Course Description
Welcome! This course is an attempt to understand one of our most current and controversial political and social dilemmas--environmental protection--from the viewpoint of political theory and moral philosophy. Some may argue such an analysis should begin by examining the more "factual" and "concrete" findings of ecology science, natural resource economics, or environmental policy studies. Yet this course assumes that certain value orientations, or personal, social, and ideological worldviews channel and shape any "information" or "facts" we may receive from these more practical disciplines. In other words, certain political and ethical assumptions are implied and underlay much of the current debate over the "rights of nature," "the limits of growth," or the "necessity of continued exploitation of resources." Political theory thus becomes a necessary and important analytical tool for understanding the scope and consequences of various arguments for and against environmental protection, and demonstrate the importance of a truly interdisciplinary approach for such global dilemmas.

What is Political Theory?
Political theory is in the unique position of being both a rigorous analytical tool as well as a form of reasoned advocacy for various forms of political and social life. As students of environmental theory and philosophy, it is worthwhile to take seriously these critical and prescriptive aspects of political thought:
• Political theory is critical in that it seeks to dissect, clarify, and expose the foundations, assumptions, and consequences of real or hypothetical political systems, political and ethical values, and social practices.
• Political theory is prescriptive in that it seeks to utilize knowledge or understanding gained from theoretical criticism and practical experience to "improve" the human condition and our political institutions; if not to improve, then to legitimate existing conditions and institutions.

With these distinctions in mind, this course will proceed to introduce students to the implicit and explicit political suppositions of various environmental and non-environmental positions.

Course Objectives
The primary goal of this course is to explore and expose the political and theoretical underpinnings of major arguments for and against environmental protection. Interpretations of "nature" and our relations to it were of great consequence to the development of the major political paradigms dominating the 20th Century landscape, namely Liberalism and Marxism. Many modern "political ecologists" may unwittingly remain captive to the same assumptions. Understanding this ambiguous inheritance therefore may lead us to different answers or simply to ask different questions. Likewise, certain assumptions about the nature, shape, and proper realm (if allowed one) of "politics" have been made by the major moral philosophies of the last three or four centuries (natural rights, utilitarianism, holism, emotivism, etc.). These assumptions in turn are present in their 21st Century green and non-green descendents. We may find that only by taking these assumptions seriously do we make it possible to move beyond the insurmountable differences we see today in the argument over our proper relations with nature and each other.

More specifically, this course will examine at least the following questions:
• How did our changing conceptions of the role of nature in human experience affect the development of our moral and political values?
• How in particular has this changed our perceptions of the role and value of the "individual" and the role and value of the "collective?"
• How have new environmental concerns affected our perceptions of "democracy," "freedom," "rights," "the state," and "the good?"
• Have we "unnaturally" separated and opposed our ethics from our politics, and what did we hope to accomplish by doing such?

We will ask these and other questions in conjunction with extensive reading assignments and class discussions on some of the major works in modern political theory, environmental politics, and environmental ethics. The workload will be demanding, but with dedication the fruits should be worth the effort.

Examining Values
This course helps students understand the nature and structure of values and arguments by introducing them to the foundational concepts of moral and political theory, including specific attention to the descriptive and prescriptive uses and categories of both. While some attention is paid to the historical development of, say, virtue ethics, utilitarianism, and deontological theories, the course is preoccupied with examining the logic, intent, and strategic benefits and weaknesses of each in public and private dialogue over the human/nature relationship. This course explicitly addresses the principles and criteria for evaluating arguments by conscientiously examining standards of proof for each theory as well as common ethical and logical fallacies that are often employed. In this course we will examine not only such theoretical criteria, but also the impact of science and empiricism upon the veracity of each claim. This is done on an almost daily basis throughout the course, with each theory we encounter. Students also experience these criteria first hand in their written tutorials, as they first critique existing theories and then, in the final assignment, have to construct their own.

Ethical Inquiry as Practical Knowledge—Service Learning
Oftentimes one encounters in ethics classes a certain “so what?” question: what does ethical inquiry really have to do with the way we live our daily lives? In this class we will use service learning as a means to test the relevance of ethical and political inquiry in practical, hands-on applications. There will be several options provided for this. Expect to work and even get dirty!

Course Requirements
To aid the above stated goals, students will be required to undertake several different activities in which they will explore these questions for themselves and formulate their own informed interpretations of the readings.

1) Tutorials. Students will write THREE tutorials in response to a set of questions provided in class. A tutorial is an interactive learning process. Structured as thoughtful responses to specific inquiries, tutorials provide an opportunity to unpack, test, and critique the argument of a text. Drafts will be peer reviewed. Your final answers then serve as a catalyst for a brief discussion between you, two or three classmates, and the instructor. A handout on the tutorial process will be distributed shortly. Each tutorial will be worth 70 points of the final grade. ONE tutorial MAY be rewritten and resubmitted.

2) Participation. While some of our time will be spent in lectures, a major portion of this course will be spent in group discussions of the readings and topics assigned. Therefore it is imperative that students come PREPARED to class....Our readings and topics should invoke lively and spirited conversation and debate, so make sure that you get the most out of it by being quite familiar with the readings by the time you get to class. Informal and spontaneous writing in-class and via email will also be a means of actively participating in the learning process. Active participation is worth 60 points of the course grade.

3) Service learning. Participation in and a requisite reflection upon service learning is worth 30 points of the course grade. SERVICE LEARNING WILL BE COMPLETED OUTSIDE OF CLASS. More on this during class time!

4) Attendance. Attendance is expected and viewed as a minimal requirement for satisfactorily completing this course. Students who are absent more than FOUR times during the semester without a valid excuse
(legitimate medical condition or mandatory university activity) will be penalized 10% (30 points) from their total grade, and another 10% for each additional five absences. Use your quota of four sparingly, for though I do not always take attendance and you may get off lucky one day, on another you may not. I have final discretion on what is considered legitimate.

Course Policies

Accommodations. I will respect any accommodations authorized by the Office of Disabilities Services. Please tell me about these accommodations as soon as possible. You can find out more about Willamette University's accommodations policy and process at http://www.willamette.edu/dept/disability/accommodations/index.html.

Cheating and Plagiarism. Cheating is any form of intellectual dishonesty or misrepresentation of one's knowledge. Plagiarism, a form of cheating, consists of intentionally or unintentionally representing someone else's work as one's own. All members of the Willamette Community are expected to be aware of the serious breach of principles involved in plagiarism. Ignorance of what constitutes plagiarism shall not be considered a valid defense. If students are uncertain as to what constitutes plagiarism for a particular assignment, they should consult the instructor for clarification. An instructor may impose penalties for plagiarism and cheating ranging from a grade reduction on an assignment to failure of the course. An instructor may also suggest that the Office of the Dean of the College of Liberal Arts initiate further action. For more information and examples, please consult http://www.willamette.edu/cla/dean/policies/plagarism.html.

Computers and electronic devices in the classroom. Laptop computers, notebooks, and pads are marvelous learning tools, and the expansion of WiFi on our campus has enhanced many learning opportunities. But such technological advances can have negative consequences in the classroom. Please feel free to use your devices for notetaking in class. Occasionally, we may want to look things up on line as well. However, please refrain from checking email, iChatting, websurfing, etc. during class. If you are observed doing so during class time, you will be asked to no longer bring your laptop to class. PLEASE TURN OFF ALL CELL PHONES DURING CLASS.

Readings

Leopold, A. 1966. A Sand County Almanac with Essays on Conservation and Round River. Ballantine. PLEASE NOTE: there are many editions of ASCA, even a full version available for free online. Please feel free to use any one of these, as long as it includes the Essays and Round River.

All other readings are provided via the Resources page on WISE. All readings are available as pdfs. I reserve the right to add additional readings as necessary.

Grading

Grading is on a straight point/percentage basis using the following breakdown on a 300 point scale:

- 94% (282 points) A
- 90% (270 points) A-
- 87% (261 points) B+
- 83% (249 points) B
- 80% (240 points) B-
- 77% (231 points) C+
- 73% (219 points) C
- 70% (210 points) C-
Course Outline

Week One August 26--28


Friday -- Considering the role of science.
Readings for Friday: Goodenough (Resources); Leopold, "January through June."

Week Two August 31 through September 4

Monday—Science and Human Values. Readings: EnvPsych readings (Resources)

Wednesday-- Can we really learn from our past? From the present?
Readings : Diamond/Resources; Ludwig (Resources); Merchant-ER/Resources.

Friday-- Of Good, Bad, Ugly, Evil, Obligation, and Free Will.
Readings: Blackburn Section 1 (Resources)

Week Three September 7-11

Monday—NO CLASS  Labor Day (suggested reading: Foster)

Wednesday-- GBUEOFW (continued).  Readings: White (Resources)

Friday-- GBUEOFW (continued).  Readings: G.E. Moore (Resources); Westermarck (Resources); Leopold, "July through December."

Week Four September 14-18

Monday: Political and ethical thinking about restoration. Readings:  Light (Resources);
Leopold, "Wisconsin, Arizona, New Mexico, Oregon, Utah."

Wednesday and Friday: The alternative viewpoint (1st consideration). Readings: Lomborg, The Skeptical Environmentalist (Resources); Sagoff, “The Hedgehog and the Fox” (Resources).

Week Five September 21-25

Monday: The Methodology of moral philosophy. Readings: Rachels (Resources);
Wednesday and Friday: Casting the Net—how wide is wide enough? Readings: K. Goodpaster, "On Being Morally Considerable” (Resources)

NOTE: FIRST TUTORIAL DUE SUNDAY SEPTEMBER 27 at 5 PM on WISE.
Week Six  September 28 to October 2

ALL WEEK: Animal Rights, Moral Extensionism. Readings: “Can Animals Think?” (“Resources”); selection from Bentham (“Resources”); Kant (Resources); Singer (Resources); Regan (Resources); Jamieson (Resources); Leopold, "The Deer Swath, Goose Music."

Week Seven October 5-9

ALL WEEK: Reconsidering Rights. Readings: Rodman ("Resources") Haskall ("Resources")

Week Eight October 12-16 (note: no class Friday)

ALL WEEK: Ecocentrism, Deep Ecology, and the Move to Deeper, Greener
Monday readings: Leopold, "The Land Ethic," Rolston (Resources)
Wednesday Readings: Callicott 1-3 (Resources) Sessions (Resources).

Week Nine October 19-23

All week: Ecocentrism Continued, Readings: Leopold, "Wilderness, Conservation Esthetic; others TBA

SECOND TUTORIAL DUE SUNDAY, OCTOBER 25 AT 5 PM ON WISE

Week Ten October 26-30

Ecofeminism and other Ethical Responses to Deeper/Greener
Readings: Warren (Resources); Spretnak (Resources); Merchant ("Resources"), others TBA

Week Eleven November 2-6

All week: Political Responses to Environmental Ethics—First Takes
Readings: Eco-Pragmatism and Eco-Progressivism Readings (Resources)

Week Twelve November 9-13

All week: The Problem of Politics and the New Environmental Political Thought
Readings: Ophuls, “Locke’s Paradigm Lost” ("Resources"); Hardin (Resources); Norton (Resources); Sandilands (Resources)

Week Thirteen November 16-20

Flex Week: topics TBA.
Readings: TBA, and KD Moore #2 (Resources)

Weeks Fourteen and Fifteen November 23 through December 4 (NOTE: Thanksgiving is November 26)

Both Weeks: “Requiem for Democracy or the Promise of Green Politics? Rethinking the Human/Nature Nexus”
Readings: Kassiola (Resources) Foote (Resources), Light (Resources) others TBA

TURN IN FINAL TUTORIAL at beginning of scheduled exam time.