

Philosophy 2300 -- online
Introduction to Environmental Ethics

Course Catalog Description:

This course introduces students to moral philosophies focused on our conceptions of, and obligations to, the environment; including topics such as moral extensionism; animal rights and welfare; ecocentrism, deep ecology and ecofeminism; environmental justice, future generations, sustainability; and more. Application to classic and contemporary environmental issues.

Course Detailed Description:

While it is difficult to define in singular terms the variety of approaches to environmental theory, Environmental Philosophers in general believe that our moral, social and political obligations do not stop at our fellow humans, but extend through to the natural world (of which humans are fellow members). They hold that the only way we'll be able to successfully meet our growing and inevitable environmental challenges is if, while we search for solutions, we also seek to understand, critique, and re-envision how we SEE ourselves and our relationship to the natural world. Our ability to rise to our global challenges requires that we explore the histories and conceptual frameworks behind our relationships with both other humans and with the non-human world: How have our past and current conceptions of nature influenced our environmental crises? What alternatives might we consider as we re-imagine our conceptions of nature and the relationships of humans to it? Can we extend the moral concern that we show for other human beings to non-human nature? Do we have responsibilities to provide a clean, safe environment for future generations? To current ones? At what point does our use and necessary interaction with nature become abuse: of the environment, of ourselves, of our fellow and future humans?

These questions are far from merely academic. The way we view the world and the moral frameworks we use to make decisions have very real impacts on the natural world and our place within it.

This course is designed to develop strategies and theoretical tools that will help us to think clearly about our conceptions of the natural world, and about the decisions that we make that affect it.

This is a class designed around the real life issues to which the first pioneers of environmental moral theory offered their responses. And it's a class where you continue their journey.

Welcome.

Major Course Themes and Organization

Section One: Basic Moral Theory (Modules 1 and 2). In the first section of the course, I offer a kind of moral theory primer that looks at three classic theories of morality (Utilitarianism, Deontology, and Justice theory). We explore the conceptual framework called "The Good," in which the moral yardstick is a consideration of consequences, utility and the like, and we come to recognize how reasoning with that yardstick looks substantially different than reasoning from the framework of the "Right", where morality is measured in terms of individual duty, dignity, rights, and so forth.

I begin with these two moral frameworks, and the major theories that fall under them, not only because these theories will interweave the rest of the units of the course, but also because it offers an opportunity to show to you the complexities and conflicts that arise within the field of moral theory itself and even within our own, internal value-systems. By providing this primer in the major moral frameworks, we can see from early on that the answer to “what’s right” is dependent, among other things, on the very conceptual frameworks used. This insight, then, allows us to explore what those conceptual frameworks are, where they come from, where they share points with other frameworks, and how they may not.

Section 2: Value Theory and the Moral Circle (Modules 3, 4 and 5). At its root, Environmental Ethics calls us to inquire about the very nature of our moral valuing. What do we value? Why do we give it value? What are the implications and obligations of placing value? Exploring these questions allows us to develop some of the most valuable skills philosophy can offer to a broader education: the ability to break down the assumed—identify the hidden recesses of our thinking, bring undercurrents of belief into view, and articulate the values that inform them—in order to understand, challenge and/or strengthen our positions; find shared values in disagreement with others; or identify and articulate conceptual frameworks that may fundamentally conflict. Thus, this second major section of the course focuses on “Moral Extensionism,” and the boundary-markers and meaning of what some have called the “moral circle”—that is, the underlying criteria we use to distinguish between those beings that warrant (and require) our moral consideration and those that do not.

We begin this section with fundamental challenges to a conceptual myopia that environmental philosophers have argued underlies the human-centered, “anthropocentric,” theories of Kant, Descartes and traditional philosophy generally. Here, we explore one of the central starting points in environmental philosophy: that how we act in the world is driven by our conceptual apparatuses, and thus changing how we treat nature requires a change in the very ways we conceive of it. It allows us to see that conceptual apparatuses are constructions, not eternal; truth is not fixed or uncontested: our stories are changing, and changeable.

As we explore arguments for expanding the moral circle, we arrive at a central debate in environmental ethics between the individualist approach of animal rights and welfare advocates, like Peter Singer and Tom Regan; and a holistic approach like Aldo Leopold’s Land Ethic. Theoretically, and practically, these two approaches can create conflicting obligations: for instance, what do we do when “preserving the integrity, stability and beauty” of an ecosystem requires intervention, and individual sacrifice, within in that system? Not only do we explore the deep tensions between individualism and communalism, then, but we also grapple with the difficulties of prioritizing multiple, conflicting obligations.

Section 3: Oppression, Globalization, and Activism (Module 6). In this third major section, we encounter theories regarding “Environmental Racism,” Environmental Law, and Participatory Justice, among other things. We explore one of the more valuable insights coming out of Social and Political Philosophy: that oppression is structural and systemic, often deeply interwoven within the fabric of culture, rather than the product of direct intention. While it is often very hard to recognize, and even harder to know how to address, attending to the embeddedness of oppression and discrimination is essential to effective participation in one’s community, workplace and public life.

Exploring privatization of natural resources, international economic policy, and other issues pertaining to environmental justice, we not only come to recognize the ways that political and economic policies and practices affect and often dictate the development (or to varying degrees the over-development, exploitation, and exhaustion) of natural resources and local economies, we also dig deeper to interrogate the very concepts of “progress” and “development” underlying the global economy.

Required Text: Course Reading Packet

This is a college-level course in Environmental Ethics, and as such, it requires a fair amount of reading, primarily (but not only) from primary philosophical texts (“Primary” means “from the original philosophers,” basically). These readings are all collected into an electronic **“Reading Packet.”**

- 1) You can access the readings by clicking on any “Reading” link through any module, and it will direct you to the **Readings Folder in Canvas**.
- 2) You should plan to print out the readings so that you can highlight them, write notes in the margins, and have them in front of you when it comes time to take the tests. *During the test, you are not able to switch to another screen to look at an electronic copy of your text, so you will want to either have a printed copy of the essay, or very detailed notes about the reading, along with key passages written out in your notes.*

Course Readings – By Module	
Module 1: Welcome	<ul style="list-style-type: none"> • Syllabus and other Essential Course Documents
Module 2: Basic Ethical Theory	<ul style="list-style-type: none"> • John Stuart Mill, from “Utilitarianism” • Immanuel Kant, from “Groundwork” • John Rawls, from “A Theory of Justice”
Module 3: Moral Extensionism I – Humanism/ Anthropocentrism	<ul style="list-style-type: none"> • Rene Descartes, from “All Animals Are Machines” • Carolyn Merchant, from “Death of Nature” • Richard Sylvan, from “Is There a Need for...an Env. Ethic • Paul Taylor, from “Respect for Nature”
Module 4: Moral Extensionism II – Animals	<ul style="list-style-type: none"> • Peter Singer, from “All Animals are Equal” • Tom Regan, from “Animal Rights, Human Wrongs” • Michael Pollan, from “An Animal’s Place”
Module 5: Moral Extensionism III – The Land Ethic	<ul style="list-style-type: none"> • Aldo Leopold, from “Land Ethic” • Gary Varner, from “Can Animal Rights Activists be...” • J. Baird Callicott, from “The Problem of Ecofascism”
Module 6: Environmental Justice – Domestic and Global	<ul style="list-style-type: none"> • Iris Young, from “Justice and Hazardous Waste” • Robert Bullard, from “Env. Justice in the 21st Cent.” • Garret Hardin, from “Tragedy of the Commons” • Wolfgang Sachs, from “Global Ecol./ Shadow of Dev”

Course Requirements

Module Activities (5 @ 20 points each) (1 per module)

In each module, there will be an opportunity to complete practice activities that are designed to help you gain familiarity and understanding with key concepts and arguments from our philosophers. Typically, once you submit your work on these, you will get a chance to see

sample answers and/or clarifying explanations of module materials. **You can resubmit these Module Activities as many times as you want.** The idea of these is to offer you some additional resources after you've given your initial efforts at explanation, rather than to “test” you. Their purpose is to help you prepare for the tests and case study workshops. (Note: Module 1’s Activity will be an “introductions” discussion (rather than on course content), but the others will engage the course content.) Lowest scored Module Activity will drop, for a total of 5 scores (1 score per module).

Case Study Workshops (Discussions) (5 @ 50 points each)

Starting in Module 2, you will engage in *FIVE “Case-Study Workshops”* with specific attention to exploring issues through the different theoretical “lenses” encountered in class up to that point. *Within each module*, there are several case studies from which you *choose one*.

These case studies frame each module, and are really the “hubs” of the course, around which course content has been organized. For each case study, you will be given materials (video, web, or text) which directly relate the issue at hand, and a set of questions around which to frame your discussion. Print out and read carefully the “**Discussion Evaluation Guidelines**” which you can find on the “Course Documents” page in Module One. See the Module Schedules and the Due Dates Document for open and close dates for these discussions. Each Case Study Workshop has what is called an “**Initial Post**” due date. That’s the date by which you should submit your “initial post” (the post in which you answer the prompt questions and begin your participation). If you miss that due date, you can still join the discussion late, but you lose a few points for missing the IP date. However, each case study workshop has a final “close date,” and after that passes, no one can post anything more on it. (though you can still revisit the closed-conversations in “view-only” mode) **If you miss a Case Study Discussion**—if it closes before you got a chance to join it—you **can’t make it up**. You just missed out on those points. So try not to miss one entirely. I usually have these Case Studies open for a span of time covering two weekends, as well as all the weekdays in between. This is so people who do most of their work on the weekends are still able to begin their participation one weekend, and then return to continue their discussion the next.

To earn full points on each case study discussion, you would want to attend to the following overarching criteria (these correspond to the categories on the grading rubric):

- Post your Initial Post by the IP due date (see Due Dates document, and Module schedules);
- Attend to the questions in the instructions
- Explain the relevant philosophies involved, drawing on textual support when appropriate, as you offer a clear summary and reflection on the case at hand.
- Offer at least 6 replies: some to others’ IPs, some in response to those who replied to your IP. Your replies should be substantive asking further questions, offering additional examples or counter examples, contributing to the overall effort to explore the represented philosophical issue.
- Spread your participation out over a few days, rather than doing it all at once.
- Take care to respond professionally and respectfully.

Case Study Workshop Topics (you choose one for each module)	
Module 2: Intro to Basic Ethical Theory	<ul style="list-style-type: none"> • “The Ones Who Walk Away from Omelas” • Battleship Northern Spirit • Philosophy in the Wild (aka, environmental ethics in the news)

Module 3: Moral Extensionism I – Humanism/Anth.	<ul style="list-style-type: none"> • A Hunter in PETA Territory • The Stories We Tell • Philosophy in the Wild (aka, environmental ethics in the news)
Module 4: Moral Extensionism II – Animals	<ul style="list-style-type: none"> • Apes as Persons: Leo and Hercules and Habeas Corpus • Moral Vegetarianism • Philosophy in the Wild (aka, environmental ethics in the news)
Module 5: Moral Extensionism III – The Land Ethic	<ul style="list-style-type: none"> • Chasing Coral • Hunting and the Fontanelle Forest • Philosophy in the Wild (aka, environmental ethics in the news)
Module 6: Environmental Justice	<ul style="list-style-type: none"> • Privatization: Blue Gold (Water) • Environmental Racism and Activism • Philosophy in the Wild (aka, environmental ethics in the news)

Exams (5 @ 100 points each)

At the end of each main module, you will take an exam focused on gauging your understanding of each unit’s substantive material and analytical skills. These exams will combine multiple choice and other objective formats, as well as short and long essays. There are **Five (5) exams**. See the Module Schedules and the Due Dates Document for open and close dates for these exams. (Note: Once you click into an exam, the clock is running, and you have typically about 90 minutes to complete it. Don’t click into the exam until you are ready to take it, because you are only allowed one attempt. Note too that once you click into the exam, you cannot change computer screens (to access electronic notes or readings, for example) until you submit your completed test, so make sure to have your notes and readings in front of you and accessible before you begin the test)).

Signature Assignment – Final Paper (1 @ 100 points)

At the end of the semester, you will be required to turn in **ONE 5-7 page Paper** which will be based on a Case Study Workshops of your choice, or on one of your Philosophy in the Wild Initial Posts. I have included extensive instructions, guidelines and grading rubrics which will help you as you prepare for, write, and revise your Paper. Print out and read carefully the **“Paper Evaluation Guidelines”** which you can find on the “Course Documents” page in Module One. The final paper can be turned in after the due date, for a late penalty, but only up until the Sunday after finals week.

E-portfolio and reflective essay (50 points)

All General Education classes at SLCC—including this one—require that you upload “Signature Assignments” to a “General Education ePortfolio” that you create. A Gen-Ed Portfolio is a kind of academic/professional website where you upload key assignments from your General Education classes, and reflect on those assignments and the class, as well as on your general education experience (like, for instance, how this class connects to other general education courses and your career/education/life). In our class, you will be uploading your final paper, as well as some module activities you’re particularly pleased with.

Your ePortfolio should include the following elements:

- 1) a **reflection essay** (expect to write at least one substantive page (400ish words) that attends to at least two of the question-sets I have provided for you on the Canvas instructions page.
- 2) your **uploaded final paper**, with an explanation of the assignment and what you wrote on.
- 3) **attention to visual presentation** (plan to include images and attend to formatting)

You can find instructions, and a sample ePortfolio, under the Final Paper Module Folder.

If you haven't started an ePortfolio at SLCC yet, don't feel daunted. There is A LOT of support for getting your site up and running, including **free workshops**, a **brochure** full of information, and/or **step-by-step video tutorials**. I've included links to these resources on our course website in Module One, as well as instructions for how to write the reflection section and how to design your PHIL 2300 page.

When I grade your ePortfolio, I will be evaluating it according to a rubric which considers the quality of your reflection essay, your formal analysis paper uploaded and briefly introduced, and the general formatting and aesthetics of your PHIL 2300 page of your ePortfolio. Your ePortfolio can be submitted after the due date, for a late penalty, but only up until the Sunday after finals week.

Grade Breakdown

			% of Final Grade
Mod Activities (1 per mod)	(5 @ 20 point)	100	10
Case Study Workshops	(5 @ 50 pts each)	250	25
Unit Exams	(5 @ 100 pts each)	500	50
Final Paper	(1 @ 100 pts)	100	10
ePortfolio	(1 @ 50 points)	50	5
Total			100

Total Points Grade Breakdown

		930-1005	A	900-930	A-
870-899	B+	831-869	B	800-830	B-
770-799	C+	731-769	C	700-730	C-
670-699	D+	631-669	D	600-630	D-
		0-599	E		

(Note: In this class, grades are based on the point totals of the assignments you complete, according to the Course Requirements above. But because you are not required to complete all assignments (for instance, you can skip some, and/or some lowest scores get dropped), the Canvas grading system has a hard time calculating your actual grade: sometimes it tries to count your skipped assignments as failing grades, or it counts assignments that you were supposed to do as legitimately skipped ones, or similar confusions). In short, don't rely solely on Canvas to tell you what your grade is. Rather, keep track of your own grade by adding together the points you earn on each assignment, according to our grading system. For help on that, I've created a **Grade Journal** for you to keep track of your grade. It's available under our Canvas course page's folder "Syllabus and Essential Documents")

Other Useful Bits of Information

Self-Discipline, Participation, and Time/Effort Requirements:

There are a lot of really great benefits to taking online courses, and the flexibility they afford is certainly among the greatest of them. But an online course also places, to some degree, a greater burden on students than does a traditional “live” course in a classroom. For instance, in a face-to-face course, you can have a “regular” oral discussion, but in an online environment, you must communicate through writing. This requires more time and more sustained attention. It requires returning to the discussion over several days so that you can engage with other people’s comments and questions. This means that in order to succeed in this course you must be proactive and you must be self-disciplined—and this is true, not only in relation to discussions, but in all aspects of the course: from reading, to preparing for exams, to writing papers.

Late Assignments:

If you don’t turn in your **final paper** on time, it will drop one-third of a letter grade for every day it is late (e.g. A to A- to B+ to B to B-, etc.). **Module Activities, and Case Study Workshops** cannot be made up: (I will grade a discussion once it is closed, and I’ll calculate your grade based on your Initial Post, and the comments you made up until the closing date. Missed **exams** cannot be made up unless you have appropriate documentation for your absence from the online class and/or you make prior arrangements with me.

In other words – and this is true for most of the assignments in this class -- if you know in advance of a scheduling conflict for an exam or other assignment, it may be possible to give you early access to it, or set up other appropriate plans; but this will require **prior arrangement**. If you come to me after an exam or other deadline has passed, without official and adequate documentation or without prior arrangement, and you ask to make it up, you will not be able to.

Professor Help:

If you have any questions about the course, the best way to contact me is to email me from within the course. Only use my jane.drexler@slcc.edu address if you cannot access the course at all. (also, always make sure to indicate which class you are in when you send emails to your professor, and always sign your name). (As a general rule, always treat emails to professors as you would “work emails” rather than “friend emails.”)

Technical Help:

If your question is a technical one, you need to call the tech Help Desk at (801) 957-5555 or (888) 963-7522; or visit the Distance Education website at www.slcc.edu/distance.

As I am a professor of philosophy, I have a lot of expertise in philosophy; but I do not have expertise in the technical doo-hikkies of the fantastical world of computers. If the problem is on my end—a mis-linked file, a change of password, or other such thing—THAT I can fix. But the stuff on your end—making sure your computer is ready to go, is able to view videos, has sound, is attached to a printer, doesn’t block pop-ups, can read .pdf files, is attached to the internet, and so forth—that, I can’t help with. And if the problem is on the school’s end—a downed server, a glitch in the matrix, etc.—that’s out of my league as well.

However, there are people who CAN help you in ALL THREE scenarios. If it’s my problem, please alert me, and I’ll solve it. If it’s a problem at your end, call the help desk at the above number. If it’s a problem at the school’s end, call the help desk for that too (though sometimes in those cases, it’s just a matter of “wait it out”).

General Syllabus Announcements

Syllabus Changes. All items on this syllabus are subject to change. Any changes made during the course of the semester become part of this syllabus. If I do find it necessary to change the reading schedule or other part of this syllabus, I will give you reasonable advance-notice.

Academic Honesty. Plagiarism and Cheating are prohibited. Plagiarism is defined as taking or using the thoughts, writings, or inventions of another (including AI) as one's own. It also means using direct quotations without credit and quotation marks, as well as using the ideas of another without proper credit. *This includes copying from Wikipedia or any other internet source.* If you intentionally misrepresent the source, nature, or other conditions of academic work so as to use others' work to earn college credit for yourself, then you will be subject to the sanctions outlined in the section "Academic Honesty" in the *SLCC Student Code of Conduct* (http://www.slcc.edu/policies/docs/Student_Code_of_Conduct.pdf). The penalties vary, but at the very least, plagiarism or cheating will result in a failure of the assignment, for a first offense, and failure of the course, for a second offense. Avoid this situation. If in doubt about whether or not, or how, you should collaborate with other classmates, use AI responsibly, and/or cite particular ideas or text, ask me before you turn in your assignment.

Student Code of Conduct. The student is expected to follow the [SLCC Student Code of Conduct](https://www.slcc.edu/policies/docs/Student_Code_of_Conduct.pdf). https://www.slcc.edu/policies/docs/Student_Code_of_Conduct.pdf

Grievance Procedure. The Humanities Department procedure for handling student grievances is in conformity with the "Student Grievance" Process set down in the *SLCC Student Code of Conduct*.

Departmental Diversity Statement

The Humanities, Language and Culture Department supports learning for all members of an increasingly diverse campus community. This diversity is a source of intellectual enrichment, but it can also lead to social friction. In an academic community all viewpoints will be and should be critically interrogated. The department fosters the free exchange of ideas in an atmosphere of mutual respect, in an inclusive classroom, as these form necessary conditions for effective learning. All viewpoints are welcome, with an understanding that as students of the humanities, we will strive to challenge our own cultural biases and understand new perspectives and ideas.

General Education Statement

This course fulfills the Humanities (HU) requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning. General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections between such varied information and with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

General Education ePortfolio Statement

Each student in General Education courses at SLCC maintains a General Education ePortfolio. Instructors in every Gen Ed course will ask you to put at least one assignment from the course into your ePortfolio, and accompany it with reflective writing. It is a requirement in this class for

you to add to your ePortfolio, and this syllabus details the assignments and reflections you are to include. Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and post your resume. When you finish your time at SLCC, your ePortfolio will then be a multi-media showcase of your educational experience.

For detailed information visit: <http://www.slcc.edu/gened/eportfolio> or <http://eportresource.weebly.com>

Starting Fall 2016, all students new to SLCC will use Digication as their ePortfolio platform. Any students who have created ePortfolios prior to Fall 2016 on other platforms will be allowed to continue using those sites. For Digication tutorials, please go to the following site: https://slcc.digication.com/slcc_digication_tutorials/Welcome/

If you would like in-person help with your ePortfolio please visit an ePortfolio Lab on the Taylorsville-Redwood, Jordan, or South City Campus during business hours, and staff will help you. No appointment necessary. For lab hours and locations please look at the following site: <http://eportresource.weebly.com/lab-information.html>

Questions regarding the ePortfolio can be directed to Emily.Dibble@slcc.edu.

IMPORTANT INFORMATION FOR STUDENTS

See the **Institutional Syllabus** on our Canvas page for more information about campus resources, opportunities and policies.

Intro to Environmental Ethics – Drexler

General Weekly Schedule

Module 1—Start Here

Weeks One - Two

Read Syllabus and print out Essential Documents
Watch Welcome Lecture
Skim through course documents and watch Course Tour videos
Participate in Introductions Discussion
Fill out Student Feedback Survey

Module 2—Basic Ethical Theory

Weeks One - Three

Watch Lectures on Utilitarianism, Deontology, Justice
Read John Stuart Mill, from "Utilitarianism"
Read Immanuel Kant, from "Groundwork"
Read John Rawls, from "A Theory of Justice"
Submit completed Module Activity
Participate in Case Study Workshop Discussion (choose one)
The Ones Who Walk Away from Omelas
Battleship Northern Spirit
Philosophy in the Wild
Take Exam #1: Basic Ethical Theory
Fill out Student Feedback Survey

Module 3—Moral Extensionism I: From Humanism...

Weeks Four - Six

Watch Lectures on Moral Circle and Descartes
Read Rene Descartes, from "All Animals Are Machines"
Watch Lectures on Merchant, Sylvan, and Taylor
Read Carolyn Merchant, from "Death of Nature"
Read R. Sylvan, from "Is There a Need for...an Env. Ethic"
Read Paul Taylor, from "Respect for Nature"
Submit completed Module Activity
Participate in Case Study Workshop Discussion (choose one)
Hunter in PETA Territory
The Stories We Tell
Philosophy in the Wild
Take Exam #2: Humanism and Anthropocentrism
Fill out Student Feedback Survey

Module 4—Moral Extensionism II: Animals

Weeks Seven - Ten

Watch Lectures and Videos on Singer, Regan and Pollan
Read Peter Singer, from "All Animals are Equal"
Read Tom Regan, from "Animal Rights, Human Wrongs"
Read Michael Pollan, from "An Animal's Place"
Submit completed Module Activity
Participate in Case Study Workshop Discussion (choose one)

Apes as Persons: Leo and Hercules and Habeas Corpus
Moral Vegetarianism
Philosophy in the Wild

Take Exam #3: Moral Extensionism: Animals
Fill out Student Feedback Survey

Module 5—Moral Extensionism III: The Land Ethic **Weeks Ten - Thirteen**

Watch Lectures on Leopold, Varner and Callicott
Watch Video on Leopold
Read Aldo Leopold, from "Land Ethic"
Read Gary Varner, from "Can Animal Rights Activists ..."
Read J. B. Callicott, from "...The Problem of Ecofascism"
Submit completed Module Activity
Participate in Case Study Workshop Discussion (choose one)
Chasing Coral
Hunting and the Fontanelle Forest
Philosophy in the Wild
Take Exam #4: Land Ethic
Fill out Student Feedback Survey

Module 6—Environmental Justice **Weeks Thirteen - Sixteen**

Watch Lectures on Participatory Environmental Justice
Watch Lectures on Domestic and Global Environmental Justice
Watch video clips
Read Iris Young, from "Justice and Hazardous Waste"
Read Robert Bullard, from "Env. Justice in the 21st Cent."
Read Garret Hardin, from "Tragedy of the Commons"
Read Wolfgang Sachs, from "Global Ecol./ Shadow of Dev"
Submit completed Module Activity
Participate in Case Study Workshops Discussion (choose one)
Blue Gold: World Water Wars
Environmental Racism and Activism
Philosophy in the Wild
Take Exam #5: Environmental Justice
Fill out Final Student Feedback Survey

Case Study Analysis Paper – Independent Research and writing **Week Sixteen and Finals Week**

Final Paper
Format ePortfolio and upload Signature Assignment materials