SALEM STATE COLLEGE

COURSE SYLLABUS

PHL 224: ENVIRONMENTAL ETHICS

Dr. Krishna Mallick
Spring Semester 2004

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Wednesday and Friday: 11:00 a.m. to 12:15 p.m., SB 106

Office: Sullivan Building, Room 203B, Suite 5
Telephone: (978) 542-6298
E-mail address: kmallick@salemstate.edu
Website: www.salemstate.edu/~kmallick

Office hours: Mondays, 12:00 noon to 12:30 p.m. and 1:30 p.m. to 2:30 p.m.
Wednesdays/Fridays, 1:30 p.m. to 2:30 p.m.
and by appointment at other times

TEXTBOOKS:


COURSE OBJECTIVE: The objective of this course is to 1) develop skill in expressing oneself orally and in writing about environmental issues, 2) learn fundamental principles, generalizations and theories and 3) learn to apply course material to improve rational thinking, problem-solving and decision-making.

ATTENDANCE: Regular attendance is required because your participation in the course is an important aspect of the course development and your development in the course. Attendance will be taken regularly. Any more than 3 unexcused absence will lower your final grade. If you have an excused absence, inform the instructor about that right after the class you are absent. Anyone having too many unexcused absences will get an ‘F’ for the course.

Teaching method will be some lecture, more discussions of environmental issues. Videos will be shown in class to stimulate discussion. There will be debates in class.

(Go to other side)
COURSE REQUIREMENTS/GRADING:
Tests: Two pre-announced tests on topics covered in class. For these tests, your writing skill will be tested. You will be graded on how clearly and consistently you answer the questions you will be asked. Total 30 points, each is worth 15 points.

One take-home test, 10 points

Paper: Each student is required to write a short critical paper (approximately 5 pages, double-spaced) on a specific case related to the following general areas: POLLUTION, POPULATION, ANIMAL RIGHTS, DEEP ECOLOGY, ECOFEMINISM, FORESTS.

Each student must get approval of the specific case from the instructor. The case for your paper cannot be on the same topic that you have done the debate on. Paper will be graded on the basis of how critically you have analyzed the case that you have selected. Please note that your specific case for the paper and the debate cannot be on the same topic. More guidelines for the paper will be given. 15 points.

Poster Session for Earth Day, Monday, April 12, 2004: 8 points for poster and 7 points for presentation on April 12, 2004, total=15 points. You must be available to present your poster from 11 am-12:15 (Community time) on this day.

Group Presentation: Each group will make a 30-35 minute presentation in debate format on the specific ethical issues related to the topics listed above. This will be graded on the basis of teamwork and how each group has been able to present their point in the form of good argument. This will consist of three parts: 1. You will be asked to research an environmental issue that interests you and each member of the group will be asked to write 3 brief progress reports in preparation for the debate, 2. All members of each group meet the instructor at least a week before your presentation date to discuss about the presentation. It is the group’s responsibility to make appointment with the instructor on time. At the meeting with the instructor, each group must submit an informational handout related to the debate so that the instructor can make copies of that handout and distribute it to the class for their preparation. 3. You will do the group presentation in class. Total 25 points, 3 brief progress reports, 5 points, meeting with the instructor, 3 points, individual grade for the presentation, 9 points, group grade, 8 points.

Three brief reports are due from each student in class. Due dates for brief report will be strictly followed. If you are not in class on the due date, please e-mail me the brief report as Word document attachment to: kmallick@salemstate.edu on time. Please cc to your e-mail address all the e-mails that you send to me Points will be taken off for being late. Follow the due dates of your group. For each brief report, please write your group number and report number. Every member of each group, make an appointment to see the instructor a week before the debate date.
Format of debate, requirements and due dates for Group Presentation

Group Presentation/Debate format:

<table>
<thead>
<tr>
<th>Favor</th>
<th>Against</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td><strong>Introduction</strong></td>
</tr>
<tr>
<td>(stating facts of the issue and introduce what each person is doing on your side—both sides have an introduction)</td>
<td></td>
</tr>
<tr>
<td><strong>Position Statement</strong></td>
<td><strong>Position Statement</strong></td>
</tr>
<tr>
<td>(a brief statement of the side that you are taking—both sides have a position statement)</td>
<td></td>
</tr>
<tr>
<td><strong>Perspectives—three</strong></td>
<td><strong>Perspective—three</strong></td>
</tr>
<tr>
<td>(perspectives must be the same on both sides. State your ethical argument for the perspective selected)</td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td><strong>Conclusion</strong></td>
</tr>
<tr>
<td>(summarize what you have proved—both side)</td>
<td></td>
</tr>
</tbody>
</table>

Rebuttal—speakers respond to each other’s point and then we open it up for class discussion.

Each student should do Intro and a perspective, position statement and a perspective and conclusion and a perspective.

Group Presentation Requirements

For the first report, state the debate statement in the form of question or this versus that and then state which side of the debate you will be in. A short paragraph is fine.

For the second report, state exactly what perspective you will be taking and what you will be arguing from your perspective. Also state if you will be doing the introduction or position statement or conclusion of your side. This report should be about $\frac{1}{2}$ to $\frac{3}{4}$ page long.

For the third report, state all the arguments you will be presenting from your perspective in detail. This report should be about $1\frac{1}{2}$ to 2 pages.

Write your group number and brief report number for each brief report.

Group 1

First brief report- Friday, February 13, 2004 in class.

Second brief report- Wednesday, February 18, 2004 in class. (Go to other side)
Third brief report- Wednesday, February 25, 2004 in class.

Group Presentation on Friday, February 27, 2004

Group 2

First brief report- Wednesday, February 18, 2004 in class.

Second brief report- Wednesday, February 25, 2004 in class.

Third brief report- Wednesday, March 3, 2004 in class.

Group Presentation on Friday, March 5, 2004

Group 3

First brief report- Wednesday, February 25, 2004 in class.

Second brief report- Wednesday, March 3, 2004 in class.

Third brief report- Wednesday, March 10, 2004 in class.

Group Presentation on Friday, March 12, 2004.

Group 4

First brief report- Wednesday, March 3, 2004 in class.

Second brief report- Wednesday, March 10, 2004 in class.

Third brief report- Wednesday, March 24, 2004 in class

Group Presentation on Friday, March 26, 2004

Participation: This will be based on overall participation in class discussions during the semester. If the student does not feel comfortable in participating in class discussion, s/he must submit written comments on the topics/articles discussed in class to the instructor on a regular basis to show some evidence of her/his class participation. The instructor will call on students who are not participating in class discussions. 5 points

There will be no final exam for this course.

There is a subjective factor which is negligible in most instances, but which is used to enhance or lower a grade when there is a question about an individual’s overall participation in the course.
LATE WORK: Tests can be made up only when there is a legitimate reason for missing the test. Students should call my office (978) 542-6298 on the very day of the test indicating the reason for missing the test. One make up date will be scheduled within a week after each test and students are required to take the make up test only at that time.

Any student who does not fulfill all the requirements for the course will get an “I” (Incomplete) grade.

Readings and class assignments (Please note that students must finish the assigned reading before that class)

1/21/2004 Wednesday- Introduction to the course. What is Philosophy? What is Ethics? What is Environmental Ethics.

1/23/2004 Friday- Check the website www.cep.unt.edu, click on About Environmental Ethics as an Actual Field and read “A very brief history of the origins of Environmental Ethics for novice,” and read the Introduction, pp. xiii-xxi from Case Studies in Environmental Ethics.

1/28/2004 Wednesday- Continuation of discussion of the brief history of environmental ethics and introduction.

1/30/2004 Friday- Read Case # 39, pp. 221-229 from Case Studies in Environmental Ethics and the handout, Lynn White’s article “The Historical Roots of Our Ecological Crisis.”

2/4/2004 Wednesday- Check the two websites listed in the SOURCES section on page 229 from Case Studies in Environmental Ethics.

2/6/2004 Friday- Watch the video, Nova series, “The Brain Eater” (60 minutes) related to mad cow disease in class followed by discussion. Before this class be knowledgeable about the topic of mad cow disease and the recent case of a cow having mad cow disease in US on your own from the internet.

2/11/2004 Wednesday- Read Case # 8, pp. 39-43 from Case Studies in Environmental Ethics and the handout, Elinor Ostrom’s article.

2/13/2004 Friday- Read Case # 20, pp. 113-115 from Case Studies in Environmental Ethics and handout of Aldo Leopold’s article. Group 1, first brief report due in class. Group 2, first brief report due in class.

2/18/2004 Wednesday- Continuation of discussion of Aldo Leopold’s article and review of Test # 1.
2/20/2004 Friday- Test # 1 on all the materials covered until the last class. Group 1, second brief report due in class.

2/25/2004 Wednesday- Read Our Stolen Future, pp. 1-86, chapters 1-5. Be prepared to discuss at least one case in class. Group 1, third brief report and Group 2, second brief report due in class.

Assignment for the next few weeks will be given by 2/25/2004
2/27/04 Friday- Presentation of Group 1.

3/3/04 Wednesday- Read Our Stolen Future, pp. 87-197, chapters 6-10. Be prepared to discuss some cases in class. Group 2, third brief report, Group 3, second brief report and Group 4, first brief report are due in class.

3/5/04 Friday- Presentation of Group 2

3/10/04 Wednesday- Read Our Stolen Future, pp. 198-304, chapters 11-14 and epilogue. Be prepared to discuss some cases in class. Group 3, third brief report, Group 4 second brief report and Group 5, first brief report are due in class. Written summary of the case is due in class.

3/12/04 Friday- Presentation of Group 3.

SPRING BREAK

DUE DATE AND INSTRUCTIONS FOR THE PAPER

Due date for the paper is Wednesday, March 24, 2004 in class. One day grace period is Thursday, March 25, 2004 by 2:00 p.m. in my office, SB 203B, Suite 5. If you are dropping the paper in my office, make sure that you write my name (Krishna Mallick) on the cover page of the paper. Please save a copy of your paper in case it gets lost. Anyone submitting the paper later than the grace period will lose 5 points for being late. More points will be taken off the later the student is in turning in the paper.

Written summary of the specific case of the paper is due by Wednesday, March 10, 2004. This deadline will be strictly followed.

Approximate length of the paper—5 pages, double-spaced. Upto 6 pages will be accepted

Select a specific case (can be a legal case, or a morally controversial case) related to one of the following general topic of Pollution, Population, Animal Rights, Deep Ecology, Ecofeminism, Forests.

Please note that this case cannot be on a topic that you have done your group presentation on or a case that we have discussed in class. (Go to other side)

In writing the paper, divide the paper into following sections:

1. State the thesis of your paper—the point that you are trying to make.
Summarize the specific case that you have selected for your paper in your own words in approximately 1 page. (Do not copy the case from a book/article).
II. State the list of the moral issues related to the case. (approximately 1/2 a page).

III. Discuss both sides (pro and con) of each of the moral issues that you have listed in section II above by making references to the ethical theories, environmental viewpoints studied in class and other articles you have read on the case. (approximately 3 pages).

IV. What is your standpoint of the issues discussed in section III above and why do you take that standpoint? Make some suggestions to resolve the moral issues by stating your argument. (approximately 1/2 a page)

In footnote/endnote, state the exact source of the case. If you are quoting someone, footnote/endnote that but do not use long quotes. If you are using materials from the Internet, state it in footnote/endnote. Also, give a bibliography of at least three sources that you have used in your paper outside of the textbook and handouts discussed in class.

EARTH DAY EVENT

POSTER SESSION

DATE:  Monday, April 12, 2004

TIME:  11:00 a.m.-12:15 p.m.

PLACE:  Elison Campus Center, Vets Hall

You will do a poster of the same paper that you have written for this course by following the instructions given below.

INSTRUCTIONS FOR THE POSTER

A poster is a way to present information that is less formal and more visual than a paper. A trifold cardboard will be used as a support. The trifold cardboard will stand on the table. You can buy the trifold cardboard from stores like Staples (cost is $6.00 approximately). Two students will be assigned to one poster (cardboard). Both written and illustrated information is attached to the cardboard. A poster is designed to be read by people standing 1-3 feet away. The type should be large (16-18 points) and there should not be too much writing. You can bullet the main points, pictures that you can draw or from the Internet will be good. Make it colorful and nice to look at. You will stand next to your poster on April 23 and answer questions that your audience might have about your poster. Write your name, course number and course title and the instructor’s name in large font.
As you will be doing the poster session on Monday, April 12, there will be no class on Wednesday, April 14 for this course.

**Completed poster is due in class on Wednesday, April 7, 2004.**

Assignment for the rest of the semester will be given before the Spring Break.

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**PHL 224: ENVIRONMENTAL ETHICS**  
Spring 2004

Professor Krishna Mallick

3/24/04 Wednesday- Finish reading the entire book, *The Cost of Living*, by Arundhati Roy. See the video “Drowned Out,” in class. Check the following
websites on this issue before this class,
http://www.pbs.org/wnet/wideangle/shows/dammed/resources.html
http://narmada.org

Group 4, third brief report is due in class. Written paper is due in class.

3/26/04 Friday- Presentation of Group 4.

3/31/04 Wednesday- Continuation of discussion of The Cost of Living. Take home test on Our Stolen Future is due in class.

4/2/04 Friday- See a Powerpoint presentation on the Chipko movement of India.

4/7/04 Wednesday- Completed poster is due in class. Evaluation of each other’s poster in class.

4/9/04 Friday- Continuation of discussion of the Chipko movement in India.

4/12/04 Monday- COMMUNITY TIME: 10:45 am – 12:15 pm POSTER SESSION in Vets Hall, Ellison Campus Center.

4/14/04 Wednesday- No class for this course as you have presented poster on Monday, April 12.

4/16/04 Friday-

4/21/04 Wednesday-

4/23/03 Friday-

4/28/04 Wednesday- Test #2 on all the materials covered after Our Stolen Future.

4/30/04 Friday- Do some research on your own about Salem Power Plant and be prepared to discuss it in class.

5/5/04 Wednesday- Last day of class.