

## SYLLABUS

### PHIL. 250. Environmental Philosophy

TR 2:20-3:30 p.m.

Com-114

Dr. St. John  
Moravian College  
Comenius-204  
[medps01@moravian.edu](mailto:medps01@moravian.edu)

Ofc. Hrs. M/W 1:00-2:00 pm  
F. 1:00-3:00pm  
T.Th.3:30-4:00pm

“One of the penalties of an Ecological Education is that one lives alone in a world of wounds.” Aldo Leopold

**Course Description.** Environmental philosophers raise basic questions concerning humanity’s relationship to the natural world and to other-than-human animals, both wild and domestic. Some questions concern our moral obligations to animals, plants and ecosystems. Others seek to uncover the causes (ideological, social, political) of and propose solutions to the host of environmental issues now facing humankind. In this course we will examine the major fields of environmental philosophy and seek to use our new philosophical tools to understand and deal with environmental issues such as population, climate change, energy, biodiversity. **Students should be aware that the readings for this course will prove challenging.**

#### **Course Goals, Student Outcomes**

1. To introduce the student to the major thinkers and schools of thought associated with environmental philosophy;
2. To develop an awareness of the complexity of moral issues and of the need for interdisciplinary understanding for informed moral decision-making;
3. To develop the ability to critically reflect on one’s own unexamined assumptions, values and moral position-taking beliefs and values that shape popular debate on the environment;
4. To increase the student’s ability to read reflectively, think critically, write clearly, listen attentively and argue rationally and civilly.

#### **General Skills to be Developed.**

This course should improve your ability to read, think, write and speak. Just as importantly, it will demonstrate how these are interlinked. **Reading** is not a passive act but an active, creative engagement with a text. To master philosophical material you must read and reread slowly, asking questions, taking notes and placing difficult sections within the context of the whole essay. **Thinking** may begin as a solitary act but will be deepened and sharpened through discussion with others. Hopefully, you will become more aware of the beliefs, attitudes and values that you bring to both texts and discussions.

**Writing** can help pull together and make the reading your own. **Writing** is not something you do after the process of reading and thinking. It plays an active and creative role in the discovery, construction and articulation of meaning. Through the act of writing you can deepen, develop and crystallize our understanding both of self and other (text, author, interpreter). Your notebook/journal will serve as the primary place for this process.

**Discussions** will help you gain insight, broaden your understanding of the text and challenge your interpretation of the argument.

**Plagiarism.** We will discuss the Honesty Policy as found in the Student Handbook. Plagiarism on graded assignments will result in an "F" for the course. Plagiarism on a take-

home write-to-learn assignment will result in an "F" for that exercise and a dropping of your final grade by one whole level (e.g. B to C). A second offense will mean failure for the course.

**Attendance.** Since we only meet twice a week, students are expected to attend class and to participate. Frequent absences will affect one's grade. Missed quizzes cannot be made up after the scheduled class (except for illness, etc).

## **EXPECTATIONS AND EVALUATION**

### **I. JOURNAL (20%)**

Please buy a thick notebook and use it frequently and extensively. This course seeks to integrate reading, critical thinking and writing. The more evidence there is that you are doing all three, the more you will develop intellectually and the more you will be rewarded academically. The journal will function as: (1) a **reading journal** or reading log. Given the nature of the readings in this course, it will be important for you to "dialogue" with the text (**take notes, make comments, raise questions, argue with or wax enthusiastically over the material**). In reviewing and evaluating the journals I will look both for quantity (that you have indeed read all of the assignments and commented on them) and quality (that you have wrestled with and thought about the material); (2) a **guided journal** whenever a question or thesis has been given to you to guide your reading and note-taking.; (3) a **notebook** for taking notes on lectures, presentations and discussions in class.

Each entry must be dated and identified (reading notes, class notes, etc).

Journals will be collected in a random unannounced fashion.

**PLEASE DO NOT WRITE IN THE MARGINS OR IN THE SPACE AT THE TOP OF THE PAGE!!!**

**Grading the Journal: See attached sheet**

### **II. CRITICAL REFLECTION ESSAYS 40% (4@10% each) (4-5 pages each)**

In this critical reflection essay you will demonstrate your ability to comprehend, analyze and summarize philosophical writing, including moral or questions, analyze competing ethical positions and rationally argue your own position. You may select a question or topic from two or three provided by the instructor.

**Grading.** Each paper will be worth **10% of your grade.**

### **III. SHORT RESEARCH PAPER OR FINAL TAKE-HOME EXAM (6-8pp.) (20%)**

You may choose to do a short research paper (6-8pp) on a topic that you select (within appropriate bounds) or to take a final exam (take-home) (5-7pp) where the questions are given by the instructor.

Your research paper can explore 1) an issue in philosophical ethics or theory, 2) social justice and environmental issues, or 3) an environmental problem with its ethical or broader philosophical implications. An instruction sheet will be given if you choose the research paper.

### **IV. PARTICIPATION, LEADERSHIP AND QUIZZES (20%)**

Leadership. The reading for each class will be summarized by one student and critical questions for discussion raised by another. On occasion one student will take one position and the other student another. Both students will prepare their presentations ahead of time and turn in their outline or notes or written remarks.

Discussion. Participation. Everyone is expected to participate in the discussions but verbosity is not its own reward.

Quizzes. The instructor reserves the right to occasionally “pop” a quiz on the reading for the day. It will be graded “S” or “U”. If absent: a “U”.

**Summary of Evaluative Tools and Values. (See Pages 3-6)**

Journal. 20%

Critical Reflection Essays. 40%

Short Research Paper. 20%

Participation (Leadership, Discussion, Quizzes) 20%

**REQUIRED TEXTS**

Pojman, Louis, editor. *Environmental Ethics: Readings in Theory and Application*. Fourth Edition. Belmont, CA: Wadsworth Press, 2005.

Newton, Lisa H., Catherine K. Dillingham, and Joanne Choly. *Watersheds 4: 10 Cases in Environmental Ethics*. Fourth Edition. Belmont, CA: Wadsworth Press, 2006.

Note: Certain readings and/or their dates as well as other aspects of this syllabus are subject to change. The instructor will only do so after consultation with the students.

**COURSE OUTLINE**

<u>Date</u>	<u>Topic, Assignment</u>
August 29	Course Introduction
	<b>I. Roots in Western Culture</b>
8/31	Lewis Montcrief, "The Cultural Basis...Environmental Crisis" Ch.1.#3
	<b>II. Ethics: Animals and Land</b>
	<b>A. Animal Welfare Ethics</b>
9/04	Animal Liberation Peter Singer, "A Utilitarian Defense..." Ch.2.#7
9/6	Animal Rights Tom Regan, "The Radical Egalitarian Case..." Ch.2.#8
9/11	A Critique of Regan's Animal Rights Theory" Mary Anne Warren Ch.2#9
	<b>B. Environmental Ethics</b>
	<b>1. Biocentrism</b>
9/13	Albert Schweitzer, "Reverence for Life" Ch.3.#14
	<b>2. Ecocentrism</b>
9/18	Expanding the Moral Community Aldo Leopold, "... The Land Ethic" Ch.3#17
	<b>C. Animal Rights vs. Environmental Ethics?</b>
9/20	Mark Sagoff, "Animal Liberation and Environmental Ethics; Bad Marriage, Quick Divorce" <b>On Reserve</b>
9/25	Baird Callicott, "Animal Rights and Environmental Ethics: Back Together Again" <b>On Reserve</b>
	<b>III. Environmental Philosophy</b>
	<b>A. Deep Ecology</b>
9/27	Arne Naess. Ch. 3, #22 & #23
<b>Monday, October 02 Critical Reflection Paper #1 Due</b>	
10/03	Bill Devall and George Sessions, "Deep Ecology" Ch.3.#24
10/05	James P. Sterba, "Environmental Justice..." Ch.3.#28
10/10	No Class.
	<b>B. Ecofeminism</b>
10/12	Karen J. Warren, "The Power and Promise of Ecological Feminism" <b>On Reserve</b>
	<b>C. Social Ecology</b>
10/17	Murray Bookchin, "What is Social Ecology?" (Zimmerman) On Reserve

Or  
John Clark, "Introduction" to Social Ecology  
On Reserve

#### **IV. The Social and Ecological**

##### **A. Development and Social Justice**

###### **1. Environment and Racism**

10/19 Peter S. Wenz, "Just Garbage:. . . Environmental Racism" Ch.13, #73

#### **MONDAY, October 23, Noon. Critical Reflection Paper #2 Due**

###### **2. Environment, Women and Development**

10/24 Vandana Shiva. "The Impoverishment of the Environment:  
Women and Children Last."

###### **3. Population**

10/26 "Are We the Problem?" in *Watersheds 4*, CHAPTER 83.

###### **4. Overdeveloped/Underdevelopment**

10/31 Maria Mies, "Deceiving the Third World," Ch.13,#74

###### **5. Overdevelopment**

11/02 Don Mayer, "Institutionalizing Overconsumption" On Reserve  
Or

Herman Daly, "Consumption: The Economics of Value Added..." Ch.12 #68

###### **6. Politics and Economics**

11/07 Mark Sagoff: "At the Shrine..." Ch.12 #69

#### **V. Environmental Problems and Ethical Issues**

##### **A. Atmosphere: The Greenhouse Effect**

11/09 Christopher Flavin "The Heat is on..." Ch.11.#63  
"The Perils of Global Climate Change" in *Watersheds 4*, CHAPTER 1

#### **11/13 MONDAY CRITICAL REFLECTION PAPER #3 Due**

##### **B. Energy and Future Generations**

11/14 "Fueling the World..." in *Watersheds 4* CHAPTER 9

11/16 "Oil on the Rocks..." in *Watersheds 4* CHAPTER 5

##### **C. Fisheries**

11/21 "Crisis in the New England Fisheries" in *Watersheds 4*, CHAPTER 3

##### **D. Genetically Modified Organisms**

11/28 "The Complex Difficulties of Frankenfood" in *Watersheds 4*, CHAPTER 2

##### **E. Biological Diversity**

11/30 "Saving the Uniquenesses of the World" in *Watersheds 4*, CHAPTER 10

12/05           **F. Global Justice, Ecological Harmony**  
                  “The Earth Charter” Ch.13, #72

12/07           **G. Sustainable Development**  
                  Lester Brown, et al., “A Vision of a Sustainable World” Ch. 14 #82

12/09           Critical Reflection Paper #4 Due

FINAL EXAM OR SHORT RESEARCH PAPER

### **JOURNAL GRADING GUIDELINES**

“C” A student writes something on nearly every assignment as well as takes notes in class. Some indication of engagement with the text through questions, comments, short expressive

or exploratory pieces. Adequate to fair understanding of the readings, lectures, discussion seems adequate to fair.

**“D”** Missing assignments and/or minimal writing in the journal. Inconsistent in quantity and quality. Not much in the way of exploratory and expressive writing and a poor and sporadic grasp on the material. Understanding of the content seems fair to poor.

**“B”** Quantity and quality of writing and note-taking are consistently good. Critical thinking and self-motivated reflections demonstrate an engagement with most facets of the course. Understanding of the material ranges from good to very good.

**“A”** Quantity and quality of written material is excellent. Strong critical thinking and reflective writing: thoughtful use of examples, provocative questions, and insightful comments. Excellent grasp of the material.

**“F”** Quantity and quality is very poor. Many missed or minimally noted assignments. Very few relevant or credible comments. Unengaged with most of the material.

## RESEARCH PAPER

Some suggestions for proceeding:

1) above:

> Conduct a literature search and scan articles to determine who the major thinkers and the major positions staked out. Then play the role of the judge and evaluator of the arguments, coming to a conclusion about where the strengths and weaknesses of each are and what

position you find most convincing and why. Then you become a philosopher and articulate a rational position of your own.

2) If you start with a social and environmental problem that troubles you, you could demonstrate how the major approaches to solving the problem have ethical and philosophical assumptions and implications. Do the writers assume that the causes and cures of environmental ills are merely matters of technology, economics or politics? Do they acknowledge other issues such as the way we think about ourselves and our relationship to nature or nonhuman animals, the role of greed, self-indulgence and ethical blindness.

Your task is to self-consciously engage in the research process so that you could explain how you developed your research question, what search engines and other resources you found useful; how you broadened your understanding of the field and how you clarified and refined your thesis. Work up a bibliography of writers and articles/books that are germane to your project. Out of these you might select and annotate several sources that seem particularly appropriate to your question. Are you clear on what the major issues or points of difference are? Are you ready to write a thesis statement or an overview of a possible paper or is more research necessary?

I encourage you to meet with me any time during the process of researching and writing your paper. If I have questions concerning your topic or *modus operandi*, I will ask you to meet with me to discuss the matter. After you have received final approval, you may write your paper. Your paper should begin with an introductory paragraph that 1) sets forth the problem or question that you want to explore in the paper; 2) a statement of what you propose or what your thesis is (e.g. "I propose to show that . . . " "My thesis is that it is our patriotic duty to consume as much as possible and that this overrides any obligations towards other species..." and 3) an overview or preview of the flow of your argument: (I will first show that the term consumer must replace citizen of the state or member of the earth community...and then I will demonstrate that.." or, "In part one I will explain.....and in part two I will ...)

You may want to seek assistance from the Writing Center after your first draft is completed. Citations may be made in accordance with APA or MLA guidelines.

**Grading.** Grammar must be very good, citations accurate and proper, organization and flow of the paper clear and arguments logical and defensible



“‘Animal Liberation’: A Critique” by Michael Fox *Env Ethics*  
A Critique of Regan’s Animal Rights Theory” Mary Anne Warren Ch.2#9  
Gary Varner,

## **SYLLABUS**

### WRIT 100. Environmental Philosophy Spring, 2004

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[medps01@moravian.edu](mailto:medps01@moravian.edu)

Ofc. Hrs. M/W 1:00-2:00 pm  
F. 1:00-3:00pm  
T.Th.3:30-4:00pm

**Course Description.** Environmental philosophers raise basic questions concerning humanity’s relationship to the natural world and to other-than-human animals, both wild and domestic. Some questions concern our moral obligations to animals, plants and ecosystems. Others seek to uncover the causes (ideological, social, political) of and propose solutions to the host of environmental issues now facing humankind. In this course we will examine the major fields of environmental philosophy: Environmental Ethics (including animal liberation), Radical Ecology (Deep Ecology, Eco-feminism) and Political Ecology (Liberal, Conservative, Free Market, Socialist). Students should be aware that the readings for this course might be challenging.

#### **Course Goals**

- 1.To introduce the student to the major thinkers and schools of thought associated with environmental philosophy.
- 2.To critically examine the often-unexamined assumptions, beliefs and values that shape popular debate on the environment.
- 3.To familiarize the student with acceptable ways of developing a position and formulating an argument.
- 4.To increase the student’s ability to read reflectively, think critically, write clearly, listen attentively and argue persuasively with civility.

#### **General Skills to be Developed.**

As stated above, this course should improve your ability to read, think, write and speak. Just as importantly, it will demonstrate how these are interlinked. **Reading** is not a passive act but an active, creative engagement with a text. You will learn to read slowly and reread often, ask questions, take notes and place difficult sections within the context of the whole essay. Writing can help pull together and make the reading your own. Discussions will help you see much more in the texts. **Thinking** may begin as a solitary act but will be broadened, deepened, and sharpened by the dialogical process. One of the skills that you will hopefully develop in this course is the ability to become aware of your own beliefs, attitudes and values that you bring to texts and discussions. Writing can assist you in that task. The novel *Ishmael* will assist us in the task of becoming aware of what we have imbibed from “Mother Culture” and subsequently regurgitate as our “opinion” or defend as thinking for ourselves. Another skill to be developed will be that of presenting a rational, logical argument in defense of certain theses or in opposition to them (as opposed to simply expressing one’s “opinion” or loudly reiterating the clichés of mass culture.) **Writing** is not something we do at the end of the process of reading, thinking and discussing. It is an active part of the process of finding and constructing meaning. Through the act of writing we deepen, develop and crystallize our understanding both of self and other (text, author, interpreter). Sometimes we do not know what we think until we begin to write. Sometimes we are not aware of what already lies within our minds until we start writing. A notebook/journal will serve as the primary place in this class for such exploration both of self and the world of ideas.

**Plagiarism.** We will discuss the Honesty Policy as found in the Student Handbook. Plagiarism on graded assignments (including journals) will result in an "F" for the course. Plagiarism on a take-home write-to-learn assignment will result in an "F" for that exercise and a dropping of your journal grade by one whole level (e.g. B to C). A second offense will mean failure for the course.

**Attendance.** Since we only meet twice a week, students are expected to attend class and participate in the writing exercises and classroom discussion of the material. Missed writing assignments cannot be made up after the scheduled class.

### **Summary of Evaluative Tools and Values. (See Pages 3-6)**

Journals. (20%)  
Write-to-Learn Assignments. (20%)  
Reflection Essay. 20%  
Research Narrative. 20%  
Short Research Paper. 20%

### **REQUIRED TEXTS**

Hacker, Diana. *The Bedford Handbook*. Sixth Edition. Boston: Bedford/St. Martin’s, 2002.

Quinn, Daniel. *Ishmael: An Adventure of Mind and Spirit*. New York: Bantam Books, 1992.

VanDeVeer, Donald and Christine Pierce. *The Environmental Ethics & Policy Book*. 3rd ed. New York: Wadsworth, 2003.

Zimmerman, Michael E., ed. *Environmental Philosophy From Animal Rights to Radical Ecology*. 3<sup>rd</sup> ed. New York: Prentice-Hall, 2001.

## EVALUATION: EXPECTATIONS AND ASSESSMENT

### I. JOURNAL

Please buy a thick notebook and use it frequently and extensively. **This course seeks to integrate reading, critical thinking and writing. The more evidence there is that you are doing all three, the more you will develop intellectually and the more you will be rewarded academically.** The journal will be your major forum for exploratory and expressive writing, for taking notes on readings and in-class discussions, and for free-writing and prewriting. The journal will function as: (1) a **reading journal** or reading log. Given the nature of the readings in this course, it will be important for you to “dialogue” with the text (**take notes, make comments, raise questions, argue with or wax enthusiastically over the material**). In reviewing and evaluating the journals I will look both for quantity (that you have indeed read all of the assignments and commented on them) and quality (that you have wrestled with and thought about the material); (2) a **guided journal** where a question or thesis has been given to guide your reading and note-taking. By the time you have read and taken notes on the assigned material you should be ready to answer the question. Your first draft of this **writing-to-learn** assignment might be made in the journal/notebook. A polished version of one to two pages in length (double-spaced) should be printed out and read aloud to your peer(s) in class (small groups, pairs, or whole class discussion). (3) a notebook for

recording **in-class** lecture and discussion **notes** as well as for **free-writing** and **prewriting** exercises done in class.

Journals will be collected in a random fashion approximately every three to four weeks. **DO NOT WRITE IN THE MARGINS OR IN THE SPACE AT THE TOP OF THE PAGE!!!**

### **Grading the Journal.**

**“C”** A student writes something on nearly every assignment as well as takes notes in class. Some indication of engagement with the text through questions, comments, short expressive or exploratory pieces. Adequate to fair understanding of the readings, lectures, discussion seems adequate to fair.

**“D”** Missing assignments and/or minimal writing in the journal. Inconsistent in quantity and quality. Not much in the way of exploratory and expressive writing and a poor and sporadic grasp on the material. Understanding of the content seems fair to poor.

**“B”** Quantity and quality of writing and note-taking are consistently good. Critical thinking and self-motivated reflections demonstrate an engagement with most facets of the course. Understanding of the material ranges from good to very good.

**“A”** Quantity and quality of written material is excellent. Strong critical thinking and reflective writing: thoughtful use of examples, provocative questions, and insightful comments. Excellent grasp of the material.

**“F”** Quantity and quality is very poor. Many missed or minimally noted assignments. Very few relevant or credible comments. Unengaged with most of the material.

**20% of grade.**

### **III. REFLECTION ESSAY ON THE NOVEL *ISHMAEL***

**(6+ pages. Due March 01)**

As you move from your journal entries to your write-to-learn assignments and finally to a six page Reflection Essay on *Ishmael* and attendant readings, you should experience an intensification of the process of critical thinking and writing. This reflection essay must deal with a question or problem emerging from your dialogues with the author, your classmates, and the instructor. The paper may take different forms: a **dialogue** between Ishmael and another person; **role-playing** in which you take the part of Ishmael and comment on an issue or problem from his perspective; imagining a **“what if”** situation (e.g. “what if individuals and societies took Ishmael’s advice?”); writing the **story** or narrative that you hear Mother Culture telling us, maybe gathering some advertisements that convey hidden normative messages from Mother Culture. Do some initial exploratory writing in your journal to clarify the issues, choose the form, and roughly sketch your first draft. Please do not hesitate to see the instructor if you have questions regarding your topic or approach. The essay should demonstrate a genuine engagement with the material and with the task of articulating your own position. Please read chapters 2 & 3 of *The Bedford Handbook* on drafting and revising. If you use citations, follow the APA style found in the BH.

A **draft** of your paper will be read to and discussed with the other members of your in-class study group during a **“Rough Draft Workshop”** scheduled for **February 23**. Please e-mail or otherwise provide them with copies by Friday, February 20. After discussing your draft in class with your peers, you will **rewrite** to address the concerns raised by your readers and to develop your ideas further, polish your style and correct your grammar and spelling if necessary. Make an appointment to consult with a tutor in the writing center between **February 24th and 29th**. Take along your **revised draft** for recommend changes. When the final paper is turned in to the instructor on **or before March 01**, **all drafts** plus the checklist must accompany the final paper

**Grading.** This paper will be worth **20% of your grade**. Grading will be on both the writing process and the final product. Grammar on the final draft paper must be good but not perfect. Spelling must be perfect. If there is a problem I will comment on it. Please consult the *Bedford Handbook*.

#### **IV. NARRATIVE ESSAY ON DOING RESEARCH** **(5 Pages. Due April 8)**

Two required components of the English 100 courses are: practice in “library and online research” and “correct use of citation of sources.” To help you with the first component, I have set aside the **March 25** class for instruction by the reference librarians at Reeves Library. They will instruct you on bibliographical research along with introducing you to library and online resources for research. There are also instructions in *The Bedford Handbook* (see the outline below) and an online tutorial by Reeves staff. You may use either

the MLA or APA style for citations (see *The Bedford Handbook*) and bibliographical referencing.

What should drive your research is a significant question or problem that has attracted your attention. You might, for example, want to review a controversy such as "What are the arguments for and against the use of animals in scientific (or commercial or military) research?" Or, "Why should we care about the threats to biodiversity?" Doing a literature search and reviewing articles to sift out the major positions might follow. Then you might put on your hat as judge and evaluator of the arguments, coming to a conclusion about which you find most convincing and why. Or you might want to start with an environmental problem that troubles you and demonstrate how the major approaches to solving the problem reflect certain deeply held if often unconscious beliefs concerning human "nature," or the place and role of the human in the universe, the intrinsic worth or lack of it in the natural world, etc. You might explore the position that the causes and cures of environmental ills are technological, economic or political. Or explore the position that environmental problems are symptoms of deeper problems with the way we think about ourselves and nature or with our weaknesses such as greed or self-indulgence.

Your task is to self-consciously engage in the research process so that you might be able to write an account or narrative that explains how you developed your research question, what search engines and other resources you found useful; how you worked with them; how you broadened your understanding of the field and how you clarified and refined your thesis. Then proceed to do exploratory research. Work up a bibliography of writers and articles/books that are germane to your project. Out of these you might select and annotate several sources that seem particularly appropriate to your question. You will then write an essay in the first person narrating the process you went through in your research, including an account of the development of your understanding of the topic. Are you clear on what the major issues or points of difference are? Are you ready to write a thesis statement or an overview of a possible paper or is more research necessary? **Please provide documentation of your search** including websites, bibliographical sources, etc.

**Grading.** Please follow the instructions above, especially noting the expectations found in the last paragraph. Emphasis is on **narrating the process and documenting it. 20% of final grade**

## **V. RESEARCH PAPER** **(8-10 pages. Due April 22)**

I encourage you to meet with me any time during the process of researching and writing your paper. If I have questions concerning your topic or *modus operandi*, I will ask you to meet with me to discuss the matter. After you have received final approval, you may write your

paper. Your paper should begin with an introductory paragraph that 1) sets forth the problem or question that you want to explore in the paper; 2) a statement of what you propose or what your thesis is (e.g. “I propose to show that . . . “ “My thesis is that it is our patriotic duty to consume as much as possible and that this overrides any obligations towards other species...” and 3) an overview or preview of the flow of your argument: (I will first show that the term consumer must replace citizen of the state or member of the earth community...and then I will demonstrate that..” or, “In part one I will explain.....and in part two I will ...) **The instructor will provide further direction on this paper.**

Please seek assistance from the Writing Center after your first draft is completed. Citations may be made in accordance with APA or MLA guidelines (see *The Bedford Handbook*).

**Grading.** Did you follow the procedures outlined above, including preparation for conference and tutoring? Grammar must be very good, citations accurate, organization clear and arguments coherent and clearly stated. **20% of final grade.**

## COURSE OUTLINE

### Date

### Topic, Assignment

January 12. Introduction to Course. Writing as Process.

**I. The Imprisoning Consensus: Popular Lies/Unpopular Truths**  
*The Bedford Handbook*: Ch. 4. Paragraphs.

January 14. Worldview and Critical Thinking.  
Read: *Ishmael*, Chs. 1 & 2.

- January 19. martin luther king day
- January 21. Our Strange Mythology: Science and the Anthropocentric Bias  
Read: *Ishmael*, Chs. 3-5
- January 26. A Non-anthropocentric Reading of The New Mythology  
Thomas Berry, "The Viable Human" in Zimmerman  
"Our Place in the Scheme of Things" pp.75-79 in VandeVeen
- January 28. The Law of the Life Community: Humans as Cosmic Exceptions  
Read: *Ishmael*, Chs. 6-8,
- February 02. Population and Poverty  
Read: Partha S. Dasgupta, "Population, Poverty and the Local Environment"(p.414) and "Consumption and the Environment" (p555) in VanDeVeen
- February 04. Being Like Gods: Adam, Cain and the Need to Conquer  
Read: *Ishmael*, Ch. 9
- February 09. Western Christianity and Nature  
Lynn White, "The Historic Roots of Our Ecologica Crisis" in VanDeVeen
- February 11. Diversity (Cultural and Biological) and Survival  
Read: *Ishmael*, Chs. 10 & 11
- February 16. A Leaver's Universe  
Read: Richard K. Nelsom, "The Watchful World" (On Reserve)
- February 18. If Evolution is to Continue: Thinking/Acting Differently  
Read: *Ishmael*, Ch. 12-13
- 2/23 - 2/29** **Make An Appointment to Visit the Writing Center this Week**
- February 23. Workshop on Reflection Paper.  
First Draft Due. Copies for Discussion Group.  
Suggested Readings: Chs.2 & 3 in *The Bedford Handbook*

## **II. Ethicss: Animals and the Environment**

*The Bedford Handbook*: Chs. 47 & 48 on Arguments

### **A. Animal Welfare and Rights Ethics**

- February 25. Animal Liberation  
Read: Peter Singer. "All Animals are Equal" in Zimmerman



- March 01. Animal Rights  
Read: Tom Regan. "Animal Rights, Human Wrongs" in Zimmerman  
**Reflection Paper on *Ishmael Due*.**
- March 03. Experimenters and Protesters: Any Agreement?  
Read: Gary E. Varner, "The Prospects for Consensus and Convergence..."  
p.99ff. in VanDeVeer
- March 08/10 No Class. Spring Break.

### **B. Holistic Environmental Ethics**

- March 15. Expanding the Moral Community  
Read: Aldo Leopold. "The Land Ethic"
- March 17. An Ethical Relation to the Land  
J. Baird Callicott, "The Conceptual Foundations of the Land Ethic"
- March 23. Legal Rights and Natural Entities  
Read: Christopher D. Stone, "Should Trees Have Standing?"
- March 25. Instructions on Research. Meet in Reeves Library  
Please do the **Tutorial** on the Library Website.  
Readings: *The Bedford Handbook*: Page 520. Follow Steps 1-5.  
Ch. 49. Conducting Research. Ch. 50. Evaluating Sources.
- March 30. Technology, Knowledge, Environmental Ethics  
Read: Hans Jonas, "Technology and Responsibility: Reflections on the  
New Task of Ethics"

### **III. Environmental Philosophy: Beyond Ethics**

#### **A. Deep Ecology**

- April 01. Read: Bill Devall and George Sessions, "Deep Ecology" in VanDeVeen  
April 06. Arne Naess "Self-Realization: An Ecological Approach to Being in the  
World" in VanDeVeen

#### **B. Ecology and Feminism**

- April 08. Historical Roots : Gender Symbols and the Earth  
Read: Carolyn Merchant. "The Death of Nature." in Zimmerman  
**Research Narrative Due.**
- April 13. Eco-feminism and the Logic of Domination  
Read: Karen J. Warren, "The Power and the Promise of Ecological  
Feminism" in Zimmerman

#### IV. Human Issues for Environmental Philosophy

- April 15. Environmental Racism  
Read: Karl Grossman, "Environmental Racism" in VanDeVeenNature,
- April 20 Women, Children and Maldevelopment  
Read: Vandana Shiva. "The Impoverishment of the Environment:  
Women and Children Last." in Zimmerman
- April 22. Economic/Political Decisions about the Environment  
Read: Mark Sagoff, "At the Shrine of Our Lady of Fatima,..." VanDeVeen  
**Research Paper Due**
- April 27. Kristin Shrader-Frechette, "An Apologia for Activism..." in VanDeVeen
- April 29. Guy Claxton, "Involuntary Simplicity" in VanDeVeen

#### SYLLABUS

Writing 100. Environmental Philosophy  
Fall, 2003

Dr. St. John  
Comenius-204  
[medps01@moravian.edu](mailto:medps01@moravian.edu)  
(610) 861-1585 (O)  
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Moravian College  
Comenius-204  
MWF 12:45-1:15  
3:15-4:00  
TR. 1:00-2:00

**Course Description.** Environmental philosophers raise basic questions concerning humanity's relationship to the natural world and to other-than-human animals, both wild and domestic. Some questions concern our moral obligations to animals, plants and ecosystems. Others seek to uncover the causes (ideological, social, political) of and propose solutions to the host of environmental issues now facing humankind. In this course we will examine the major fields of environmental philosophy: Environmental Ethics (including animal liberation), Radical Ecology (Deep Ecology, Eco-feminism) and Political Ecology (Liberal, Conservative, Free Market, Socialist). Students should be aware that the readings for this course might be challenging.

**Course Goals (See "Guidelines Writing 100" for Writing Expectations)**

1. To introduce the student to the major thinkers and schools of thought associated with environmental philosophy.
2. To critically examine the often-unexamined assumptions, beliefs and values that shape popular debate on the environment.
3. To familiarize the student with acceptable ways of developing a position and formulating an argument.
4. To increase the student's ability to read reflectively, think critically, write clearly, listen attentively and argue persuasively with civility.

### **General Skills to be Developed.**

As stated above, this course should improve your ability to read, think, write and speak. Just as importantly, it will demonstrate how these are interlinked. **Reading** is not a passive act but an active, creative engagement with a text. You will learn to read slowly and reread often, ask questions, take notes and place difficult sections within the context of the whole essay. Writing can help pull together and make the reading your own. Discussions will help you see much more in the texts. **Thinking** may begin as a solitary act but will be broadened, deepened, and sharpened by the dialogical process. One of the skills that you will hopefully develop in this course is the ability to become aware of your own beliefs, attitudes and values that you bring to texts and discussions. Writing can assist you in that task. The novel *Ishmael* will assist us in the task of becoming aware of what we have imbibed from "Mother Culture" and subsequently regurgitate as our "opinion" or defend as thinking for ourselves. Another skill to be developed will be that of presenting a rational, logical argument in defense of certain theses or in opposition to them (as opposed to simply expressing one's "opinion" or loudly reiterating the clichés of mass culture.) **Writing** is not something we do at the end of the process of reading, thinking and discussing. It is an active part of the process of finding and constructing meaning. Through the act of writing we deepen, develop and crystallize our understanding both of self and other (text, author, interpreter). Sometimes we do not know what we think until we begin to write. Sometimes we are not aware of what already lies within our minds until we start writing. A notebook/journal will serve as the primary place in this class for such exploration both of self and the world of ideas.

**Plagiarism.** We will discuss the Honesty Policy as found in the Student Handbook. Plagiarism on graded assignments (including journals) will result in an "F" for the course. Plagiarism on a take-home write-to-learn assignment will result in an "F" for that exercise and a dropping of your journal grade by one whole level (e.g. B to C). A second offense will mean failure for the course.

**Attendance.** Since we only meet twice a week, students are expected to attend class and participate in the writing exercises and classroom discussion of the material. Missed writing assignments cannot be made up after the scheduled class.

### **Summary of Evaluative Tools and Values.**

Journals. (20%)  
Write-to-Learn Assignments. (20%)  
Reflection Essay. 20%  
Research Narrative. 20%  
Short Research Paper. 20%

## REQUIRED TEXTS

Hacker, Diana. *The Bedford Handbook*. Sixth Edition. Boston: Bedford/St. Martin's, 2002.

Quinn, Daniel. *Ishmael: An Adventure of Mind and Spirit*. New York: Bantam Books, 1992.

Zimmerman, Michael E., ed. *Environmental Philosophy From Animal Rights to Radical Ecology*. 3<sup>rd</sup> ed. New York: Prentice-Hall, 2001.

## COURSE OUTLINE

### Date

### Topic, Assignment

September 02. Introduction to Course. Writing as Process.

#### **I. The Imprisoning Consensus: Popular Lies/Unpopular Truths**

*The Bedford Handbook*: Ch. 4. Paragraphs.

September 04. Worldview and Critical Thinking.  
Read: *Ishmael*, Chs. 1 & 2.

September 09. Our Strange Mythology: Science and the Anthropocentric Bias  
Read: *Ishmael*, Chs. 3-5

September 11. The Law of the Life Community: Humans as Cosmic Exceptions  
Read: *Ishmael*, Chs. 6-8

September 16. Being Like Gods: Adam, Cain and the Need to Conquer  
Read: *Ishmael*, Ch. 9

September 18. Diversity (Cultural and Biological) and Survival  
Read: *Ishmael*, Chs. 10 & 11

September 23. If Evolution is to Continue: Thinking/Acting Differently  
Read: *Ishmael*, Ch. 12

#### **II. Environmental Philosophy: Seeking New Ground**

*The Bedford Handbook*: Chs. 47 & 48 on Arguments

##### **A. Animal Ethics**

September 25. Introduction to Environmental Ethics.  
Read: "Introduction to Part One"

September 30. Workshop on Reflection Paper.  
First Draft Due. Copies for Discussion Group.  
Suggested Readings in *The Bedford Handbook*  
Ch.s. 2 & 3 on drafting & revising.

### 1. Animal Rights Ethics

October 02. Animal Liberation  
Read: Peter Singer. "All Animals are Equal"

October 07. Animal Rights  
Read: Tom Regan. "Animal Rights, Human Wrongs"

October 09. Biocentrism: Respect for Life Ethics  
Read: Paul W. Taylor. "The Ethics of Respect for Nature"

October 14 No Class. Fall Break.

### B. Holistic Environmental Ethics

October 16. An Ethical Relation to the Land  
Read: Aldo Leopold. "The Land Ethic."  
***Ishmael Paper Due.***

October 21 Ecocentrism and the Place of Individuals  
J. Baird Callicott. "Holistic Environmental Ethics and the Problem of  
Ecofascism."

October 23 Animal Liberation Complements Environmental Ethics  
J. Baird Callicott. "Animal Liberation and Environmental Ethics: Back  
Together Again."

October 28 Instructions on Research. Meet in Reeves Library.  
Reference Librarians.  
Readings in *The Bedford Handbook*:  
Page 520. Follow Steps 1-5.  
Ch. 49. Conducting Research.  
Ch. 50. Evaluating Sources.

### III. Social Ecology

### A. Ecofeminism

- October 30. Introduction to Ecofeminism.  
Karen J. Warren. "Introduction."
- November 04 The Fate of Nature.  
Carolyn Merchant. "The Death of Nature."
- November 06 Nature, Women and Children.  
Vandana Shiva. "The Impoverishment of the Environment:  
Women and Children Last."
- November 11. Development Ideology: Neglecting the Wisdom of Women  
Deane Curtin. "Recognizing Women's Environmental Expertise"

### B. Political Ecology

- November 13 Political Philosophies and the Environment.  
John Clark. "Introduction."  
**Research Essay Due.**
- November 18 Traditionalist Conservatives and Environmentalism  
John R.E. Bliese. "Traditionalist Conservatism and Environmental Ethics"
- November 20 Liberals and the Environment.  
Avner de-Shalit. "Is Liberalism Environment-Friendly?"
- November 25 Ecosocialism.  
James O'Connor. "Socialism and Ecology"

### **IV. Deep Ecology**

- December 02. Deep Ecology: An Overview  
George Sessions. "Introduction"
- December 04 Deep Theology.  
Thomas Berry. "The Viable Human"
- December 09 Deep Ecology. Basic Principles.  
Handout
- December 11. Wilderness and Ecocentrism.  
George Sessions. "Ecocentrism, Wilderness, and Global Ecosystem  
Protection"

### **Hand in Journals**

## EVALUATION: EXPECTATIONS AND ASSESSMENT

### I. JOURNAL

Please buy a thick notebook and use it frequently and extensively. **This course seeks to integrate reading, critical thinking and writing. The more evidence there is that you are doing all three, the more you will develop intellectually and the more you will be rewarded academically.** The journal will be your major forum for exploratory and expressive writing, for taking notes on readings and in-class discussions, and for free-writing and prewriting. The journal will function as: (1) a **reading journal** or reading log. Given the nature of the readings in this course, it will be important for you to “dialogue” with the text (take notes, make comments, raise questions, argue with or wax enthusiastically over the material). In reviewing and evaluating the journals I will look both for quantity (that you have indeed read all of the assignments and commented on them) and quality (that you have wrestled with and thought about the material); (2) a **guided journal** where a question or thesis has been given to guide your reading and note-taking. By the time you have read and taken notes on the assigned material you should be ready to answer the question. Your first draft of this **writing-to-learn** assignment should be made in the journal/notebook. A second, more polished version of one to two pages in length (double-spaced) should be read aloud to your peer(s) in class (small groups, pairs, or whole class discussion). (3) a notebook for recording **in-class** lecture and discussion **notes** as well as for **free-writing** and **prewriting** exercises done in class.

Journals will be collected in a random fashion approximately every three to four weeks. **DO NOT WRITE IN THE MARGINS OR IN THE SPACE AT THE TOP OF THE PAGE!!!**

#### Grading the Journal.

“**C**” A student writes something on nearly every assignment as well as takes notes in class. Some indication of engagement with the text through questions, comments, short expressive or exploratory pieces. Adequate to fair understanding of the readings, lectures, discussion seems adequate to fair.

“**D**” Missing assignments and/or minimal writing in the journal. Inconsistent in quantity and quality. Not much in the way of exploratory and expressive writing and a poor and sporadic grasp on the material. Understanding of the content seems fair to poor.

“**B**” Quantity and quality of writing and note-taking are consistently good. Critical thinking and self-motivated reflections demonstrate an engagement with most facets of the course. Understanding of the material ranges from good to very good.

“**A**” Quantity and quality of written material is excellent. Strong critical thinking and reflective writing: thoughtful use of examples, provocative questions, and insightful comments. Excellent grasp of the material.

“**F**” Quantity and quality is very poor. Many missed or minimally noted assignments. Very few relevant or credible comments. Unengaged with most of the material.

**20% of grade.**

## **II. WRITE-TO-LEARN ASSIGNMENTS** (One to two pages each. 30-40 pages)

>**Exploratory Essays.** At the end of each class in Section One of the course, the instructor will give you a “question of the day” to guide your at-home reading, thinking and note-taking on the novel *Ishmael*. You will bring to class a one to two page (double-spaced) essay that answers the question and which will form the basis for in-class discussion. This short essay will be given to the instructor at the end of class.

>**Thought Letters.** During the second section you will be responsible for one “letter” and one “reply” per week. A thought-letter is an “idea-exploring letter” that summarizes the reading for the day and then responds to it (raises questions, agrees or disagrees, stating why, etc.). We will break into pairs, designating one person as correspondent A and the other, correspondent B. Correspondent A, after having read and taken notes on the assignment, will compose a one-to-two page letter (single-spaced) and e-mail it to B by either 6:00 p.m. Sunday (for Tuesday classes) or 6:00 p.m. Wednesday (for Thursday classes). The instructor will be copied. Correspondent B, having read the assignment and letter, writes a response letter to A but does not send it. This response will be read to A in class. Discussion will follow.

>**Believing/Doubting Game.** In the third section of the course the class will be divided into “believers” and “doubters.” A believer, while reading and taking notes on the text, empathizes with the writer’s position and tries to see the issue through her/his eyes. The believer then crafts a one to two page paper that recapitulates the author’s arguments and tries through examples, additional arguments, etc. to persuade others of the truth of the position. Doubters will play the devil’s advocate, pointing out the weaknesses in the arguments, raising objections to them, etc. Two believers will be asked to read their statements and then two doubters will read theirs. Then the believers’ side will rebut the doubters who will then be given a chance to answer. A whole-class discussion will follow. For the following class, roles will be reversed. Rules for the debate will be discussed prior to the first session. See the B.H. (Chs. 47 & 48) on constructing and evaluating reasonable arguments.



**Grading.** Individual writing-to-Learn assignments will be evaluated on an E/S/U scale. Grammar will not be important at the beginning of the course but is expected to improve over time. The E/S/U scale will be converted to a letter scale at the end of the semester. If 70% or more of these papers are marked with an E, the final grade for your journals will be in the A range. If fewer than 70% are E, but 80% or more are E or S, the journal grade will be in the B range. If 61 to 79% are E or S, the journal grade will be in the C range. If 51 to 60% are E or S, your grade will be in the D range. 50% or lower will be an F. **20% of grade.**

### **III. REFLECTION ESSAY ON ISHMAEL** **(5 pages. Due October 16)**

As you move from your journal entries to your write-to-learn assignments and finally to a five page Reflection Essay on *Ishmael*, you should experience an intensification of the process of critical thinking and writing. This reflection essay will deal with a question or problem emerging from your dialogues with the author, your classmates, and the instructor. The paper may take different forms: a **dialogue** between Ishmael and another person; **role-playing** in which you comment on an issue or problem from Ishmael's perspective; imagining a **"what if"** situation (e.g. "what if individuals and societies took Ishmael's advice?"); writing the **story** or narrative that you hear Mother Culture telling us about how and why things came to be as they are and what the cosmic or ecological role of humans is; a gathering of advertisements that convey hidden normative messages from Mother Culture. Do some initial exploratory writing in your journal to clarify the issues, choose the form, and roughly sketch your first draft. The essay should demonstrate a genuine engagement with the material and with the task of articulating your own position. Please read chapters 2 & 3 of *The Bedford Handbook* on drafting and revising. If you use citations, follow the MLA style found in the BH.

An early draft of your paper will be read to and discussed with the other two members of your in-class study group during a **"Rough Draft Workshop"** scheduled for **September 30**. Please provide copies to them. Guidelines on how to review a paper will be provided to readers, along with a checklist. After discussing your draft in-class you will rewrite to address the concerns raised by the readers and to further develop your ideas and polish your style including grammar and spelling. During the **week of October 6** the revised draft along with the checklist will be taken to a **writing center** tutor who will advise you on needed changes for the final draft. When the **final paper** is turned in to the instructor on **October 16**, all drafts plus the checklist must accompany the final paper **Grading.** This paper will be worth **20% of your grade**. Grading will be on the writing process and on the final product. Grammar on the final draft paper must be good but not perfect. If there is a real problem I will comment on it. Please consult the *Bedford Handbook*.

#### IV. NARRATIVE ESSAY ON DOING RESEARCH

(4 Pages. Due November 13)

Two required components of the English 100 courses are practice in "library and online research" and "correct use of citation of sources." To help you with the first component, I have set aside the **October 28** class for instruction by the reference librarians at Reeves Library. They will instruct you on bibliographical research along with introducing you to library and online resources for research. There are also instructions in *The Bedford Handbook* (see the outline below) and an online tutorial by Reeves staff. We will use the MLA style for citations (see *The Bedford Handbook*) and bibliographical referencing.

What should drive your research is a significant question or problem that has attracted your attention. You might, for example, want to review a controversy such as "What are the arguments for and against the use of animals in scientific (or commercial or military) research?" Doing a literature search and reviewing articles to sift out the major positions might follow. Then you might put on your hat as judge and evaluator of the arguments, coming to a conclusion about which you find most convincing and why. Or you might want to start with an environmental problem that troubles you and demonstrate how the major approaches to solving the problem reflect certain deeply held if often unconscious beliefs concerning human "nature," or the place and role of the human in the universe, the intrinsic worth or lack of it in the natural world, etc. Questions concerning the technology of toxic cleanup or the type of treaty needed to control over-fishing will not be the focus. You might refer to these to demonstrate a position that environmental problems are primarily technological or political problems and that all we need are better technologies or treaties Others might hold that environmental problems are only symptoms of deeper problems in the way we think of ourselves and nature (e.g. anthropocentrism or androcentrism; capitalism; instrumentalism) though they might disagree about what that flaw is. The latter question might also be of interest and, in fact, frames this course.

Your task is to self-consciously engage in the research process so that you might be able to write an account or narrative that explains how you developed your research question, what search engines and other resources you found useful; how you worked with them; how you broadened your understanding of the field and how you clarified and refined your thesis. Then proceed to do exploratory research. Work up a bibliography of writers and articles/books that are germane to your project. Out of these you might select and annotate several sources that seem particularly appropriate to your question. You will then write an essay in the first person narrating the process you went through in your research, including an account of the development of your understanding of the topic. Are you clear on what the major issues or points of difference are? Are you ready to write a thesis statement or an overview of a possible paper or is more research necessary? Please provide documentation of your search including websites, bibliographical sources, etc.

**Grading.** Please follow the instructions above, especially noting the last paragraph for expectations. Emphasis is on narrating the process and documenting it. **20% of final grade**

**V. SHORT RESEARCH PAPER**  
**(6-10 pages. Due December 5)**

You should make a conference appointment with the instructor. The instructor will have your narrative in hand and ask questions concerning your subject matter, the state of your research, how close you are to a solid thesis. Following the conference with the instructor you may proceed to write your short research paper. Your paper should begin with an introductory paragraph that 1) sets forth the problem or question that you want to explore in the paper; 2) a statement of what you propose or what your thesis is (e.g. “I propose to show that . . . “My thesis is that it is our patriotic duty to consume as much as possible and that this overrides any obligations towards other species...” and 3) an overview or preview of the flow of your argument: (I will first show that the term consumer must replace citizen of the state or member of the earth community...and then I will demonstrate that..” or, “In part one I will explain.....and in part two I will ...) **The instructor will provide further direction on this paper.** Please seek assistance from the Writing Center after your first draft is completed. Citations must be made in accordance with MLA guidelines (see *The Bedford Handbook*).

**Grading.** Did you follow the procedures outlined above, including preparation for conference and tutoring? Grammar must be very good, citations accurate, organization clear and arguments coherent and clearly stated. **20% of final grade.**

In the first part of the course we will loosen up the mental grid through which we both assimilate and construct our “world”. A significant reason why we act as we do towards nature and other-than-human animals is the Story/Myth our culture tells us about who we are, how things came to be the way they are, and where we are going. Taking that Story as a truthful rendering of reality, we seek meaning by

finding our place in that story--and hence in the world as it really is—and through working to further its and our own interests. As we read about how the gorilla Ishmael, using the Socratic method, helps his human student actually HEAR what the “white noise” of culture has been and is constantly telling him, we will involve ourselves in a process of cultural de-construction. Philosophical thinking brings the light of reason and logic, aided by dispassionate analysis (or sometimes by passionate thinking) to bear on the common fictions that many people take to be truths. Agreeing with Ishmael or disagreeing with him is not the issue. What is essential is your engagement in the serious task of exercising/developing your critical faculties to unravel the fabric of social narratives and their mediatory institutions (religious, political, educational, commercial). Such is the mission of a “liberal/liberating” education. The next step is to construct a tentative narrative that is more in tune with the diverse and multidimensional nature of reality. This is the global task for the twenty-first century. We will examine the new attempts in the realm of ethics to include other life forms and ecosystems. Moving away from the destructive human-centered mythology has implications for our human-centered moral and ethical systems. The right to confine, torture and kill millions of animals a year in factory farms and in commercial, educational and corporate labs is being called into question. The increasingly wanton destruction of millions of species and whole ecosystems threatens to radically distort if not stop the very creative processes that brought humans themselves into being.

. which might also function as the opening paragraph to your paper. In it you will: 1) introduce the reader to the problem or question addressed by the paper, explaining why it is problematic, interesting and worth pursuing; 2) explain what the purpose of your paper (e.g. In this paper I propose to " or "The purpose of this paper is to . . .); 3) an overview is given either by summarizing its main arguments or previewing its structure. Three to four articles or a book and an article on the philosophical side and a reputable source explaining the nature of the environmental problem under consideration if you are taking that option.

Sustainability.

Paul Hawken. "A Declaration of Sustainability."

Week Fourteen. Bioregionalism.

Gary Snyder. "The Place, the Region, and the Commons."

Conclusion.

## WRITING 100. REVIEW SHEET

Environmental Philosophy  
Don St. John, Religion Department

B. Please check one: This is \_\_\_\_\_ an unrevised existing course; \_\_\_\_\_ an existing course with revisions; \_\_\_\_X\_\_\_\_ a new course offered as a special topics course; \_\_\_\_\_ a new or sufficiently revised course being submitted to the Academic Program Committee for approval.

C. Does the proposed course contain the following components? (Please indicate "yes" or "no" for each item)

1. An introduction to writing as a process (invention and prewriting, drafting, revising)? **Yes.**
2. Ungraded writing to promote critical thinking and idea generation? **Yes.**
3. In-class group work? **Yes.**
4. Work with Writing Center tutors? **Yes.**
5. Teacher conferences with each student? **Yes.**
6. Use of a writing handbook? If so, which? **The Bedford Handbook (sixth ed.)**
7. (OPTIONAL) on-line technology-driven collaboration? **No.**

### D. Writing Assignments

Please provide a description of each of your major, graded writing assignments.

1. Two research papers that explore the arguments and conclusions of one of the philosophers or philosophical positions examined in class. Each paper will begin with a cover page on which will appear an abstract of 50-100 words that provides an overview of the paper. It should be succinct, presenting your thesis and the main points you are making. A draft of the paper will be handed to the instructor or a writing center tutor for comments.
2. Student philosophical essays. Basically, position papers which will be edited for style and critiqued for content by the classmate whose paper you will read and critique. Once the edited, critiqued copies are returned to you, you will prepare a response to be discussed verbally at the next class with your correspondent. Then you will write the final paper with changes where appropriate. The draft, critique and final paper will be turned in together.
3. In-class writing exercises that answer a question or develop a point proposed by the instructor concerning the reading for that class. Generates ideas and promotes critical thinking. Marked with S or U.

## II. Teaching and Learning Strategies

Please describe the teaching and learning strategies you will use to instill the following student outcomes:

1. Understanding of writing as a process (prewriting, drafting, revising). At the beginning of the course students will be introduced to writing-as-a-process. During the stages of writing their papers, either classmates or the instructor will provide feedback.
2. Mastery of basic library and online research. Instruction provided by the teacher and by library staff at appropriate times.
3.               Mastery of source citation. Use of the Bedford Handbook with supplemental instruction.
4.               Ability to use appropriate writing-related technology. Students must use a word processing program for papers, critiques, etc.
5. Ability to think critically about various rhetorical strategies. Given the philosophical nature of the course, their strategies will be within the accepted parameters of philosophical discourse and argumentation. Their own position paper will require a different strategy than their research papers on other thinkers.
6. Ability to engage in collaboration and peer editing. The latter will take place with the position papers.
7.               Practice with oral communication skills and awareness of their importance, particularly in reflecting on writing. Students must discuss the critique of their position papers. With fellow students. Also, ideas generated at the beginning of class in writing will serve as basis for discussion and occasional debates.

**III. Assessment**

Please describe the assessment methods you will use to monitor the student outcomes listed above.

1. One hopes that the feedback given at each stage of the process and the grade assigned the final product will communicate to the student whether or not he or she “understands” how the process is to work..
2. This will be assessed during the process in an informal manner through meetings, conversations, and then in a formal manner when the results of the research is presented.
3. Included in #2.
4. Reading and correcting their drafts and final products.
5. This will be a learning process with expectations rising as the term proceeds. Students will undoubtedly fumble around a bit until they finally learn how to present a rational and logical argument—as opposed to ad hominem attacks or regurgitated popular “opinion”—orally and in writing. Hopefully, both classmates and instructor will provide needed correctives, graded and ungraded to faulty strategies.
6. Peer editing in writing will be graded. It will also be the subject of discussion with the writer as regards both style and content.

Signature(s) of proposer(s): \_\_\_\_\_

To be filled in by the Department Chair(s) of the proposer(s):  
I have read the above proposal and have noted any concerns below:

Signature: \_\_\_\_\_