



University of  
New Haven

## *Environmental Ethics: Humans, Culture & Sustainability*

### SECTION I: Course Overview

**Course Code:** PHL320PRG/SUS320PRG

**Subject Area(s):** Philosophy, Sustainability

**Prerequisites:** See below

**Language of Instruction:** English

**Total Contact Hours:** 45

**Recommended Credits:** 3

### COURSE DESCRIPTION

The general aim of this course is to explore the ethical challenges involved in the creation and maintenance of sustainable societies. In particular, we will ask what exactly it is that we should seek to sustain, why, how, and who or what should do so. We will consider the sustainability of current political, business, and cultural practices, as well as individual lifestyles. A study of the phenomenon of climate change and of the notion of “the Anthropocene” – this new epoch in which no earthly place, entity, form, process, or system escapes the reach and influence of human activity - will be a particularly weighty element in this course.

You will explore the philosophical foundations of a plausible environmental ethic that may reconcile human responsibilities towards non-human nature and the future to our ongoing quest for meaning in a globalized, highly interconnected, unprecedentedly populated, rapidly urbanizing, ecologically deteriorating world. You will examine the challenges that understanding and living up to these responsibilities pose to our psychology and our ethical and political systems.

### LEARNING OBJECTIVES

Upon successful completion of this course, you will be able to:

- Discuss controversial concepts such as sustainability, human flourishing, obligations to non-human nature and future generations, and environmental justice.
- Apply fundamental notions in ethical theory to contemporary environmental issues and assess the ethical consequences of human actions.
- Develop and articulate persuasive perspectives and positions in regards to pressing environmental issues.
- Recognize unexpressed premises, hidden value judgments, and fallacious reasoning in the environmental discourse.
- Assess how changes in the environment have differential impacts on diverse groups of people around the world.
- Demonstrate awareness of one’s personal impacts on the environment, particularly in urban contexts, and take responsibility for them.

## PREREQUISITES

Prior to enrollment, this course requires you to have completed **one** 200 level course or **two** 100 level courses in the subject area(s) of instruction.

## CROSS-LISTED COURSE

Due to the interdisciplinary nature of the content, this course is cross-listed with Philosophy (PHL320PRG) as well as Sustainability (SUS320PRG). Working with their home institution academic advisor, students select the course code that most closely corresponds to their degree requirements.

## SECTION II: Instructor & Course Details

### INSTRUCTOR DETAILS

**Name:** TBD  
**Contact Information:** TBD  
**Term:** SEMESTER

### GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

<b>Engagement</b>	<b>20%</b>
<b>Class Debate</b>	<b>10%</b>
<b>Essay</b>	<b>25%</b>
<b>Presentation</b>	<b>20%</b>
<b>Final Exam</b>	<b>25%</b>

### ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

**Engagement (20%):** Engagement in class is expected of all CEA CAPA students. Guidelines for engagement can be found on the list of academic policies.

**Class Debate (10%):** Students will form two debate teams and be presented with a debate topic. They will prepare a written and oral argument in defense of the position they take. They will then debate the case in class. Each student needs to put in one argument in favor of their team's position, justify it and anticipate and rebut at least one objection to it. This should be individually signed on the written record. Individuals as well as teams will be evaluated both on the written and the oral performance.

**Essay (25%):** Philosophy's method is dialogical, much like statistics' method is quantitative. It is impossible to do statistics without equations and it is impossible to do philosophy without outlining and debating an argument. Students will submit a 5 to 7-page essay on a timely topic of their choice, relevant to the themes of this course. In the essay, students will synthesize course readings and discussions into ethical recommendations.

**Presentation (20%):** Students must prepare a presentation on a real case related to the course topics, e.g. a company that has successfully implemented environmentally-friendly production. Through the case, students should

demonstrate they understand the theory studied in the course and the implementation and implications of the theory in practice. More details about the presentation requirements will be provided in the course.

**Final Exam (25%):** Students will answer questions on terminology and topics covered in the course. At the end of the course, students will receive a summary list of the topics and readings covered throughout the semester that will be subject to final exam. More details on the format of the exam will be provided in the course.

## ACTIVE LEARNING

CEA CAPA courses are designed to include a variety of active learning component that will take you out of the classroom and allow you to explore your local, host city. This course includes:

- Biotopia: Green Cities of the Future
- SDGs: Innovations for a Sustainable Future
- ZeMě: “The Earth” – ‘It Is Up to Me’
- Sustainability & Civilization

## REQUIRED READINGS

The reading assignments for this course are listed below. All required readings must be completed according to the due date assigned by the course instructor. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format) and/or through CEA CAPA’s online Moodle classroom.

**SELECTED READING(S):** The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format).

- Thiele, Leslie Paul, *Sustainability*, Polity Press, 2018 (2013), pp. 256
- Brennan, Andrew and Yeuk-Sze Lo, “Environmental Ethics”, in *The Stanford Encyclopedia of Philosophy*, ed. Zalta, Edward N. <http://plato.stanford.edu/archives/win2015/entries/ethics-environmental/>
- Di Paola, Marcello, “Virtue”, *Encyclopedia of the Anthropocene*, Elsevier 2018
- Goodpaster, Kenneth, E. “On Being Morally Considerable”, *The Journal of Philosophy* 75 (6), 1978: 308-325
- Jamieson, Dale W., “The Moral and Political Challenges of Global Climate Change”, *Creating a Climate for Change*, Elsevier, 2006, [https://as.nyu.edu/content/dam/nyu-as/faculty/documents/moral\\_and\\_political\\_challenges\\_of\\_climate\\_change.pdf](https://as.nyu.edu/content/dam/nyu-as/faculty/documents/moral_and_political_challenges_of_climate_change.pdf)
- Jamieson, Dale W., “When Utilitarians should be Virtue Theorists”, *Utilitas* 19 (2), 2007: 160-183
- Jamieson, Dale W. and Marcello Di Paola, ‘Climate Change and the Challenges to Democracy’, in *University of Miami Law Review*, 72 (2), 2018: 369-424
- Manela, Tony, “Gratitude to Nature”, *Environmental Values* 27 (6), 2018: 623-644.
- Routley, Richard, “Is There a Need for a New, an Environmental, Ethic?”, *Proceedings of the 15<sup>th</sup> World Congress of Philosophy 17<sup>th</sup> to 22<sup>nd</sup> September, 1971* (Varna, Bulgaria: Sofia Press, 1973), 205-210
- Scheffler, Samuel, *Death and the Afterlife*, Oxford University Press, 2013

- Steffen, Will et al. – “The Anthropocene”, *Philosophical Transactions of the Royal Society of Sciences*, vol. 36, nr. 1938, 2011: 842-867

## RECOMMENDED READINGS

The recommended reading(s) and/or text(s) for this course are below. These recommended readings are not mandatory, but they will assist you with research and understanding course content.

- Aristotle, *Nicomachean Ethics*, Books, I, 1-8, II, 1, IX, 4, 7-8, X, 1-4, 7-9, any edition, also here:
- <http://classics.mit.edu/Aristotle/nicomachaen.html>
- Attfeld, Robin, *Environmental Ethics: An Overview for the Twenty-First Century*, 2<sup>nd</sup> edition, Polity, 2014, [https://www.amazon.com/Environmental-Ethics-Overview-Twenty-First-Century-ebook/dp/B00JJT6J1W/ref=mt\\_kindle?encoding=UTF8&me](https://www.amazon.com/Environmental-Ethics-Overview-Twenty-First-Century-ebook/dp/B00JJT6J1W/ref=mt_kindle?encoding=UTF8&me)
- Derr, Patrick and Edward McNamara, *Case Studies in Environmental Ethics*, Lanham, Md: Rowman & Littlefield Publishers, 2003, [https://www.amazon.com/Case-Studies-Environmental-Ethics-Patrick-ebook/dp/B00E2Q797U/ref=mt\\_kindle?encoding=UTF8&me](https://www.amazon.com/Case-Studies-Environmental-Ethics-Patrick-ebook/dp/B00E2Q797U/ref=mt_kindle?encoding=UTF8&me)
- Feinberg, Joel, “The Rights of Animals and Future Generations”, in *Philosophy and Environmental Crisis*, ed. W.T. Blackstone, University of Georgia Press, 1974, pp. 43-68
- Francis I, *Laudato Si’*: [http://w2.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco\\_20150524\\_enciclica-laudato-si.html](http://w2.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html)
- Hourdequin, Marion, *Environmental Ethics: From theory to practice* (London; New York: Bloomsbury, 2015):[https://www.amazon.it/Environmental-Ethics-Practice-Marion-Hourdequin-ebook/dp/B00OMVLYFS/ref=tmm\\_kin\\_swatch\\_0?encoding=UTF8&qid=1469429385&sr=1-1](https://www.amazon.it/Environmental-Ethics-Practice-Marion-Hourdequin-ebook/dp/B00OMVLYFS/ref=tmm_kin_swatch_0?encoding=UTF8&qid=1469429385&sr=1-1)
- Jamieson, Dale W. *Ethics and the Environment* (Cambridge University Press, 2008): [https://www.amazon.com/Ethics-Environment-Introduction-Cambridge-Applied-ebook/dp/B001ELJV68/ref=mt\\_kindle?encoding=UTF8&me](https://www.amazon.com/Ethics-Environment-Introduction-Cambridge-Applied-ebook/dp/B001ELJV68/ref=mt_kindle?encoding=UTF8&me)
- Jamieson, Dale W. *Reason in a Dark Time: Why the Struggle Against Climate Change Failed, and What It Means for Our Future* (Oxford University Press, 2014): [https://www.amazon.com/Reason-Dark-Time-Struggle-Against-ebook/dp/B00I7V0USG/ref=sr\\_1\\_1?s=digital-text&ie=UTF8&qid=1469395406&sr=1-1&keywords=reason+in+dark+time](https://www.amazon.com/Reason-Dark-Time-Struggle-Against-ebook/dp/B00I7V0USG/ref=sr_1_1?s=digital-text&ie=UTF8&qid=1469395406&sr=1-1&keywords=reason+in+dark+time)
- Jamieson, Dale W. and Marcello Di Paola, “Political Theory for the Anthropocene”, in D. J. Held and P. Maffettone, Sebastiano, *Global Political Theory* (Cambridge: Polity Press, 2016), 254-280

## KEY RESOURCES

In order to ensure your success abroad, CEA CAPA has provided the academic resources listed below.

- **UNH Online Library:** As a CEA CAPA student, you will be given access to the online library of the University of New Haven (UNH). You may access the UNH online library [here](#). You must comply with [UNH Policies](#) regarding library usage.
- **CEA CAPA Classroom – Moodle**

**COURSE CALENDAR**

*Environmental Ethics: Humans, Culture & Sustainability*

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	<p><b>Course Introduction:</b> Review Syllabus &amp; Study Material, Classroom Policies, Relevance of Environmental Ethics</p> <p><b>Class Discussion:</b> Uncovering reasons for our moral judgments</p>	Introduction to the Course & Class Discussion	Brennan, Andrew and Yeuk-Sze Lo, “Environmental Ethics”, in <i>The Stanford Encyclopedia of Philosophy</i> , ed. Zalta, Edward N. <a href="http://plato.stanford.edu/archives/win2015/entries/ethics-environmental/">http://plato.stanford.edu/archives/win2015/entries/ethics-environmental/</a>
2	<p><b>Context &amp; Key Concepts:</b> Nature, Culture and Value</p>	Lecture & Discussion	R. Routley, “Is There a Need for a New, an Environmental, Ethic?”, 205-210
3	<p><b>Green Cities:</b> Plants, Sustainability &amp; Future People</p>	<i>Field Study:</i> <i>Biotope: Green Cities of the Future</i>	Thiele, Sustainability, pp. 1-14
4	<p><b>Global Interconnectedness:</b> Forces of the Anthropocene: Business, Technology, and Ecological Changes</p>	Lecture & Discussion	K. Goodpaster, “On Being Morally Considerable” 308-325 W. Steffen et al. – “The Anthropocene” 842-867
5	<b>Virtue (I)</b>	Lecture & Discussion	M. Di Paola – “Virtue”, 2018 <b>Presentation: Topic &amp; date submission</b>

6	<b>Virtue (II)</b>	Lecture & Discussion	D. Jamieson – “When Utilitarians Should be Virtue Theorists”,160-183 <b>Essay: Topic submission</b>
7	<b>Sustainability (I):</b> Dimensions of Sustainability: Time	Lecture & Discussion <b>Presentations</b>	Thiele, <i>Sustainability</i> , pp. 15-38 <b>Debate: Topic &amp; date submission</b>
8	<b>Sustainability (II):</b> SDGs & Technology	Lecture & Discussion	Thiele, <i>Sustainability</i> , pp. 90-115
9	<b>Sustainability (III):</b> Space & Resilience	Lecture & Discussion	Thiele, <i>Sustainability</i> , pp. 39-89 <b>Essay: Outline &amp; one-page summary submission</b>
10	<b>Sustainability (IV):</b> Practical Challenges & Everyday Choices	Lecture & Discussion	D. Jamieson, “Moral and Political Challenges of Global Climate Change”, <i>Creating a Climate for Change</i> , 2006, <a href="https://as.nyu.edu/content/dam/nyu-as/faculty/documents/moral_and_political_challenges_of_climate_change.pdf">https://as.nyu.edu/content/dam/nyu-as/faculty/documents/moral_and_political_challenges_of_climate_change.pdf</a>
11	<b>Climate Change:</b> Moral & Political Challenges	Lecture & Discussion	Jamieson, Dale W. and Marcello Di Paola, ‘Climate Change and the Challenges to Democracy’, in <i>University of Miami Law Review</i> , 72 (2), 2018: 369-424
12	<b>The Future of Humanity</b>	Lecture & Discussion	S. Scheffler, <i>Death and the Afterlife</i> , 15-81
13	<b>Love of Nature &amp; Gratitude to Planet Earth</b>	Lecture & Discussion	T. Manela, “Gratitude to Nature”, 623-644

14	<b>FINAL EXAM</b>		
15	<b>Course &amp; Learning Outcomes - Reflection</b>	Lecture & Discussion	<b>Essay: Finalized essay submission</b>

## **SECTION III: CEA CAPA Academic Policies**

To see all CEA CAPA academic policies outlined, please follow the following links. Students are expected to review and understand all CEA CAPA student policies, including the academic policies outlined online. CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time.

Class & Instructor Policies can be found [here](#)

General Academic Policies can be found [here](#)