

Phil*2070, Course Outline: Winter 2018



General Information

Course Title: *Environmental Philosophies*

Course Description:



Credit Weight: .5

Academic Department: PHILOSOPHY

Semester Offering: Winter 2018

Class Schedule & Location: Each week there are two lectures with the whole class + 1 seminar of ~20 students + a Teaching Assistant. Attendance is mandatory for lectures and seminars, and will be taken.

- *LECTURES: Mondays & Wednesdays from 10:30am to 11:20am in MCLN 102*
- *SEMINARS: Thursday 11:30, 12:30, 1:30, 2:30; Friday 11:30, 12:30, 1:30, 2:30pm*

Format: Learning and teaching philosophy happens best through a variety of formats: lectures (expect to participate), individual and group activities, careful close reading of texts, conversations among peers, practice (activism/civic engagement, problem solving, writing of tests and essays, daily life) and independent research.

Primary Instructor Information

Dr. Karen Houle

Professor, Department of Philosophy

Office: 337 MacKinnon. Office hours by appointment only.

Email: khoule@uoguelph.ca

Your seminar Leaders:

- Brent Ables
- Thom Doerksen
- Mary King
- James Vander Zaag
- + Ritika Pal (quality assessment)

***Your seminar leader will set his or her office hours, and inform you in seminar)

Learning Outcomes (Goals)

Global Learning Outcomes for Environmental Philosophies aligned with the University of Guelph Undergraduate competency outcomes:

- **Critical and Creative Thinking ****
Inquiry and Analysis; Problem Solving; Creativity; Depth and Breadth of Understanding
- **Literacy**
- **Global Understanding**
Global Understanding; Sense of Historical Development; Civic Knowledge and Engagement; Intercultural Competence**
- **Communicating**
Oral Communication; Written Communication; Reading Comprehension; Integrative Communication**
- **Professional and Ethical Behavior:** Teamwork/Social being; Ethical Reasoning*

Relevant Degree-Specific Learning Outcomes (for Major or Minor in Philosophy) cross-referenced with University Learning Outcomes

<i>PHILOSOPHY 2070 (Winter 2018/Houle)</i>	<i>Critical & creative thinking</i>	<i>Literacy</i>	<i>Global Understanding</i>	<i>Communi-cating</i>	<i>Professional & ethical behaviour</i>
<i>Prepare</i> a sustained piece of philosophical writing in which a topic in Environmental Philosophy is articulated clearly and a stance on that topic is supported by appropriate and well thought-through reasons.			yes		Yes
<i>Discuss</i> a philosophical topic related to the environment in a clear, accurate, civil and well-reasoned manner.					Yes
<i>Start to be able to identify, understand, explain and assess</i> major theories and paradigms, and key concepts & vocabulary in the history of ethical thought (“Moral Theory”) as they have contributed to, and shaped Environmental Philosophies, including virtue ethics, feminist care ethics, existentialism, utilitarianism, deontology, more-than-human-intersubjective (relational) ethics. Key concepts & vocabulary include: norms, intrinsic value, duties, virtue & vice, etc.					
<i>Be able to Identify and Understand</i> some of the basic vocabulary and concepts in metaphysical & ontological thought, epistemology, political theory & aesthetics, broadly (construed) such as “community” & “person”					
<i>Identify</i> at a preliminary level the roles and contributions of Western canonical philosophers of the ancient, early modern and modern periods to the development of theories of nature & humanity including late 19 th & 20 th century Environmental Thought. These figures include Plato, Aristotle, Descartes, Hume, Spinoza Kant, and Hegel.					
<i>Become more skilled</i> in the use of key tools for sound justification and rational persuasion, in writing and speaking about Environmental issues.				Yes	
<i>Organize and present</i> relevant aspects of a philosophical theory or perspective and engage with others (in the literature, or in the learning space) in the development of a defense and critique of aspects of it.			yes		
<i>When it is appropriate, argue</i> successfully for one’s own view and be able to identify and critically evaluate patterns of argumentative reasoning in the work of others.					Yes

Course-Specific (2070) & Instructor-Specific (Houle) Learning Goals:

- a) Students will come to understand that philosophical and practical engagement needs the careful skills of **perception, creativity & the imagination**
- b) Students will engage in **open-minded, embodied, curious and careful listening** (whether to journal articles researched, guest speakers or videos watched!) of the various sources and angles and experts consulted on “the true nature” of the environment and the “truth” of environmental issues.
- c) Students will start to **see and understand the politics of knowledge** at play in the construction of their own situation & their own concepts, beliefs, values & and habits (mental and physical) about “the environment.”
- d) Students will gain new insights **into interspecies relationships and complex, non-linear co-dependencies;**

- e) Students will learn some facts.
- f) Students will learn about individuals, clubs and organizations in the **local and regional network** who have been working tirelessly (for months to decades) on some aspect of “environmental concern” be it the Wellington Water Keepers, the Apiary Club, The Metis Council of the Grand River, The Campbell Centre for Animal Welfare, etc.
- g) Students will be supported in mobilizing their insight, concern and intelligent responsiveness to Environmental Philosophy **outside** the academic framework; including but not limited to: developing better competencies & practice in **community engagement** (human & more-than-human communities); working with policy and policy-making at any level of governance (clubs, Federal law, etc.)

Course Resources

Required Texts (2):

- *Being Together in Place: Indigenous Co-existence in a More Than Human World*
(Soren C. Larsen and Jay T. Johnson, eds. University of Minnesota Press, 2017)
- *Environmental Ethics: An Interactive Introduction*
(Andrew Kernohan, Broadview Press, 2012) **** one hard copy is on RESERVE**

Other Resources:

Other texts and supporting materials (videos, Power Point slides, blogs, articles, classic monographs & articles from Environmental Philosophy) will be added over the semester, and updated regularly on an “Additional Resources” page on Course-Link. Feel free to bring any sources to the attention of the instructors!



Assessment:

There will be a variety of assessment methods used, some traditional (close reading of articles & synopses, quizzes and short tests, essay writing); & some more exploratory & hands on.

Evaluations may be carried out by the instructors, the guests, self and peers.

Most assignments are to be done by each person; group work is possible where indicated **.

Assignment or Test	Due Date(s)	Contribution to Final Mark (%)	Learning Outcomes Assessed
Participation & Contribution to Collective Learning	All seminars & classes	TOTALLING 20%	all
Quizzes & Short tests	<u>Each seminar</u> , & sometimes in lecture: Be prepared	TOTALLING 20%	-close listening -close reading -critical assessment -writing skills -commitment to community
<i>Acting (Up):</i> & Public Engagement	Last seminar of the term. (Written component and Oral Presentation)	20%	-knowledge translation -creativity -interdisciplinary research -conceptual clarity -public speaking -writing skills
Final Exam	Monday, April 9th, 7-9pm	40%	-comprehension (mastery of concepts and vocabulary) -expression and argumentation (logic, style, clarity) -application of theory to praxis.

Some Additional Remarks about the Assignments

Participation: 20% (all weeks)

There are two lectures per week & twelve seminar slots each with a distinct “focus topic” and explicitly connected to sections of the textbooks. Students must come to lectures and seminars prepared to participate! Students can participate in lectures, and contribute to (rather than detract from) the collective learning experience, by: asking questions, offering examples for discussion, listening carefully, arriving and leaving on time, and refraining at all costs from being anywhere else but present to the learning space. Students can participate in, and contribute to seminars by: a) doing the required reading **in advance**; b) physically attending (unless you supply medical or compassionate documentation); & c) being supportive, curious, positive, constructive, & respectful. Participation grades may be evaluated by the primary instructor, the TA’s, self and peers.

Acting and Acting Up! An Intervention! A Public Engagement...

Assessment of this assignment will focus on both the ***process and the outcome***. In evaluating overall success of a public-engagement we will ask: *What choices were made? On what basis (rationale)? What discoveries happened? What did the student say or do or think in response to this moment in the process? How creative and thoughtful was the response? How well did they express their ideas and discoveries in written and oral form? Is the expression or report of the*

work using concepts and frameworks studied in the more formal part of this course? And if so, using them properly? We will be looking for: on grounded insight, connecting the dots (relationality), creativity, risk, conceptual clarity, thoughtfulness, commitment to a process, and effectiveness of communication.

Steps:

Choose one of the following public engagement/activism activities.

You may carry out this assignment at any point over the semester. No need to wait until the end! Start thinking about this now and put a plan in place.

Document your planning & activity in whatever form you wish: any artistic media (drawing, music, graphic media, poetry, painting, sculpture, textile art, zine... etc.). Be prepared to speak in seminar to your choices in both your path of exploration and your forms of documentation.

Disseminate your engagement and-or documentation in a public venue or format.

Use the course resources: vocabulary, & concepts learned, lines of argument, paradigms, examples, case studies, & relevant facts learned in 2070.

Examples of possible active acting-up activism activities:

- Write a letter to the editor of any newspaper
- Write a review of a local or regional environmental art piece or show or showcase (architectural design of housing) for The Ontarion or other publication.
- Read a new release non-fiction book about the environment and write a review for Off the Shelf
- Attend and listen, then research & make presentation to Guelph City Council about an environmental issue (i.e. the plans for “development” of the Turf Grass Institute into housing for people; green corridor plans)
- Ditto to University of Guelph Senate, or Board of Governors, or Student Council or Residency Councils.
- Plan or attend an **Environmental Event** on or off-campus to enjoy, and learn more about environmental issues, and network.
- Interview someone who spends a lot of their time and effort working with and for “the environment” (researcher, novelist, artist, activist, beekeeper, organic gardener, greenskeeper) and publish the interview on CFRU campus radio,
- Teach some aspect of environmental philosophy in science education camp or workshop at an elementary school or in a study group.
- Run a Reading Group on a work of fiction or non-fiction about the environment. This can be at any level of literacy and in any language.
- ETC!
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READING & TOPIC SCHEDULE (pending arrival of *Being Together in Place*)

<u>Date</u>	<u>Topic</u>	<u>Readings (& other reminders)</u>
Monday, January 8th , 2018	Course Outline + Introductions	Seminars start this week!
Wednesday, 10 th	Introduction to Environmental Ethics	Read: Kernohan. Ch. 1 (3-14)
Monday, 15 th		
Wednesday, 17 th		
Monday, 22 nd		
Wednesday, 24 th		
Monday, 29 th		
Wednesday, 31 st		
Monday, February 5th		
Wednesday, 7 th		
Monday, 12 th		
Wednesday, 14 th		
Monday – Friday (19th to 23rd)	READING & RESTING	Winter Break, hoorah!
Monday, 26 th		
Wednesday, 28 th		
Monday, March 5th		
Wednesday, 7 th		
Monday, 12 th		
Wednesday, 14 th		
Monday, 19 th		
Wednesday, 21 st		
Monday, 26 th		
Wednesday, 28 th		
		No Seminars, Friday the 30th
Monday, April 2 nd		
Wednesday, 4 th		
Thursday & Friday.....		Presenting Activism Projects
Monday, April 9th, 7-9pm		Final Exam

Course Policies

Grading Policies

Late mark policy: All written work must **submitted, in writing (hard copy), in person, to your instructor (Houle or TA)**, at the time that the test or quiz is completed. You will lose 2% a day for every 24 hours after the cut-off time. If you miss a seminar or class that had a test, and there were good reasons for having done so, you must a) contact the instructor **by email** notify of absence, just as soon as you are able; b) send supporting documentation and-or explain the absence, including dates; c) IF instructor agrees, you will arrange a way to make up those marks. d) that must happen within **one week** of your return to class and seminar.

Participation Grades: Your participation contribution can be made up in many ways. Everyone is unique. We are looking for: attendance, quality and quantity of contributions, evidence of reading preparedness, evidence of additional research efforts, attentiveness, respectful conduct, presence and attitude as a learner in a small intentional community. We will make every effort to pay close attention to all these dimensions of participation, and are willing and open to dialogue about challenges and shortcomings of this aspect of your assessment.

[Undergraduate Grading Procedures](#)

Please note that these policies are binding unless academic consideration is given to an individual student.

Course Policy on Group Work:

If students choose to work in groups for the Activism assignment, all members of the group will receive the same final grade, regardless of how much any one in particular did or did not do. There may be no more than 5 people in that group. Habeas corpus!

Course Policy regarding use of electronic devices and recording of lectures:

Electronic recording of classes is expressly forbidden without consent of the instructors, including guests. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructors.

*Notetakers for SAS... Immediately after class, please send me e-copies of the notes. I will not edit them, but will deposit both copies to a folder on Courselink so all students can access.

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, YOU MUST advise the course instructor or seminar leader in writing, with your name, id#, and e-mail contact within 7 calendar days of missing work or class. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email accessibility@uoguelph.ca or the [Student Accessibility Services Website](#)

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#) .

Drop date

The last date to drop one-semester courses, without academic penalty, is March 9th, 2018. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#). [Current Undergraduate Calendar](#)



(Wild blueberry field, New Brunswick)

Let`s have a fantastic term together! Dr. Houle and the teaching team of 2070