PHL/REL 443/543: WORLD VIEWS AND ENVIRONMENTAL VALUES
(Winter 2016 -- 3 credits)

Professor Vogt or Dr. Vogt E-mail: You can contact me at vogtbl@onid.orst.edu -
PLEASE put “PHL/REL 443/543” in the subject line (this is an ecampus
designation, distinguishing this section from other ones I teach). Or much better,
use the “Inbox” messaging function located on the top right of Canvas.

This course invites you to investigate how worldviews – secular and religious, ancient
and modern, Western, Asian, and those indigenous to Africa, the Americas, Australia,
and Oceania – affect concepts of nature, environmental values, and selected
environmental issues. We will study how values and worldviews have informed both the
production of environmental crises and the responses to those crises. We will examine
key assumptions in this context, and attend to how historical changes have impacted these
assumptions. We will explore how the philosophical and religious aspects of selected
issues relate to the political, economic, cultural and social dimensions.

PHL/REL 443/543 is part of the OSU Baccalaureate Core, and it fulfills the
requirement for study related to Contemporary Global Issues. As illustrated by the
“Learning Outcomes” section below, this course emphasizes critical thinking, and
addresses issues that have global significance. The interdependence of the global
community is a foundational notion in the study of worldviews and environmental
values.

This course emphasizes an approach grounded in philosophy, but also draws from
sociology, history, anthropology, political science, religious studies, the sciences, and
literary and cultural studies – it is a multidisciplinary course suitable for students from
diverse disciplines.

Some of the topics that we will examine in the context of worldviews and environmental
values include debates about sustainability, globalization and development; gender and
ecology; perspectives of indigenous peoples; environmental ethics; multicultural
definitions of nature; religious traditions and environmental concerns; environmental
racism; critiques and defenses of science; the environmental justice movement;
philosophical questions posed by strategies for change; proposals for the “greening” of
economies, cultures, and identities, and other topics.

REQUIRED TEXTS:

(Routledge, 2005)

Earth's Insights: A Multicultural Survey of Ecological Ethics from the Mediterranean
Basin to the Australian Outback by J. Baird Callicott (University of California Press,
1994)
The two paperback texts are available through the OSU Bookstore. PLEASE NOTE WE WILL BE USING THE SECOND EDITION OF THE MERCHANT TEXT, NOT THE FIRST. I also consider on-line readings and videos “required texts,” and questions based on both will be included in the midterm and the final exams.

** An important note about the texts: While you may order the texts from the OSU Bookstore, please note that both the Merchant and Callicott texts are also available in a more inexpensive Kindle edition from Amazon (you can download free Kindle applications for almost any computer or tablet you use). In addition:

** The Merchant text is available free in digital format through OSU Libraries:

http://search.library.oregonstate.edu/OSU:everything:CP71231759100001451

Also, the University of California Press offers an e-Book version of the Callicott text (it will come to you almost instantly in PDF format). In any case, it is your responsibility to have the Merchant text either in hand or on screen no later than the first week of the term, and the Callicott text no later than the fifth week of the term.

** REQUIREMENTS AND EVALUATION:**

Written Assignment* 25%

Twice weekly discussion postings ** 25%

Midterm Exam 25%

Final Exam 25%

Students with 90% and higher will earn A’s; 80% and higher will earn B’s; 70% and higher will earn C’s; and 60% and higher will earn D’s. Midterm and final exams are taken on-line. They will be composed of a variety of items (true/false, fill in the blank, short essay, etc.). I will post midterm exam and final exam study guides a week before the exams. The final exam is not cumulative. Exams are on-line, and are not proctored.

* A complete description of the written assignment is posted in the “Course Information” section of our Canvas site.

** PLEASE NOTE (feedback about postings): You will be posting weekly reflections on the readings twice each week, and also responses to classmates twice each week. During Week Four or Week Five I will assign a provisional "participation" grade for each student, based on each student’s postings on the Discussion Board in weeks prior. Each student will then have the remainder of the term to raise, lower, or maintain the assigned provisional grade. A document on how to approach writing the weekly reflections is
posted in the “Course Information” section. See also the grading rubric (guidelines) for postings/participation, also posted in the “Course Information” section of our site.

LEARNING OUTCOMES:
The writing assignment, the midterm and final exams (which will include essay questions), and your weekly postings will help me evaluate the extent to which you have achieved the learning outcomes below. As a course that fulfills the Contemporary Global Issues requirement, learning outcomes include promoting student ability to:

1. Analyze the origins, historical contexts, and implications of contemporary global issues.

2. Explain the complex nature and interdependence of contemporary global issues using a multi-disciplinary approach.

3. Articulate in writing a critical perspective on contemporary global issues using evidence as support.

By the end of the course, students will be able to discuss egocentrism, homocentrism, ecocentrism, and multicultural/partnership ethics as philosophical models for understanding environmental values, the key assumptions related to each position, and the ethics that might follow from these positions. You should be able to compare and contrast each position; articulate critiques of each; discuss attempted syntheses of two or more of these positions; illustrate the application of each with case studies or scenarios; and identify your own position in relation to each. You should be able to discuss the historical development of each as outlined by on-line readings from Wells (the two phases of the frontier worldview, and the arcadian worldview) and the course text by Merchant.

After the first half of the course, students should be able to define, discuss, and evaluate Aldo Leopold’s land ethic, and his argument for the necessity of such an ethic. You should be able to identify the diversity of values and worldviews associated with environmentalism, as well as those associated with some of the variety of critics of mainstream environmentalism. You should be able to interpret the conflicts surrounding globalization in terms of a clash of values and worldviews (among other factors), and discuss alternative scenarios of development and the values associated with these. You should be able to outline the parallel rise of capitalism and experimental science, and the change in worldviews that accompanied this shift historically.

You should also be able to define and discuss the differences between social ecology, spiritual ecology, and ecofeminism, and give examples of how one or more of these schools of thought inform both green politics and the environmental justice movement. You should be able to discuss and give examples of the shaping of landscapes and ecologies in terms of worldviews and values (among other factors). You should also be
able to discuss the philosophical underpinnings of economic ideologies in the context of environmental concerns, and evaluate arguments for sustainability that include the reform and survival of capitalism, as well as those that argue for the transformation of capitalism. You should be able to discuss the ethical reasoning and dilemmas involved in strategies for change that incorporate non-violent direct action. You should be able to articulate Andrew Light’s on-line argument for an urban environmental ethic.

By the end of the second half of the course, you should be able to describe and discuss the worldviews associated with the ancient Greeks, Christianity, Judaism, Islam, Jainism, Taoism, Buddhism, Hinduism, and the indigenous spiritualities of Africa, Oceania, Australia, and the Americas, each in the context of environmental values. You should be able to give examples of traditional ethics (grounded in various religious traditions) in action. You should be able to discuss and evaluate Callicott’s search for a global postmodern, evolutionary environmental ethic grounded in the insights of science but resonate with diverse religious and spiritual traditions from around the world.

**DISCUSSION BOARD PARTICIPATION:** There is a discussion board on our Canvas site for your weekly postings. Weekly participation in the forum constitutes a hefty 25% of your final grade. Participation means posting two reflections on, or discussion of, the assigned readings for that week (including any video assigned for that week), and also responding thoughtfully twice a week to postings by classmates (once by Thursday, and once by Sunday).

So each week before midnight on Sunday (new weeks begin each Monday), you are responsible for four postings – two substantial reflections on or discussions of the readings for that week (one posted by Thursday evening, and the second by Sunday evening), and two thoughtful responses to a classmate (again, once posted by Thursday evening, and one by Sunday evening). This requirement includes all weeks of the course, except the eleventh week (finals week).

**TIMING OF YOUR WEEKLY POSTINGS:** As you will see in the final section of the syllabus, the reading assignments for each week are grouped into two “bundles” or clusters. You should plan on reading the first cluster earlier in the week, and posting a discussion or reflection about it no later than midnight each Thursday, and do the same for the second cluster of readings before midnight on Sunday evening. Your postings should address all readings in a given cluster, and persuasively demonstrate that you have not only completed all the readings, but thought about the connections between them. You should also have responded substantially and thoughtfully to two classmates on the Discussion Board, once by Thursday, and once more by Sunday evening.

This will encourage you not only to keep up with the reading, but also, through this weekly writing, to engage with the ideas presented each week. Reflections on the readings should demonstrate that you’ve read and are familiar with the main insights, specific arguments, terminology, and themes in the readings for that week (and also any video assigned for the week). Please avoid the kind of posting that you could write
without ever having done the reading, or postings that sound as if you quickly skimmed the reading, but gave it no serious thought.

The document “How to Approach Weekly Postings” provides guidelines for developing your posting. You can find that document in the “Course Information” module, and also in the Week One learning module.

You should post your second weekly critical response/discussion no later than Sunday, the last day of the academic week, at 11:55 PM (Pacific Standard Time). After that a new week and a new round of readings begins. Late postings about readings from a week that has passed will not receive full credit, and no posting at all for the week will likewise detract from your final grade.

Again, each and every week also respond to at least two of your classmates’ postings. The point is to engage in a conversation on the Discussion Board relevant to the week’s readings. The responses should be far more than “I agree.” Dialogue is the soul of learning, and certainly any sense of belonging to a real learning community, where the ideas matter and relate to your own life, is partly dependent on your willingness to initiate or enter into on-line conversations with your classmates.

Respect for the process you are entering into is crucial – considering the ideas of authors and classmates with an open mind, and extending basic courtesy to everyone in our learning community. I will attend to any major infractions of Internet etiquette ("flaming"), with whatever I consider the appropriate measure. All students should find a site that describes the protocol for on-line discussion groups and learn the major points. Please observe common courtesy rules of Web use.

**CONTROVERSY AND CONVERSATION:** A certain amount of discomfort as well as excitement comes with exploring the unfamiliar, or with taking new approaches to what you thought of as familiar. Our common ground for the course is the readings we share, so try to relate your statements thoughtfully to the readings, since this is something we all have as a point of reference. Be open to change and surprise. I expect us all to treat each other on-line with respect, and to honor the differences in experience and perspectives that we bring to this course.

**STUDENT CONDUCT:** For complete information about academic integrity and the University's policies and procedures in this area, please refer to the Student Conduct web site at: http://studentlife.oregonstate.edu/studentconduct/offenses-0

**HOW TO SUCCEED IN THIS COURSE:** SUGGESTIONS

In addition to taking notes, summarize each reading in one to three paragraphs in a course journal as soon as you’ve read it. What was the reading about? What were the major implications, arguments, or analyses? How did the author support the argument or analysis? What questions emerged for you as you read? If you do this kind of short summarizing of each reading, you are likely to be very well prepared for exams, your weekly reflections, and online discussions.
Other suggestions: Allot as much time necessary each week to complete the reading and assignments (expect an absolute minimum of six to eight hours a week; a three credit classroom course would require three hours of classroom attendance a week, and up to double that time for activities outside the classroom – reading, completing assignments, preparing for class discussions). Whether in written work or in online discussions, back up your judgments as specifically and thoroughly as you can, and relate them thoughtfully to class readings, on-line discussions, and/or videos. Don't just agree or disagree: support your assertions with good scholarship, with evidence, and with reasoning.

**Frequently Asked Questions:**

1) How soon will you respond to e-mails? I will respond to your e-mail within 48 hours, or sooner. Best to use the “inbox” messaging function located in the upper right of Canvas. If you have reason to use my onid e-mail address to contact me, be sure to put “PHL/REL 443/543” in the subject line or I may not notice it among the many e-mails I receive each day.

2) How do I contact you? Best to use the “inbox” messaging function located in the upper right of Canvas (preferred), or contact me at vogtbl@onid.orst.edu - again, be sure to put “PHL/REL 443/543” (this ecampus designation distinguishes the course from the other sections I teach) in the subject line or I may not notice your email among the many I receive each day.

3) Will there be any lectures? In each weekly learning module, you’ll find a “Comments & Questions” document posted – a sort of informal lecture based on the readings. These informal lectures are required reading. You may use the questions as springboards for your own weekly discussions on the Blackboard forum (though you are not required to do this), but please do not simply answer the questions one by one – using them as springboards means using them as a starting point for your own further reflections and discussion. After completing the readings, you should try to answer the questions posed for yourself, as a way to check your comprehension of what you've read.

4) How often should I check the course site on Canvas? You should check at least three times a week (beginning, middle, and end of the week) for announcements, discussion board or class document postings, and any other developments, and of course to post your weekly reflections and responses.

I also expect you to read all postings by your classmates each week on the discussion board – these are essentially classroom discussions for this course, and need your attention just as if we were meeting face to face each week. . 5) Are there specific times when I will be expected to post discussion board items? I will expect you to post two thoughtful reflections on the readings each week – for full credit, the first reflection should be posted no later than Thursday evening at 11:55 PM (PST), and the second reflection no later than Sunday evening at 11:55 PM (PST). By the same deadlines, you should also have responded thoughtfully to postings by classmates.
6) Will I need to access videos on-line for this course? How do I do that? Yes, there are a few assigned videos important to this class. There will be a link to each one on Canvas weekly modules, where the reading assignments are also posted. You can access them as streaming video.

7) How will the two exams for the course be given? The exams are NOT proctored. They will be available on-line. Though I will be changing the format for the exams each term, you can probably expect a mixture of short essay, true or false, and fill in the blank questions. They will not be open book exams. If I use the format I now intend, you will have two hours to complete each exam once you open it, after which the exam will automatically close. I will post study guides for each exam a week ahead of time.

8) How long is the course paper supposed to be? A minimum of four full pages (8 pages for graduate students), double-spaced, with no larger than a conventional 12- point font such as Times New Roman. It will be due on a date near the end of the term (check course schedule below). A complete description of the assignment is posted in the “Course Information” module.

9) Where can I go for technical help? Here is a very useful site: http://ecampus.oregonstate.edu/services/technical-help.htm
Statement Regarding Students with Disabilities -- Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at (541) 737-4098.

Link to Statement of Expectations for Student Conduct (policies about plagiarism, cheating, etc.): http://oregonstate.edu/admin/stucon/achon.htm

*** CAUTION, LEARNING CURVE AHEAD: On-line classes aren’t less work than face to face classes; in fact, they are harder in some ways because you don’t have the extra motivation that comes with meeting regularly in a classroom. You should expect to spend at least six to eight hours a week on this course, often more (to complete all the reading, compose your weekly postings, and respond to classmates). Spend as much time as you need each week to complete readings and assignments.

THE NUMBER ONE DANGER IN TAKING AN ON-LINE CLASS IS THAT AS TIME PASSES, STUDENTS RISK LOSING TRACK OF THE LEARNING TRAJECTORY, FALLING BEHIND IN THE READINGS, AND DISENGAGING FROM WEEKLY DISCUSSIONS. FINALLY THEY RISK BECOMING SO DISCONNECTED FROM THE CLASS THAT THEY DROP OUT.

PLEASE DON’T LET THIS HAPPEN TO YOU. AND PLEASE NOTE THAT I WILL NOT GIVE AN INCOMPLETE FOR THIS COURSE EXCEPT FOR THE MOST
DRASTIC OF REASONS, SUPPORTED BY THIRD PARTY EVIDENCE.  PLEASE DON’T ALLOW YOURSELF TO FALL BEHIND IN THE READINGS OR YOUR WEEKLY POSTINGS. COMMIT YOURSELF TO THE TIME THIS COURSE ASKS OF YOU EACH WEEK. If you cannot devote the minimum of six hours to eight a week to this course that it requires, you are at great risk of falling behind. Please consider taking the course when you can honor the time commitment.

Informal lectures: Each week I will post comments and questions (an informal lecture) based on the week’s readings. Please consider these comments and questions required reading for the week. Allow time to answer for yourself the questions I pose. Consider time spent reading the informal lectures, and answering the questions posed there, as part of the six to eight hours you should expect to devote each week to this course. Though I do not expect you to write down your answers and send them to me, keeping a course journal for such purposes is a good idea. It’s not just “busy work” to do so, but will allow you to check and develop your comprehension, and help prepare you for the two exams (midterm and final), and should be very useful in helping you compose your weekly reflections.

VIDEOS: A few videos will be required viewing during the course. They will be posted in a few of the weekly learning modules. You’ll be able to access these on-line as streaming videos. These are required viewing for that week, and are intended to deepen understanding and elaborate upon themes for that week. Your weekly response should include these videos, but also the readings – What is the relation between the two? In what ways do the videos broaden your understanding of some of the themes and specific ideas presented in the readings?

PLEASE NOTE: At any time, I reserve the right to modify, change, or alter any aspect of the syllabus, the schedule of readings and assignments, and the requirements for this course. If I do so, I will make timely announcements of any significant changes.

ASSIGNED READINGS AND COURSE OUTLINE

THE ACADEMIC WEEKS BELOW BEGIN ON MONDAY AND END AT 11:55 PM (PST) EACH SUNDAY. THE READING ASSIGNMENTS BELOW ARE ARRANGED BY WEEK. AS NOTED SEVERAL TIMES ABOVE, YOU SHOULD POST YOUR FIRST WEEKLY REFLECTION AND WEEKLY RESPONSE TO A CLASSMATE NO LATER THAN 11:55 PM ON THURSDAY EACH WEEK, AND YOUR SECOND WEEKLY POSTING AND RESPONSE NO LATER THAN 11:55 PM ON SUNDAY .

EACH WEEK LOOK FOR THE COMMENTS AND QUESTIONS (“INFORMAL LECTURES”) ABOUT THE READINGS FOR THE WEEK . These comments and questions are part of each week’s required reading, along with the reading assignments listed below. You do not need to answer the questions posed in these document when
writing your weekly reflections. However, you should attempt to answer them after you have completed the readings, as a measure of your comprehension and understanding of those readings. They will also help orient you to the week’s readings, and may provide a springboard for beginning your weekly reflections.

Any videos you find posted in a weekly module are required viewing for that week. You should watch each video in its entirety.

All readings assigned below that are not listed as from the textbooks will be posted as on-line readings, links to which are posted in the weekly learning modules.

Statement Regarding Students with Disabilities: Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

READING SCHEDULE:
If the reading assigned below is not listed as from one of the texts (Merchant or Callicott), you will find a link to it on-line in the relevant weekly learning module. You’ll find the weekly learning modules by clicking on “Modules” in the Canvas menu.

* * You are responsible for completing ALL readings each week. If you do not think you can realistically do this, please consider taking the course at a time when you can.

Again, I reserve the right to change particulars of this schedule at any time, though this rarely occurs. If I do, I will give you adequate notice.

Finally, the “breaks” or spaces between assigned readings in many of the weeks below indicate that you should treat readings as related “clumps” or “bundles” within a given week. Writing and thinking about the readings in two “bundles” will help you organize your thoughts and your postings about them. Read and write about part of the readings earlier in the week (by Thursday), and part later (by Sunday), rather than trying to read all of them at once (the point is to learn, not to overwhelm yourself). Your weekly reflections should address all readings (and any videos) for the part of the week you are writing about.

WEEK ONE (1/4 - 1/10) * * In addition to your weekly responses to the reading, please begin this course by introducing yourself on the Discussion Board. Why are you taking this course? Is there anything you think would be relevant for your classmates to know about you?
REQUIRED readings (please discuss each and all in your posts this week) -- To read and write about before 11:55 PM (PST) on Thursday:

“How to Queer Ecology: One Goose at a Time” by Alex Johnson (as with all readings that are not marked below as being from Merchant text or the Callicott text, this essay is on-line, and the link can be found in the Week One learning module of our Canvas site).

Andrew Light, “Elegy for a Garden: Thoughts on Urban Environmental Ethics”

“Slow Violence” by Rob Nixon

Selections from "Mobilizing the Green Imagination" - Anthony Weston

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To read, and write about, before midnight (PST) on Sunday:

“Tillamook Legend and Frontier Culture”, Wells

"The Land Ethic,” by Aldo Leopold

Global Ecological Crisis, Merchant, Ch. 1 in our text Radical Ecology, pp. 17 – 38

WEEK TWO (1/11 - 1/17)

Science and Worldviews, Merchant, Ch. 2, pp. 41 – 62

"Salmon in the Columbia Basin: From Abundance to Extinction", Goble

Environmental Ethics and Political Conflict, Merchant, Ch. 3, pp. 63 – 87

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“Nature as Community” by Giovanna Di Chiro

“The Trouble with Wilderness” by William Cronon

"Who Constructs the Rainforest?” by Vandermeer and Perfecto

WEEK THREE (1/18 - 1/24)

"Paths Beyond Human-Centeredness: Lessons from Liberation Struggles," Plumwood
Deep Ecology, Merchant, Ch. 4, pp. 91 – 116

Spiritual Ecology, Ch. 5, Merchant, pp. 117 – 137

“Effectiveness of Protest”

Green Politics, Merchant, Ch. 7, pp. 165 – 190

“Clan of One-Breasted Women” Williams

“Judi Bari”

**WEEK FOUR (1/25 - 1/31)**

Social Ecology, Merchant, Ch. 6, pp. 139 – 161

“Ecology, Capitalism, and the Socialization of Nature: An Interview with John Bellamy Foster”

“What to Say When They Say It’s Impossible” by Andrea Brower (short reading)

“What Happens When Common Property Becomes Uncommon?” by Patricia Marchak

“These Days It’s Cool to be a Commoner” by David Bollier (short reading)

Anti-Globalization and Sustainability, Merchant, Ch. 9, pp. 223 – 246

“Skeleton Woman” by Paul Hawken

Required video, on-line: This is What Democracy Looks like”

**WEEK FIVE (2/1 - 2/7)**

Ecofeminism, Ch. 8, pp. 193 – 221, Merchant

Merchant, Conclusion, pp. 249 – 254

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“Earth Democracy: An Interview with Vandana Shiva”

“When Your House is on Fire: An Interview with Kathleen Dean Moore”

MIDTERM EXAM -- The exam will be posted on-line most of the week (though you will only be able to access it once), along with directions on how to take it. I will also post a study guide early in Week Four.

*** THE SECOND HALF of the term begins on February 8 – please order the Callicott text well in advance; please have it in hand or on screen by that date.

WEEK SIX (2/8 - 2/14)

Historical Roots of Western European Environmental Values and Attitudes, Callicott, Ch. 2, pp. 14 – 43.

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Attitudes and Values in South Asian Intellectual Traditions, Callicott, Ch. 3, pp. 44 – 65
Ecological Insights in East Asian Buddhism, Callicott, Ch. 5, pp. 87 – 108.

WEEK SEVEN (2/15 - 2/21)

Traditional East Asian Deep Ecology, Callicott, Ch. 4, pp. 67 – 86

“Why Can’t a Man Be More Like a Woman? Reflections on the Tao Te Ching and Ecology” by William Uzgalis

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Far Western Environmental Ethics, Callicott, Ch. 6, pp. 109 – 133

South American Eco-Eroticism, Callicott, Ch. 7, pp. 133 – 155

Robin Kimmerer, You Tube interview (required viewing; 9 minutes)

WEEK EIGHT (2/22 - 2/28)

African Biocommunitarianism and Australian Dreamtime, Callicott, Ch. 8, pp. 156 – 184
WEEK NINE (2/29 - 3/6)

“The Rediscovery of Turtle Island” – Gary Snyder

“Toward a Cosmopolitan Bioregionalism”, Thomashow (on-line) “This Place on Earth”
Alan During

WEEK TEN (3/7 - 3/13)

"Human and Ecological Change in the Inland Northwest Forests" by Langston
Chaco Lessons – David Stuart

“Ones Who Walk Away from Omelas” – Ursula Le Guin

WEEK ELEVEN (3/14 - 3/17) (short week)

FINAL EXAM (not cumulative). I will post the final exam on-line on Monday – you will only be able to access it once, but it can be anytime until near midnight on THURSDAY (March 17), after which the exam will automatically close. I will also post a study guide.