Confronts Historical Legacies. *Journal of Cleaner Production*, *84*, pp 339-347.

Green, J. (2016). Radioactive Waste and the Nuclear War on Australia Aboriginal People. *Chain Reaction*, *127*, pp. 31-33.

Due date for submission of the Midterm Multiple Choice

Week 4

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

In this class students will explore and debate the sense of empowerment and responsibility of the state of play in this area of environmental ethics. They will debate key provocations such as Is it all your fault? Is climate change a "perfect moral storm?" Students will draw on the mandatory readings, prior knowledge and personal values to support their views.

Reading:

Head, L., Adams, M., McGregor, H.V., & Toole, S. (2013). Climate Change and Australia. *WIREs Climate Change*, 5(2), pp 175-197.

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

Among the questions debated in this class are: "Do non-human species have a right to exist?"

A Guest Speaker will discuss ecology and conservation with the students in this class.

Reading:

Docker, B. & Robinson, I. (2013). Environmental Water Management in Australia; Experience from the Murray-Darling Basin. *International Journal of Water Resources Development, 30*(1), 164-177.

Due Date for Submission of the Second Reflective Discussion

Week 5

Class 5.1 **Animal Ethics and Industry**

Animal well-being in health and food industries is the focus of this class. An animal rights expert from the organization 'Voiceless' will visit the class as a guest speaker.

Readings:

Nobis, N. (2016). Regan on 'Kind' Arguments against Animal Rights and for Human Rights. In M. Engel & G.L. (Eds.), *The Moral Rights of Animals*. Langham, MD: Lexington Books.

Singer, P. & Mason, J. (2011). *The Ethics of What We Eat* (4th Ed.). Melbourne, Australia: The Text Publishing Company.

Class 5.2 **Doing the Right Thing**

In this class students will be involved in discussing and critiquing the paradigm between human standard of living vs. environmental well-being. And what ethical drivers protect the environment. Students will be involved in GIS Mapping which will contribute to the class discussion in terms of comparing population, wealth and food distribution in relation to the paradigm.

Reading:

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

Week 6

Class 6.1 **Site Visit**

Students will undertake a co-curricular guided tour of an Advanced Resource Recovery Centre operated by Suez, and located at Kemp's Creek, Sydney. The site visit will commence at the Education Centre, and be followed by a guided tour of the facilities.

Reading:

SITA, Maps of Australia (2018). http://www.sita.com.au/facilities/map-of-australia/kemps-creek/

Class 6.2 **Pulling it All Together**

In this class students will present their views form their selected written report and respond to ideas offered by others who have presented on the same topic.

Due Date for the Submission of the Final Report and Oration

Course Materials

Readings

Cao, D. (2015) *Animal Law in Australia*. Sydney, Australia: Thomson Reuters [Lawbook Co].

Cohen, C. (1986). The Case for the Use of Animals in Biomedical Research. *New England Journal of Medicine, 315*, 865-870.

Collin, R.W., & Collin, R.M (2015). Environmental justice and sustainability. In M. Redcliff & D. Springett (Eds.), *Routledge International Handbook of Sustainable Development* (pp. 209-221). United Kingdom: Routledge.

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

Nobis, N. (2016). Regan on 'Kind' Arguments against Animal Rights and for Human Rights. In M. Engel & G.L. (Eds.), *The Moral Rights of Animals*. Langham, MD: Lexington Books.

Regan. T. The Case for Animal Rights (3rd ed.). In S.J. Armstrong & R.G. Botzler, *The*

Animal Ethics Reader (pp. 15-21). New York: Routledge.

Sarkar, S. (2012) *Environmental Philosophy: From Theory to Practice*. United Kingdom: Wiley-Blackwell.

Singer, P. & Mason, J. (2011). *The ethics of what we eat* (4th ed.). Melbourne: The Text Publishing Company.

Stone, C. D. (2010). *Should Trees Have Standing?: Law, Morality, and the Environment* (3rd ed.). New York: Oxford University Press.

Online Resources

Ashkanasy, N.M. (2008). The Australian Enigma. In J.S. Chhokar, F.C. Brodbeck & R.J. House (Eds.), *Culture and Leadership across the World: The GLOBE Book of In-Depth Studies of 25 Societies* (pp. 299-333). Mahwah, NJ: Laurence Erlbaum Associates. Retrieved from https://www.researchgate.net/publication/43521328_The_Australian_enigma

Brennan, A. & Lo, Y.S. (2008). Environmental Ethics. In E. N. Zalta (Ed.),*Stanford Encyclopedia of Philosophy*. Stanford University. Retrieved from https://plato.stanford.edu/entries/ethics-environmental/

Brulle, R.J., & Pellow, D.N. (2006). Environmental Justice: Human Health and Environmental Inequalities. *Annual Review of Public Health* 27(1), 103-124 doi 10.1146/publhealth.27.021405.102124

Carter, A. (2009). Biodiversity and All That Jazz. *Philosophy and Phenomenological Research, 80*(1), 58-75 doi 10.1111/j.1933-1592.2009.00310.x

Docker, B. & Robinson, I. (2013). Environmental water management in Australia; Experience from the Murray-Darling Basin. *International Journal of Water Resources Development, 30*(1), 164-177 doi: 10.1080/07900627.2013.792039

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 9*(2),108-122. Retrieved from http://www.emeraldinsight.com/doi/abs/10.1108/JTMC-08-2014-0053?af=R&

Graetz, G. (2014). Uranium mining and First Peoples: the nuclear renaissance confronts historical legacies. *Journal of Cleaner Production*, (84), 339-347 10.1016/jclepro2014.03.005

GrindGIS. (2015 June 14). *67 Important GIS Applications and Use.* (Web log post). Retrieved from: http://grindgis.com/blog/gis-applications-uses

Head, L., Adams, M., McGregor, H.V., & Toole, S. (2013). Climate Change and Australia. *WIREs Climate Change*, 5(2), 175-197 doi: 10.1002/wcc.255

Jackson, S. (2017). Chapter 9 – How Much Water Does a Culture Need? Environmental Water Management's Cultural Challenge and Indigenous Responses in *Water for the Environment: Policy and Science to Implementation and Management*, pp173-188 Academic Press doi.org/10.1016/B978-0-12-803907-6.00009-7

Masterman-Smith, H., Rafferty, J., Dunphy, J., & Laird, S.G. (2016). The emerging field of rural environmental justice studies in Australia: Reflections from an environmental community engagement program. *Journal of Rural Studies,* 47 (A), 359-368 doi 10.1016/j.rurstud.2016.04.005

Newell, P. (2005). Race, Class and the Global Politics of Environmental Inequality. *Global Environmental Politics*, 5(3) 1-26. Retrieved from https://opendocs.ids.ac.uk/opendocs/ds2/stream/?#/documents/258796/page/1