

Environmental Philosophy (PHIL 340)  
9:00-9:50 MWF, 110 FEN

Fall 2007  
CRN 15648

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Sections: 11-11:50 F, 353 PLC  
12-12:50 F, 353 PLC

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Office Hours: 2:00 - 3:00 W; 1:00 - 2:00 R  
Sections: 9-9:50 R, 214 FR  
11-11:50 R, 101 VIL

COURSE DESCRIPTION

What is the relationship between our embodied experience and the natural world? Does nature have any value apart from the use that we make of it? Has our contemporary economic system and technological lifestyle alienated us from the local places where we live? Does resolving our environmental problems also require addressing gender and social inequities? How obligated are we to live differently and promote social changes in response to our worsening environmental situation? What alternatives for living differently are genuinely open to us today?

To explore these questions, we will examine the most influential movements in recent environmental thought: eco-phenomenology, deep ecology, social ecology, ecofeminism, bioregionalism, local knowledge, and the philosophy of technology. We will conclude by weighing the role that philosophical reflection should play in environmental activism.

REQUIRED READINGS (available for download from UO library online course reserves)

David Abram, "The Ecology of Magic" & "Philosophy on the Way to Ecology"  
Murray Bookchin, "What is Social Ecology?"  
Albert Borgmann, "Information and Reality at the Turn of the Century"  
J. Baird Callicott, "Environmental Philosophy is Environmental Activism"  
Fritjof Capra, "Deep Ecology: A New Paradigm"  
Jason Corburn, "Street Science: Characterizing Local Knowledge"  
Deane Curtin, "Recognizing Women's Environmental Expertise"  
Jim Dodge, "Living by Life: Some Bioregional Theory and Practice"  
Neil Evernden, "Nature in Industrial Society"  
Dave Foreman, "Putting the Earth First" and "Strategic Monkeywrenching"  
Greta Gaard and Lori Gruen, "Ecofeminism: Toward Global Justice and Planetary Health"  
Ramachandra Guha, "Radical American Environmentalism and Wilderness Preservation"  
Donna Haraway, "A Cyborg Manifesto"  
Eugene Hargrove, "Ecological Sabotage: Pranks or Terrorism?"  
Martin Heidegger, "Memorial Address"  
Julia "Butterfly" Hill, "The Legacy of Luna"  
Joanne Jordan & Nigel Gilbert, "Think Local, Act Global: Discourses of Environment and Local Protest"  
Winona LaDuke, "Buffalo Nations, Buffalo Peoples"  
Michael Martin, "Ecosabotage and Civil Disobedience"  
Mary Mellor, "Ecofeminism and Environmental Ethics: A Materialist Perspective"  
Carolyn Merchant, "The Death of Nature"  
Arne Naess, "The Deep Ecology Movement: Some Philosophical Aspects"  
Judith Plant, "Revaluing Home: Feminism and Bioregionalism"  
Kate Rawles, "The Missing Shade of Green"  
Kirkpatrick Sale, "Dwellers in the Land"  
George Sessions, "Ecocentrism, Wilderness, and Global Ecosystem Protection"  
Noël Sturgeon, "Naturalizing Race: Indigenous Women and White Goddesses"  
Paul Watson, "Tora! Tora! Tora!"  
Langdon Winner, "Luddism as Epistemology"

COURSE REQUIREMENTS

1. participation & attendance	10%
2. reading quizzes (best five)	10%
3. two take-home essays (4-6 pages, 20% each)	40%
4. midterm and final exam (20% each)	40%

◦ **Class Participation/Attendance:** You are expected to participate actively in this class, which includes reading all assigned material prior to class and participating productively and respectfully in class discussion. It is your responsibility to document your attendance at each lecture and discussion section by signing an attendance roll. Missing FIVE classes FOR ANY REASON will result in a full grade reduction. An additional full grade reduction will be made for each additional missed class after the fifth. Three late arrivals or early departures will count as one absence. In the event that you will miss five or more classes due to extended illness or university obligations, you must provide verifiable documentation in order to avoid penalty to your grade. Discussion is crucial to this class, and your GTF and I will do our best to make you feel at ease and welcome to contribute to the conversation. The best way to understand these sometimes difficult and controversial topics is to talk about them with each other, so please feel free to contribute any question, objection, or other thought about the topic at hand when such occurs to you. Although no relevant remark is out of bounds in this class, you will be expected to treat all members of the class with courtesy and respect. The quality and quantity of your participation in the class discussion will be evaluated in assigning 10% of your final course grade. Absences from class will also negatively affect your participation grade.

◦ **Reading Quizzes:** On a number of occasions throughout the course, brief quizzes will be given either at the beginning or end of the course lecture. These quizzes will be unannounced and will cover the assigned reading for that class period and/or material covered in the previous lecture. The best way to prepare for these quizzes is to read all assigned materials carefully and review notes from the previous lecture before arriving for class. Since some quizzes may be “open text,” you are encouraged to bring copies of the assigned readings to class. Only the best five quiz grades will be counted in calculating your final grade; the lowest quiz grades will be dropped. **No makeup quizzes will be given for any reason.** If a quiz is missed due to absence, late arrival, or early departure, this missed quiz will be treated as one of the grades to be dropped.

◦ **Take-home essays:** Two 4-6 page essays will be required in response to essay questions posted on Blackboard (accessed from the UO homepage or at <https://blackboard.uoregon.edu/>). Essays are due in class on the dates specified on the syllabus. Essays should have standard fonts and margins and must be **typed, stapled, proof-read, double-spaced. Include your name, your GTF's name, and the time that your discussion section meets on the first page** (please do not use a cover page.) Essays not meeting these requirements will not be graded. Essays not brought to class on the assigned date will be treated as late, and late essays will lose one letter grade for each calendar day that they are late. Each essay will be worth 20% of the final course grade.

◦ **Midterm and Final Exam:** Exams will draw from all material assigned as readings or discussed in class. A list of review terms and concepts will be posted on Blackboard prior to the exam date. Exams will include a mix of true/false, fill-in-the-blank, and short answer (2-3 sentences) questions. The final will include only material covered after the midterm. Each exam will be worth 20% of the final course grade.

## POLICIES

**Incompletes and extensions** will be given only in the event of documented emergencies.

**Retaining copies of all returned work:** Please retain the original copy of all work returned to you during the term until the final course grade has been posted. In the event of any question concerning whether grades have been accurately recorded, it is your responsibility to provide these original copies as documentation.

**Academic Honesty:** Please review and familiarize yourself with the provisions of the Code of Student Conduct regarding academic honesty. You can find a summary in each term's Schedule of Classes or by the Office of Student Life's Duck Guide: [http://studentlife.uoregon.edu/duck\\_guide/duckguide.htm](http://studentlife.uoregon.edu/duck_guide/duckguide.htm). Violations of academic honesty will be met with disciplinary action.

**Inclement Weather:** It is generally expected that class will meet unless the University is officially closed for inclement weather. If, however, it becomes necessary to cancel class while the University remains open, this will be announced on Blackboard and through the Blackboard email system.

**Individual Differences:** If you experience difficulty in this course for any reason, please don't hesitate to consult with me. If you have a disability that may prevent you from fully demonstrating your abilities, you should contact me personally as soon as possible so we can discuss accommodations necessary to ensure your full participation and facilitate your education process. The university offers a wide range of services to support you in your efforts to meet the course requirements, including the following:

- *Academic Learning Services (ALS)*: ALS provides numerous resources (including courses, workshops, and tutoring) to help UO students succeed. They work with a diverse student body with a wide range of needs. If you are unsure which resources would work best, they are happy to answer questions and share suggestions. Web: <http://als.uoregon.edu> – Phone: 541-346-3226.
- *University Counseling and Testing Center (UCTC)*: The UCTC provides comprehensive mental health care and testing services to the University of Oregon campus. The primary mission of the UCTC is to provide quality clinical/therapeutic services, psychological testing and assessment, psychoeducational workshops and outreach as well as emergency services. Web: <http://www.uoregon.edu/~counsel/> – Phone: 541-346-3227
- *Disability Services (DS)*: DS coordinates services, provides advocacy and support to students with documented physical, learning, and psychological disabilities and provides assistance to the general campus community in responding appropriately to requests for accommodations based on disability. Web: <http://ds.uoregon.edu/> – Phone: 541-346-1155 TTY: 541-346-1083

**TENTATIVE ASSIGNMENT SCHEDULE** (*Subject to revision as we proceed. Specific assignments announced in class*)

Week 1: 9/24, 9/26, 9/28	Introduction to course <b>ECOPHENOMENOLOGY</b> Abram, “The Ecology of Magic” Abram, “Philosophy on the Way to Ecology”
Week 2: 10/1, 10/3, 10/5	Evernden, “Nature in Industrial Society” MOVIE: <i>The Last Stand: Ancient Redwoods and the Bottom Line</i> <b>Guest lecture (10/5)</b> : Bonnie Mann (read Merchant, “The Death of Nature”)
Week 3: 10/8, 10/10, 10/12	<b>DEEP ECOLOGY</b> Capra, “Deep Ecology: A New Paradigm” Naess, “The Deep Ecology Movement: Some Philosophical Aspects” Sessions, “Ecocentrism, Wilderness, and Global Ecosystem Protection” Guha, “Radical American Environmentalism and Wilderness Preservation”
Week 4: 10/15, 10/17, 10/19	<b>First Take-Home Essay Due: 10/15</b> <b>SOCIAL ECOLOGY &amp; ECOFEMINISM</b> Bookchin, “What is Social Ecology?” Gaard and Gruen, “Ecofeminism: Toward Global Justice and Planetary Health” Curtin, “Recognizing Women’s Environmental Expertise”
Week 5: 10/22, 10/24, 10/26	Sturgeon, “Naturalizing Race: Indigenous Women and White Goddesses” Mellor, “Ecofeminism and Environmental Ethics: A Materialist Perspective” <b>Midterm Examination: 10/26</b>
Week 6: 10/29, 10/31, 11/2	<b>BIOREGIONALISM &amp; LOCAL KNOWLEDGE</b> Sale, “Dwellers in the Land” Plant, “Revaluing Home: Feminism and Bioregionalism” Dodge, “Living by Life: Some Bioregional Theory and Practice” LaDuke, “Buffalo Nations, Buffalo Peoples”
Week 7: 11/5, 11/7, 11/9	Jordan & Gilbert, “Think Local, Act Global: Discourses of Environment and Local Protest” Corburn, “Street Science: Characterizing Local Knowledge” MOVIE: <i>Blue Vinyl</i>
Week 8: 11/12, 11/14, 11/16	<b>Second Take-Home Essay Due: 11/12</b> <b>TECHNOLOGY</b> <b>Guest Lecture (11/12)</b> : John Lysaker (read Heidegger, “Memorial Address”) Winner, “Luddism as Epistemology” Borgmann, “Information and Reality at the Turn of the Century” Haraway, “A Cyborg Manifesto”
Week 9: 11/19, 11/21	<b>PHILOSOPHY AND ENVIRONMENTAL ACTIVISM</b> Watson, “Tora! Tora! Tora!” Hill, “The Legacy of Luna” Foreman, “Putting the Earth First,” “Strategic Monkeywrenching” Hargrove, “Ecological Sabotage: Pranks or Terrorism?” (with replies) <b>[No class on 11/23: Thanksgiving Holiday]</b>
Week 10: 11/26, 11/28, 11/30	Martin, “Ecosabotage and Civil Disobedience” Rawles, “The Missing Shade of Green” Callicott, “Environmental Philosophy is Environmental Activism”
Tuesday, 12/4	<b>Final Exam, 10:15 - 12:15</b>