8-24 Introduction: get acquainted; brief overview

PART 1: DILEMMAS OF RIVAL ETHICAL CONCEPTIONS
A: Should non-human creatures and things matter ethically?
8-26 The last man argument and the criterion of moral standing
   Scmidtz and Willott, *Environmental Ethics*, 3-14

8-31 Sentience and whole ecosystems as criteria of moral standing
   Scmidtz and Willott, *Environmental Ethics*, 15-32
   Callicott, “The Conceptual Foundations of the Land Ethic,” 75-100 in *In Defense of the Land Ethic*

9-2 The two approaches compared and contrasted
   Scmidtz and Willott, *Environmental Ethics*, 33-81; 96-103
   Callicott, “Animal Liberation and Environmental Ethics: Back Together Again,” 147-156 in *Environmental Philosophy*
   THREE QUESTIONS CLASS

9-7 Labor Day (no class)

9-9 class debate: is sentience or holism the better criterion?
   Scmidtz and Willott, *Environmental Ethics*, 104-120; 137-157
   Callicott, “Holistic Environmental Ethics and the Problem of Ecofacism,” 11-125 in *Environmental Philosophy*

9-11 Micro-essay #1 due in CLA 251 4PM

B. The food system as an ethical case study
9-14 Behind the curtains: how the standard American diet is produced
   Singer and Mason, *The Ethics of What We Eat*, 3-80

9-16 Is conscientious omni-locavorism the answer?
   Singer and Mason, *The Ethics of What We Eat*, 83-183

9-21 The vegan option
   Singer and Mason, *The Ethics of What We Eat*, 187-240
   THREE QUESTIONS CLASS

9-23 class debate: can meat eating be justified as an environmentally ethical practice?
   Singer and Mason, *The Ethics of What We Eat*, 241-296

9-25 Micro-essay #2 due in CLA 251 4PM

C. The debate over biology-based ethics: what is the relationship between humans and nature?
9-30 Imperialistic reductionism, or the problems with physicalism
   Mary Midgley, *The Ethical Primate*, 3-91
10-5 Agency and ethics without monistic motivations
Mary Midgley, *The Ethical Primate*, 95-153
THREE QUESTIONS CLASS

10-7 *class debate: does Midgley avoid reducing morality to survival success?*
Mary Midgley, *The Ethical Primate*, 157-184

10-9 Micro-essay #3 due in CLA 251 4PM

PART 2: DILEMMAS IN APPLIED ETHICS
A: People and Forests
10-12 What is wrong with plastic trees?
Scmidtz and Willott, *Environmental Ethics*, 158-187
Mikael Stenmark, “The Relevance of Environmental Ethical Theories for Policy Making,” 135-48

10-14 Forests, property, and sustainable use
Scmidtz and Willott, *Environmental Ethics*, 330-372

10-19 Of goods, property regimes, and collective action problems
Gibson, McKeen, and Ostrum, *People and Forests*, 1-55

10-21 Patterns of local knowledge and practice in forest sustainability
Gibson, McKeen, and Ostrum, *People and Forests*, 57-85; 99-134
THREE QUESTIONS CLASS

10-26 *class debate: is it interest or sympathy that stops users from becoming abusers?*
Gibson, McKeen, and Ostrum, *People and Forests*, 227-241
Scmidtz and Willott, *Environmental Ethics*, 306-329

10-30 Micro-essay #4 due in CLA 251 4PM

B. People and Chemicals
10-28 The community organizes: FACE and the scientific, governmental, and corporate systems
Phil Brown and Edwin J. Mikkelsen, *No Safe Place*, 1-42

11-2 Citizens frame the issue
Richard Clapp, “Popular Epidemiology in Three Contaminated Communities,” 35-46
THREE QUESTIONS CLASS

11-4 *class debate: is popular epidemiology a good idea or should we err on the side of false negatives or false positives?*
Carl F. Cranor, *Regulating Toxic Substances*, 49-82
Charles Poole, “Causal Values,” 139-141

11-6 Micro-essay #5 due in CLA 251 4PM

11-9 Uncertainty, risk assessment, and potential hazards
Kerry Whiteside, *Precautionary Politics: Principle and Practice in Confronting Environmental Risk*, 1-59
11-11 Debating the precautionary principle  
Kenny Whiteside, *Precautionary Politics*, 61-143  
THREE QUESTIONS CLASS  

11-16 *class debate: should we use a risk-based or hazard-based system for regulating chemicals?*  
Nena Baker, *The Body Toxic*, 3-32; 190-215  

11-20 *Micro-essay #6 due in CLA by 4PM*  

C. People and Food  
11-18 The pre-history of agriculture and the birth of the modern food system  
Richard Manning, *Against the Grain*, 3-84  

11-23 / 11-25 THANKSGIVING BREAK  

11-30 “Hyper-agriculture”—industrial food production and a trip to Central Illinois  
Richard Manning, *Against the Grain*, 85-147  
THREE QUESTIONS CLASS  

12-2 *class debate: What would sustainable agriculture look like? Is organic the answer?*  
Richard Manning, *Against the Grain*, 149-211  
Elliot Coleman, “Can Organic Gardening Save the Family Farm?” *The Rake*  

12-7 *Reading Day*  

12-9 10:15 AM – 12:15 FINAL EXAM  

**Course reading**  
The following required books will be available at the IWU Bookstore.  

Clark Gibson, Margaret McKean, and Elinor Ostrom, *People and Forests: Communities, Institutions, and Governance* (Cambridge, Ma: The MIT Press, 2000)  

The following articles or selections from books will be kept on e-reserve at Ames Library. The password is “ethics”—all lower case letters.  

Social contract
Students are required to complete seven micro-essays (750-850 words each)—with the lowest grade dropped. Help conserve paper by single-spacing your essay and printing on both sides of a sheet of paper. All assignments and the final exam will be posted on my homepage.

60% micro-essays
25% final exam
15% class participation (including seven three questions classes and seven class debates)

No student who misses as many as eight class sessions, for whatever reasons, shall receive a passing grade.

Office hours
Jim Simeone
CLA 251; 556-3126 E-mail: jsimeone@iwu.edu
TTH 4-5; W 9-11; 1-2 Homepage: http://www.iwu.edu/~jsimeone