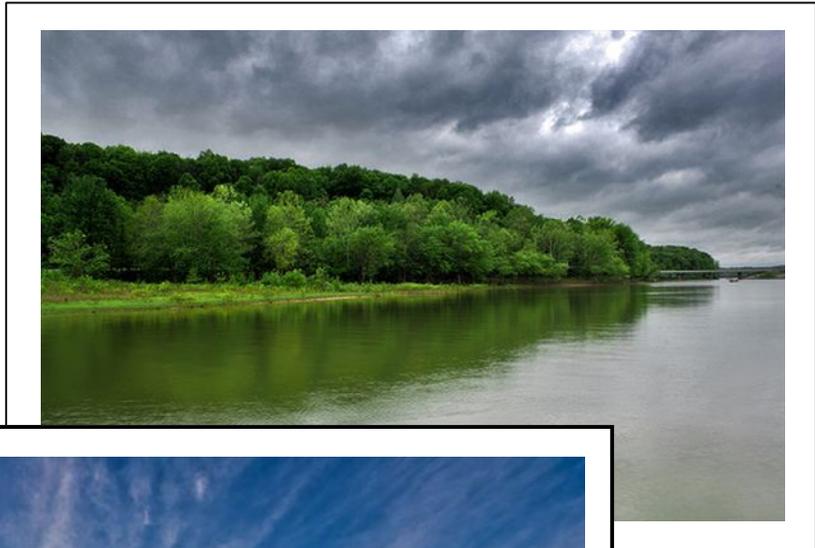


# Environmental Philosophy [held at Indiana University]

P107 Philosophy and the Environment  
Instructor: Levi Tenen  
Fall 2018  
MWF 11:15-12:05

Office Hours: Mondays 12:15 – 1:15 and Tuesdays 3:00 – 4:00  
Office: Sycamore 009  
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## Course Description

Are species valuable?  
Should we protect nature for its own sake?  
And what exactly *is* nature?

These are among the questions we will raise in this course. For, more broadly, we are interested in philosophical questions about nature, and about whether we should treat it in certain ways. Sometimes you will not have considered the questions we raise. Other times you might have already answered them. In either case, we will approach these issues with fresh eyes, relying on philosophical work in the field of Environmental Philosophy to help us to come to a nuanced understanding of what is at stake in certain debates regarding nature.

More specifically, I have four goals for this course. First, I aim to provide you with an introductory understanding of Environmental Philosophy. Second, I aim to have you relate course content to your own lives and to the world directly around you. Third, I seek to cultivate your philosophical skills, and in particular your analytic writing and your ability to comprehend a variety of different texts. Together, these goals feed into a fourth, overarching goal: I want you to walk away from this class with an appreciation of the complexity of certain land-use decisions, and an ability to analyze what all is at stake in such decisions.

To these ends, I will expect you to do a substantial amount of reading and writing in this course. In addition, this course has a non-standard component: on numerous occasions, we will go on fieldtrips to explore how certain philosophical topics relate to the world around us. All fieldtrips will be held on the IUB campus and will therefore be just as mandatory as our regular class meetings. (The time and location of them are subject to change, so keep an eye out for emails/check the online version of the syllabus periodically.) Although these trips are meant to be fun, I also expect you to treat them seriously and to use them as opportunities to apply philosophy to the world around us.

This course satisfies the Arts and Humanities Common Ground Breadth of Inquiry Requirement (part of the IU General Education Requirements). The course addresses the following General Education Arts and Humanities learning goals (which are more abstract versions of the goals I mentioned above):

1. Gaining knowledge of the cultural, intellectual, and historical contexts through which expressions and artifacts are interpreted
2. Developing the ability to think critically and creatively
3. Developing skills of inquiry and analysis

### Grade Breakdown:

Short Responses: 35%

There will be 7 written responses, **each no longer than one, 1.5-spaced page**. Each response will be worth 25 pts. Although I am not setting a minimum word count, be aware that in general these assignments should be very close to one page in length. If they are substantially shorter, then you likely did not provide sufficient detail.

These assignments come in three varieties. The first type of assignment—*Argument Analysis*—asks you to provide a close analysis of a specified reading. NO thesis should be provided and only ONE quote may be used. Your aim in this kind of assignment is to explain in your own words what the author’s thesis or main point is and how they argue for their thesis. You will be graded on how accurately you capture their view.

The second—*Thesis Response*—type of assignment asks you to provide a clear thesis of your own and, second, offer a brief argument in support of that thesis. You will be graded on how clear your thesis is, as well as how well your argument supports that thesis.

The third kind—*Documentation Response*—will appear only once. In it, I ask you to visit a physical site related to your final paper topic (more on this below) and document historic, aesthetic, and moral dimensions to that site. You will be graded on how detailed your documentation is. I advise you to reflect on course readings in order to think about details related to the site, as you will have to do this anyway for the final paper.

#### Worksheets and quizzes: 20%

I assign in-class worksheets and quizzes throughout the semester without advance notice. These are designed to encourage you to engage with course content, and to ensure that you are reading course material.

I excuse family and medical emergencies (with a doctor’s note), religious observances, and IU sporting events that you are competing in. If you provide adequate documentation, you may either make up any in-class assignments within 2 days or drop such assignments. The default will be to drop the assignment from your final grade and it will be your responsibility (on each occasion) to say otherwise.

#### Participation: 15%

There are many ways to participate. The most obvious is to have you participate in class by asking questions, telling the class what you think about a topic, and so on. I expect you to at least occasionally participate in this manner. But I also know that some people do not like to speak up much. So, I will also factor in other forms of participation, including visits to my office hours, emails you send me where you ask content-related questions, and the effort you put into your out-of-class assignments and papers. Basically, engaged students succeed in this category.

#### Final Paper: 30%

Your final paper will be the culmination of a semester-long project. In this project, I will ask you to pick some place or site from around Bloomington to research. You could, for instance, pick Lake Monroe, 1-69, Dunn’s Woods, the substation in Maple Heights, the water treatment plant... the list goes on (and I will provide a list of 40 ideas to you). You will visit your chosen site and, using course readings to help, you will document aesthetic, historical, and ethical dimensions to the site. You will also look for written history on your place—you might check out the Herald Times, the IDS, government records, or conduct interviews with people. You might search for information on geology, archeology, ecology, or environmental laws relating to your site. Then, drawing from course readings and your independent research, you will write a final paper in which you explain the history of your chosen place and discuss the various considerations that went into, or that *should* have gone

into, the community's decision to use and develop that area. You will use your discussion to argue for a thesis about whether or not the place should have been developed or used in the manner in which it has been developed or used.

At core, you will be graded on three things:

- (1) How well you explore the complexity of your site and the community's reasons for developing it.
- (2) How well you explain course readings and connect them to your site.
- (3) How persuasive your argument is about whether the place should have been developed.

*\*\*\* Absolutely no late assignments will be accepted. \*\*\**

If you are ill or have a family emergency, please provide a doctor's note or the equivalent.

### **Readings:**

All readings are posted on Canvas unless noted otherwise.

### **Electronics:**

Due to past issues, I will not allow students to use personal computers, cellphones, tablets, et cetera in class. The exception is for those who need such things to learn (in which case students should contact Disability Services for Students).

### **Academic Honesty**

I will respond to acts of academic misconduct according to university policy concerning plagiarism; sanctions for plagiarism can include a grade of F for the assignment in question and/or for the course and must include a report to the Dean of Students Office.

Plagiarism constitutes using others' ideas, words or images without properly giving credit to those sources. If you turn in any work with your name affixed to it, I assume that work is your own and that all sources are indicated and documented in the text (with quotations and/or citations).

### **Writing Assistance**

For free help at any phase of the writing process—from brainstorming to polishing the final draft—call Writing Tutorial Services (WTS, pronounced “wits”) at 812-855-6738 for an appointment. When you visit WTS, you'll find a tutor who is a sympathetic and helpful reader of your prose. To be assured of an appointment with the tutor who will know most about your class, please call in advance.

WTS, in the new Learning Commons on the first floor of the West Tower of Wells Library, is open Monday-Thursday 10:00 a.m. to 8:00 p.m. and Friday 10:00 a.m. to 5:00 p.m. WTS tutors are also available for walk-in appointments in the Academic Support Centers in Briscoe, Forest, and Teter residence halls, in the Neal-Marshall Black Culture Center, at La Casa, and at the Groups Scholars Program Office in Maxwell. Call WTS or check our Web site for hours.

### **Disability Policy**

IU's disability policy states: "Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision neurological, etc.) You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; Captions and alternate media for print materials may take three or more weeks to get produced. Please contact Disability Services for Students at <http://disabilityservices.indiana.edu> or 812-855-7578 as soon as possible if accommodations are needed. The office is located on the third floor, west tower, of the Wells Library, Room W302. Walk-ins are welcome 8 AM to 5 PM, Monday through Friday. You can also locate a variety of campus resources for students and visitors that need assistance at: <http://www.iu.edu/~ada/index.shtml>"

### Reading and Assignment Schedule

#### *Week 1—Syllabus and Course Introduction*

M 8.20: Introduction

W 8.22: Char Miller's "A Sylvan Prospect: John Muir, Gifford Pinchot, and Early Twentieth-Century Conservation"

F 8.24: The Wilderness Act of 1964

### Unit 1 —Nature and its Properties

#### *Week 2 — What is Nature?*

M 8.27: Helena Siipi's "Dimensions of Naturalness"

W 8.29: Steven Vogel's Ch. 1 of *Thinking Like a Mall*

Argument analysis due Wednesday on Vogel.
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F 8.31: No Reading.

#### *Week 3 —Where is nature; where is pollution?*

M 9.3: Labor Day (No class)

W 9.5: Robert Bullard "Anatomy of Environmental Racism and the Environmental Justice Movement"

F: Reading TBA (likely a reading suggested by the First Nations Center).

**Activity: Fieldtrip with First Nations Center. Meet at their center.**

#### *Week 4 — Biodiversity and species*

M 9.10: Andrew Brennan and Yeuk-Sze Lo "Environmental Ethics: Biodiversity"

W 9.12: Lilly-Marlene Russow “Why Do Species Matter?”

Argument analysis for Russow due Wednesday

Special note: Peter Singer will talk on "Ethics and Our Treatment of Animals"  
5.00 p.m., Presidents Hall in Franklin Hall

F 9.14: No reading.

*Week 5 — Ecosystem health*

M 9.17: Katie McShane “Ecosystem Health”

Short test on plant identification

W 9.19: Reading on IU’s invasive species problem. **Activity: Fieldtrip to Dunn Woods.**

**Meet at Sample Gates.**

F 9.21: Dale Jamieson “Ecosystem Health: Some Preventive Medicine”

Final Paper Ideas due Monday

## Unit 2 — Value in Nature

*Week 6 — Anthropocentrism*

M 9.24: “Ecosystem services: Benefits supplied to human societies by natural ecosystems.”

W 9.26: Katie McShane “Anthropocentrism vs. nonanthropocentrism: why should we care?”

F 9.28: Reading on Indiana’s geology. **Activity: Fieldtrip with Indiana Geologic Survey.**

*Week 7 — Is the Environment worth protecting in itself?*

M 10.1: Holmes Rolston III “Value in Nature”

W 10.3: Elliott Sober’s “Philosophical Problems for Environmentalism.”

Argument analysis for Sober due.

F 10.5: Fall Break

*Week 8 — Aesthetic value*

M 10.8: Allen Carlson’s “Aesthetic Appreciation of the Natural Environment”

W 10.10: Yuriko Saito “The Aesthetics of Unscenic Nature”

F 10.12: No reading. **Activity: Aesthetics walk with me.**

Thesis response on Monday’s and Wednesday’s readings

*Week 9 — Heritage values*

M 10.15: Janna Thompson’s “Environment Ethics and Cultural Heritage”

W 10.17: O’Neill, Holland, and Light Ch. 9 of *Environmental Values*

F 10.19: No reading. **Activity: Fieldtrip to Glenn Black Archeology Lab.**

Due: Documentation response for final paper.

### **Unit 3: Animals, Plants, and Nature**

*Week 10 — Food ethics*

M 10.22: Excerpt from Elizabeth Harman’s “The Moral Significance of Animal Pain and Animal Death”

W 10.24: Watch video by Daniel Chamovitz.

F 10.26: Jeff McMahan “The Meat Eaters”

Thesis response on McMahan due.

*Week 11— Animal ethics: domestic and wild*

M 10.29: Clare Palmer “What (If Anything) Do We Owe Wild Animals?”

W 10.31:

F 11.2: Dale Jamieson’s “Against Zoos”

*Week 12 — GMOs*

M 11.5: NPR “Should We Be Having Kids in the Age of Climate Change?” and Foreign Policy “As Environmental Catastrophe Looms, ...”

W 11.7: Jonathan Rauch “Will Frankenfood Save the Planet?”

F 11.9: “Stop Bashing on G.M.O Foods, More than 100 Nobel Laureates Say”

And “GMOs Are Safe, But Don’t Always Deliver on Promises, Top Scientists Say”

Thesis response for your final paper due.

### **Unit 4 — What should we do?**

*Week 13— Who is responsible for global climate change*

M 11.12: Melany Banks’ “Individual Responsibility for Climate Change”

W 11.14: No reading.

F 11.16: Chrisoula Andreou’s Environmental preservation and second-order procrastination.

*Week 14—Thanksgiving*

*Week 15 — Geo-engineering*

M 11.26: David Keith “Engineering the Planet”

W 11.28: Clive Hamilton “Ethical Anxieties about Geoengineering”

F 11.30: Liao, Sandberg, and Roache's "Human Engineering and Climate Change"

*Week 16: Nature Restoration*

M 12.3: Robert Elliott "Faking Nature"

W 12.5: Elizabeth Willott "Restoring Nature, Without Mosquitoes?"

F 12.7: No reading.

*Week 17 (finals):*

**\*\*Final Paper Due: 2:30pm on Wednesday December 12<sup>th</sup> by email.**

[Sample Thesis Response for *Environmental Philosophy*]

Reflection on thesis assignment below:

This thesis assignment was part of students' semester-long final paper project. There is much I liked about this assignment, and the final paper more generally, but there is also something I want to change: as became evident in their thesis assignments, students ended up using philosophical ideas and theories to support their policy decisions without exploring or defending those philosophical ideas as much as I would have liked. Recognizing this as I graded their thesis assignments, I tried to guide them towards a deeper exploration of the relevant philosophical ideas in their final paper. In one class session, I distributed a handout identifying different philosophical methodologies one could use in their paper. This helped resolve the problem, but in future iterations of this course, I plan to forefront the importance of philosophical argumentation to further improve the quality of their philosophical writing. To this end, I am developing a new short writing assignment in which students find an example from the real world that casts doubt on, or puts pressure on, a given philosophical theory. They will then brainstorm how one might either modify the theory to accommodate their chosen case or develop a new philosophical view with which to replace it. Additionally, rather than simply distribute a handout on different philosophical methodologies, I want to have students reflect on their readings and in-class discussions and have *them* discern and describe the different philosophical methodologies they find.

Instructions for thesis response for final paper

Length: 1 page

Format: 12pt font, Times New Roman, Double Spacing

Due: November 9

In your final paper, you will largely be graded on three things:

- (4) How clear your thesis is and how persuasively you argue for it.
- (5) How well you explore the complexity of your site and our relation to it.
- (6) How well you explain course readings and connect them to your site.
  - a. An A+ paper will concisely and accurately discuss 3 course readings.

Your goal for this assignment, in preparation for the final paper, is to come up with an interesting thesis to argue for in your final paper. Additionally, please provide a very brief discussion (roughly 1 paragraph in length) describing how you plan to argue for the thesis. Then at the bottom of the

page, list the names of authors/articles that you plan to cite and discuss in the process of arguing for your thesis.

For instance:

Thesis: Swimming should be permitted in Griffy reservoir under the condition that the water is free of herbicides.

Support: One might object to my thesis out of concern for the intrinsic value of nature or the welfare of wild animals. I will argue against both concerns. First, Griffy Reservoir was built in the 1920s to provide water to Bloomington. Since then, the reservoir has routinely and significantly been influenced by humans. Even the plants along the shore bear marks of significant human influence, having been logged in the 20<sup>th</sup> century. So, it is not true that swimming in the reservoir will threaten the naturalness of the area. Additionally, though human visitation does impact wildlife, there are already so many visitors to the area that allowing swimming will not greatly increase the negative impact on animals. After arguing against both views, I will then provide direct support for my thesis by arguing that allowing swimming in Griffy provides humans an instrumental good, and one that actually honors the heritage Griffy as a place with a history of human influence.

People I will discuss: Rolston “Finding Value in Nature”; Harman “The Moral Significance of Animal Pain and Animal Death”; Claire Palmer “What (if anything) Do we Owe to Wild Animals?”; and Janna Thompson’s “Environment as Cultural Heritage.”

Now let’s talk about how to come up with a thesis...

- (1) A philosophical thesis is a statement that you can argue for and that others can reasonably disagree with you about.
- (2) If there is already disagreement about your site (Yellowwood, 1-69, coal plant, Btown Transit plan, Smallwood Apts), then you could argue for one side of the debate or argue that people overlook other issues with the site.
- (3) If you think that something should change with the site, or that something should have been done differently, then you can argue for this.
  - a. Ask yourself about what could be different about the site? Don’t shy away from dreaming big—e.g. Should Lake Monroe be drained?
  - b. Ask yourself what you dislike about the site, or that others dislike.
  - c. Ask yourself what you like about the site about how that feature might be jeopardized by something.
  - d. Ask yourself about what could have been done differently in the past.
- (4) Once you have something to argue for, consider ways to make it subtle and interesting. Rather than say “I think it’s good that XYZ exists because of its unparalleled beauty” you could say “I think that we should protect XYZ for its beauty but also limit human access to the area in order to ensure that we do not make the wild animals vulnerable to harm.”

[Below is a sample argument response from *Environmental Philosophy*. The aim of this assignment is to hone students' ability to charitably and accurately interpret a text. Following it are two samples of graded student work for the assignment]

Instructions for Argument Response on Vogel

I quote from the syllabus:

“There will be 7 written responses, **each no longer than one, 1.5-spaced page**. Each response will be worth 25 pts. Although I am not setting a minimum word count, be aware that in general these assignments should be very close to one page in length. If they are substantially shorter, then you likely did not provide sufficient detail. These assignments come in three varieties. The first type of assignment—*Argument Analysis*— asks you to provide a close analysis of a specified reading. NO thesis [of your own] should be provided and only ONE quote may be used. Your aim in this kind of assignment is to explain in your own words what the author's thesis or main point is and how they argue for their thesis. You will be graded on how accurately you capture their view.”

More specific instructions:

I have provided a short excerpt of Vogel's rather complex chapter, which is the introduction to his book. In that excerpt are three passages I have identified as 'A', 'B', and 'C'. Passage A includes Vogel's thesis or theses. Passages B and C offer arguments for the thesis/theses. Your job is to locate a thesis from Vogel and explain how Vogel supports that thesis with content from B and C. Although it may be possible to offer a very short overview of Vogel's argument, successful responses will go into as much depth as possible given the page restriction and the length of Vogel's own discussion. Tips:

- (1) I often find it helpful to locate the thesis first and then, as you read the relevant passages, continuously ask yourself how Vogel's sentences help support the thesis. Rarely does an author explicitly state everything they need to in order to secure the truth of their thesis. Often they leave some things implicit or assumed. So, part of your job is to fill in any details that you think are needed to fully explain how Vogel supports his thesis.
- (2) On a related note: there are two main questions that people ask when judging the merits of an interpretation. First, how closely does the interpretation match the written text, or what the author literally says? Two, how *charitable* is the interpretation? If you find yourself interpreting an author in such a way that their view looks obviously false, unconvincing, or self-contradictory, then chances are, you have not captured their view accurately. Part of your job as an interpreter is to strike a balance: interpret authors in a way that stays true to their text while also capturing the strongest formulation of what you think their argument is.
- (3) FYI/background: In this section Vogel is responding to a book by Bill McKibben. McKibben argues that nature has ended, meaning that there are no pristine natural areas, or areas without any human influence whatsoever, now that global climate change has occurred. Even seemingly pristine areas, such as the bottom of the ocean floor, have been changed by anthropogenic climate change. I would not focus on Vogel's discussion of McKibben. Focus instead on Vogel's discussion of the concept of *nature*. To that end, I would organize your response something like this:
  - a. State Vogel's thesis about the concept(s) of nature
  - b. Explain which concept(s) of nature Vogel talks about in that thesis (drawing just from his own claims, not Siipi's).
  - c. Then explain what Vogel thinks about the concept(s) of nature (this will take the majority of the space provided to you).
    - (b) and (c) will together form the argument for Vogel's thesis.

19/25

Tennan  
P107  
29 August 2018

... this is a good start. You capture Vogel's thesis and recognize some of his arguments. I don't think though that you describe the arguments in a way that is consistent w/ his thesis. He thinks we should give up notion of nature, but you describe him as Argument Analysis I holding that we ~~can~~ are part of nature etc. It'd help to clarify the diff. senses of not needed In his publication, "Thinking like a Man", author Steven Vogel analyzes the notion of nature, and its complex relationship with the human race. He believes the concept Thesis.

of nature is "too ambiguous" to be used as an umbrella term for the environment, and suggests we move away from using this notion. these types of statements. Vogel emphasizes early on that nature is not hard to find, but in contrast he highlights that most land has been developed, thus creating a divide between where nature begins and ends. He seeks to explain what nature is and when it is okay to use it. This conflicts w/ that

The overall theme for Vogel's writing is his hesitant approach towards defining nature. In his own words, "Nature is defined here by what it is not, by an exclusion, and if nature has ended it is because that exclusion has been breached" (Vogel p3). More simply, if the balance between humans and nature is not mutually beneficial then it will cease to exist. He also states that humans are equally a part of nature. Vogel then delves into the natural resources humans need to survive, for example gas. From here he rationalizes that if humans are part of nature, then we are in a way entitled to these resources the earth has to offer. To further on this subject he later adds that the only way to "protect" nature is to avoid contact with it and keep it isolated, a more good but not needed here. preservationist take on the issue. He closes his argument but declaring that the state of the environment is in no danger. His logic being that because humans contribute to nature as we coexist with the world around us, that our contributions to depleting the environment are all a consequence of living.

Doesn't he say exact opposite?

not really

But does Vogel think this? or is he explaining just a common view of nature?

In one sense

OK

But in a diff sense then this

22/25

Professor Tenen Environmental Philosophy  
you have a very good understanding of Vogel's thesis, which is excellent. The main place to improve things is in your acct. of Vogel's arg. often you repeat things instead of going into sufficient detail. In addition, you could organize your discussion of the arg. by clearly defining the 2 concepts of nature and show how Vogel argues against both.  
Argument Analysis of Thinking Like a Mall

Pell

ok, excellent

The main point and thesis that Vogel states in this excerpt is that in order to live our best lives in the world, we need to give up the concept of "nature" and what's "natural" because the terms are too ambiguous. Vogel believes humankind can improve our relationship with nature by losing the confusing term. ~~He states time and again how the definition is unclear.~~ <sup>not needed</sup> Vogel's main goal was to explain why the term "nature" is too ambiguous. Vogel does this by pointing out the contradictions McKibben makes. Vogel states how no positive definition of nature exists. "It simply functions as the complementary concept to the human" (Vogel, 11). He says how McKibben's of idea of things becoming unnatural as soon as human's touch them doesn't make sense. He argues this point by wondering how humans can have a special touch that suddenly makes things in nature unnatural. He is confused by why nature and humans are independent from each other. He argues that humans are natural as well because we evolved from natural biological processes, ~~so how can we be unnatural?~~ He says that if we separate ourselves from nature, how can we be natural? This is a big deal, because McKibben was separating humans and nature and Vogel didn't agree with him. Vogel thinks that if nature is separate from humans, our only possible chance of protecting it would be to stay away from it forever. He goes onto saying how this wouldn't make sense because nature already would have been lost. He then argues this point from the other side. He says that if every physical and biological process are considered unnatural, then we can't do anything in our power to harm or protect nature because every process is already natural. He even uses extreme examples in this case to prove his point. He brings up an analogy about how burning fossil fuels is just as natural as breathing. This proves how Vogel is passionate about the ambiguity of the term "nature". Knowing where the boundary between nature and unnatural things meet is too hard to understand, so Vogel argued that we can't be considering things "natural" or "unnatural", and the entire concept of "nature" needs to be abolished so we can better understand what's around us and what we need to protect.

A bit repetitive

Good. You could just put this in place of the last few sentences.

Why though?

This is confusing

not needed

Throughout this entire excerpt, Vogel is attempting to prove his point on how we shouldn't be considering things natural, because the term is too ambiguous.

[Sample in-class assignment from *Environmental Philosophy*]

Reflection on the assignment below:

This assignment is a good example of how I engage students in course material. Students enjoyed this assignment, and it served as a good culmination of the last unit of the course in which we considered the problems facing people today as the world's climate changes. In the future, I plan to change a few things with the assignment. First, I want to devote more time to this activity. When I used it last time, we ran out of time and had to over simplify discussion of the issues to make it work. Second, rather than list the different considerations that students should consider in coming up with a plan in response to Climate Change, I want to have students, themselves, come up with this list. Finally, third and most substantially, I want to reorganize the class to further promote student engagement and discussion. In this iteration of the assignment, I simply broke students into groups and had them each fill out the worksheet. In the future, I want to split the class into groups and assign groups different roles in a debate: one group will be lobbyists from the energy industry, another group will be environmental conservation lobbyists, and group will be the house and senate members writing a bill, and the third group will represent the president who makes a final judgment as to whether to sign the bill. In addition to grading students on participation, I would grade them on the quality of the arguments used to support the final bill (or in the case of the president, the reasons for or against signing the bill). The result is that lobbyists have an interest in producing the best argument, members of congress have an interest in evaluating those arguments and, if they act on one such argument, thereby further that lobbyist's interests. My hope is that students will dig deeper into the reasons for certain policy initiatives and develop carefully constructed arguments in favor of a certain decision.

## Environmental Policy and Climate Change

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Congratulations on winning your district's seat for the US House of Representatives. In addition to all the other committee work you have been assigned (i.e. final papers and exams) you have graciously volunteered to join the Climate Solutions Caucus. Your goal for this congressional term is none other than to put forward, for a full vote on the House floor, a proposal for mitigating the negative impacts of climate change. The Caucus has fixed on this goal in light of the *Fourth National Climate Assessment* which was released on November 23, 2018.

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**Task:** arrive at a detailed plan in response to climate change.

**First:** What considerations are important to consider? Circle all that you think apply:

- (a) US residents' health
- (b) Freedom to live how we want
- (c) Human well-being, including of non-US residents
- (d) Economic health (i.e. corporate profits, personal finance, etc.)
- (e) Naturalness of natural ecosystems
- (f) Other \_\_\_\_\_
- (g) Other \_\_\_\_\_
- (h) Other \_\_\_\_\_

**Second:** Assessing possible solutions. How might the following solve problems raised by climate change and which of the above considerations do they target? How quickly do they have their effect? What are the risks associated with them and the probability of those risks occurring?

1. GMOs

Solves:

Immediacy:

Downsides, Risks, and likelihood:

2. Population restrictions

Solves:

Immediacy:

- Downsides, Risks, and likelihood:  
3. Geoengineering  
Solves:

Immediacy:

Downsides, Risks, and likelihood:

4. Human Engineering  
Solves:

Immediacy:

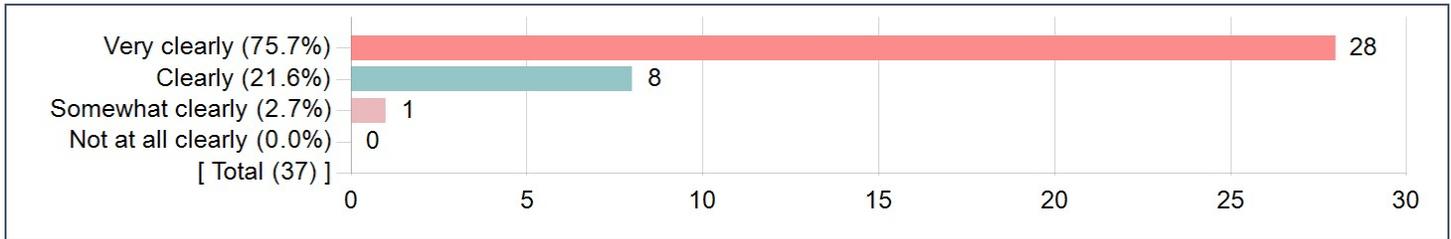
Downsides, Risks, and likelihood:

**Fourth:** Propose a policy. Suggestions: think about whether combining some of the above solutions can achieve your goals while minimizing risk. E.g.—Should we use one solution for short-term mitigation and another for longer-term mitigation? Should we use one now and then, if it turns out to be insufficient, use another solution later? Etc. Also, include plans for how you will enact the above solutions (e.g. tax breaks for those without children?, NASA-led geoengineering projects?, tax incentives for shorter children?, etc.). Finally, remember: higher the risk ---> lower the probability must be for it to be rational to opt to take the chance.

Policy:

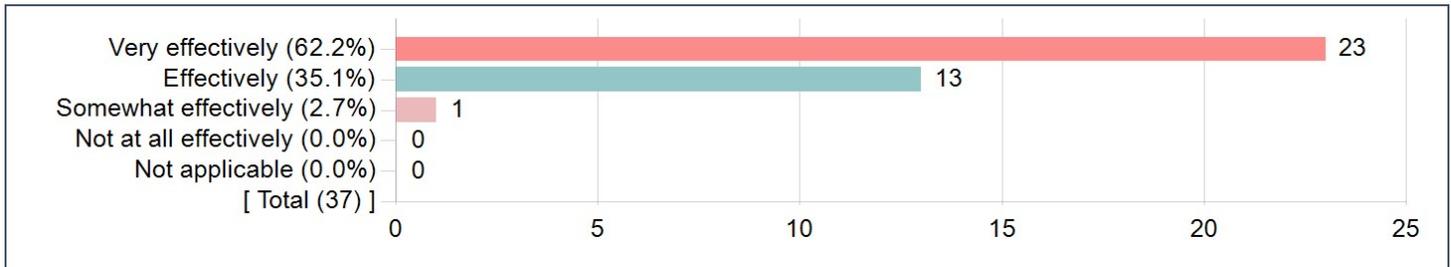
## University Questions

### How clearly were course learning goals and objectives communicated to you?



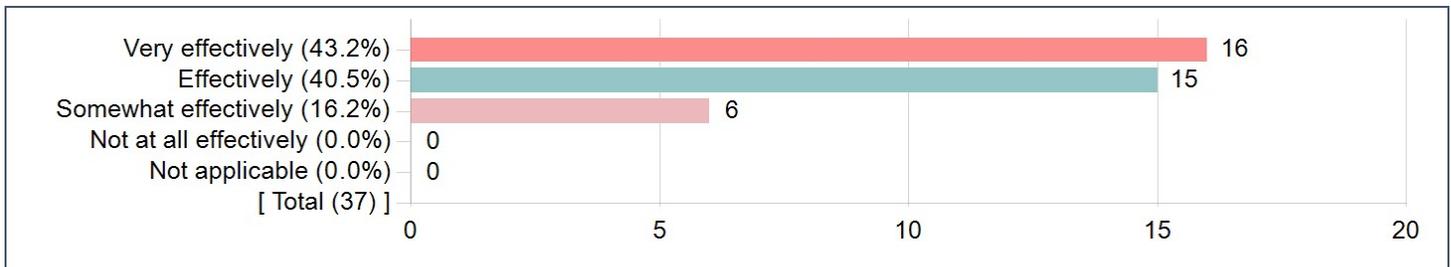
Question	Course			Department. (PHIL)			Institution		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
How clearly were course learning goals and objectives communicated to you?	37	3.7	0.5	697	3.1	0.9	103737	3.4	0.8

### How effectively was class time used to help you learn?



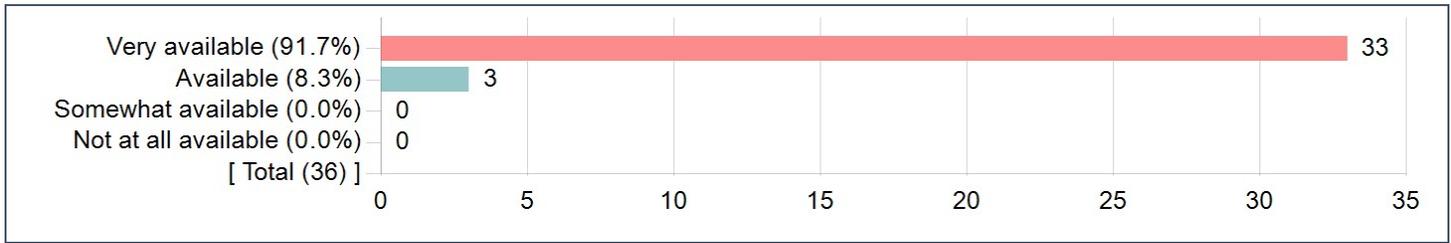
Question	Course			Department. (PHIL)			Institution		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
How effectively was class time used to help you learn?	37	3.6	0.6	696	3.1	1.0	103449	3.3	0.9

### How effectively did out-of-class work (assignments, readings, practice, etc.) help you learn?



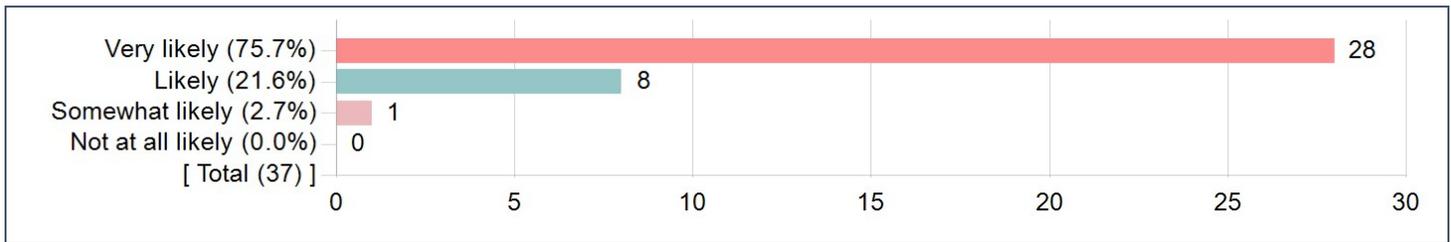
Question	Course			Department. (PHIL)			Institution		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
How effectively did out-of-class work (assignments, readings, practice, etc.) help you learn?	37	3.3	0.7	692	3.0	1.0	103358	3.1	0.9

**How available was the instructor to provide help when needed (in person, by email, office hours, etc.)?**



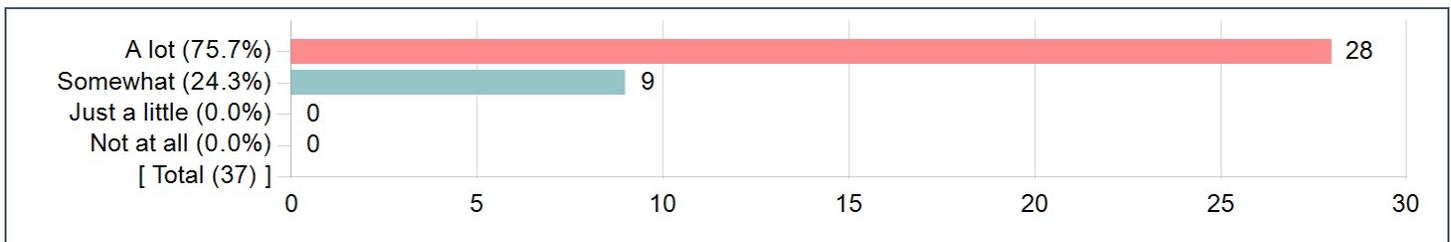
Question	Course			Department. (PHIL)			Institution		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
How available was the instructor to provide help when needed (in person, by email, office hours, etc.)?	36	3.9	0.3	694	3.4	0.7	116499	3.5	0.7

**How likely would you be to recommend this course with this instructor?**



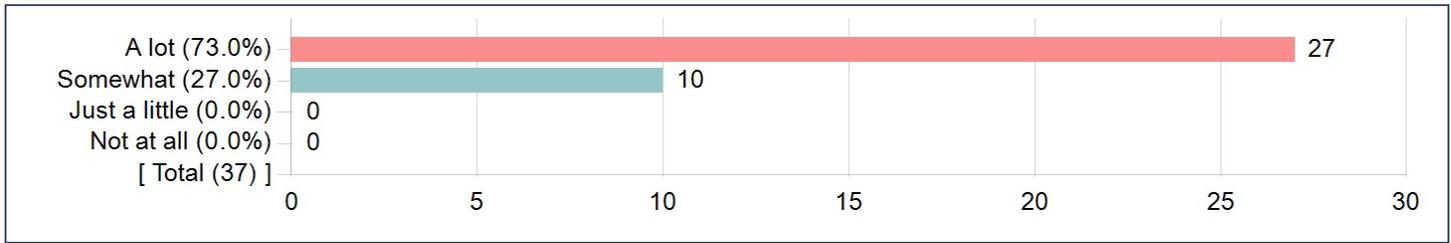
Question	Course			Department. (PHIL)			Institution		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
How likely would you be to recommend this course with this instructor?	37	3.7	0.5	699	3.0	1.1	116791	3.3	0.9

**How much did the instructor motivate you to do your best work?**



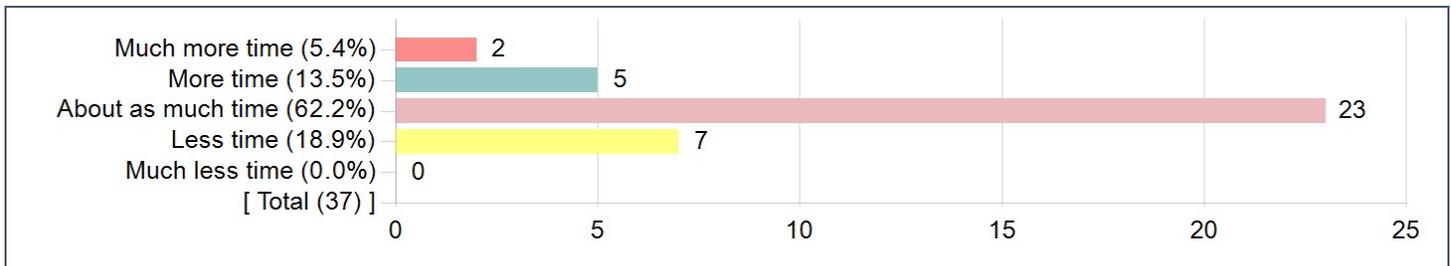
Question	Course			Department. (PHIL)			Institution		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
How much did the instructor motivate you to do your best work?	37	3.8	0.4	692	3.3	0.9	115909	3.5	0.8

**How much did the instructor emphasize student learning and development?**



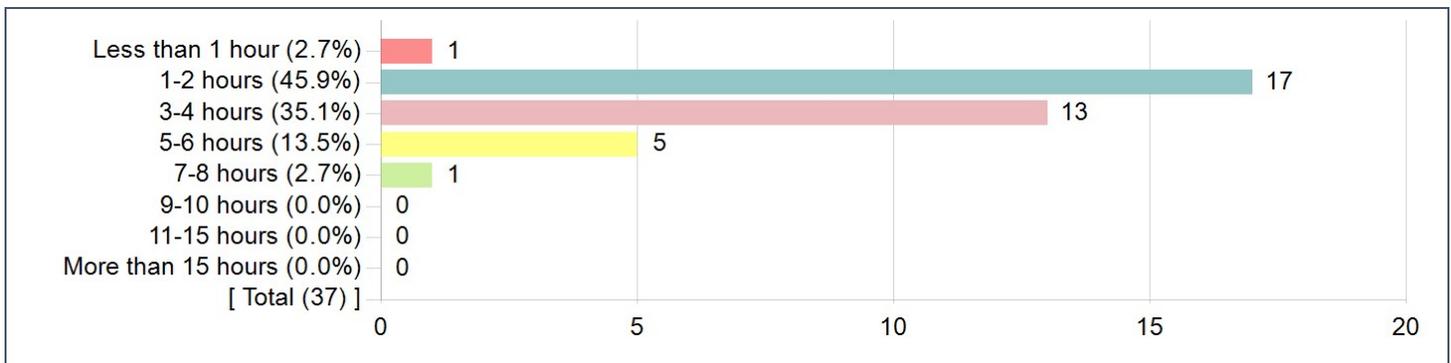
Question	Course			Department. (PHIL)			Institution		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
How much did the instructor emphasize student learning and development?	37	3.7	0.5	684	3.4	0.8	114771	3.6	0.7

**Compared to other courses you've taken, how much time did this course require?**



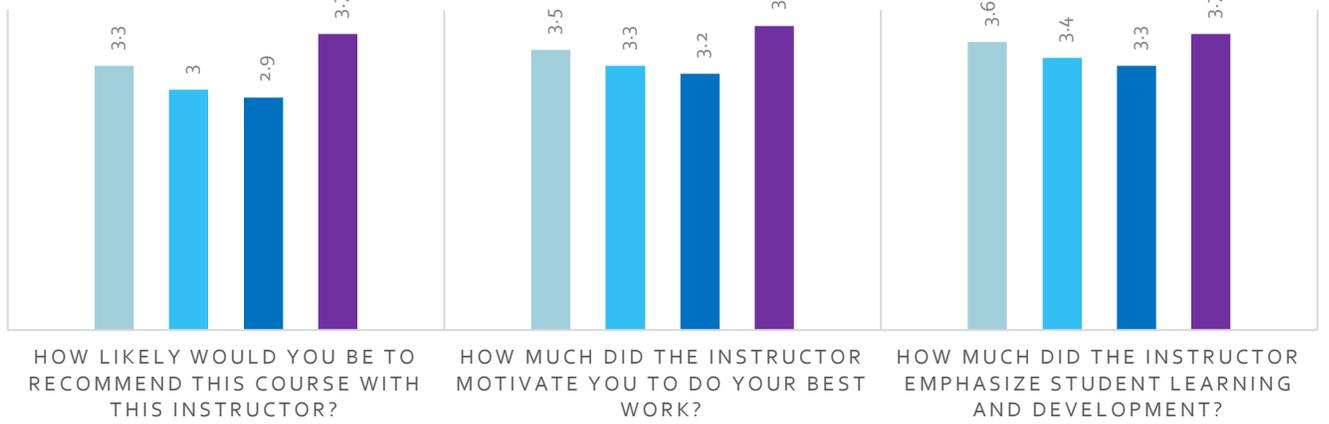
Question	Course			Department. (PHIL)			Institution		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
Compared to other courses you've taken, how much time did this course require?	37	3.1	0.7	693	3.2	1.0	103017	3.3	1.1

**In a typical week, about how much time did you devote to this course? (Do not count scheduled class time, labs, etc.)**



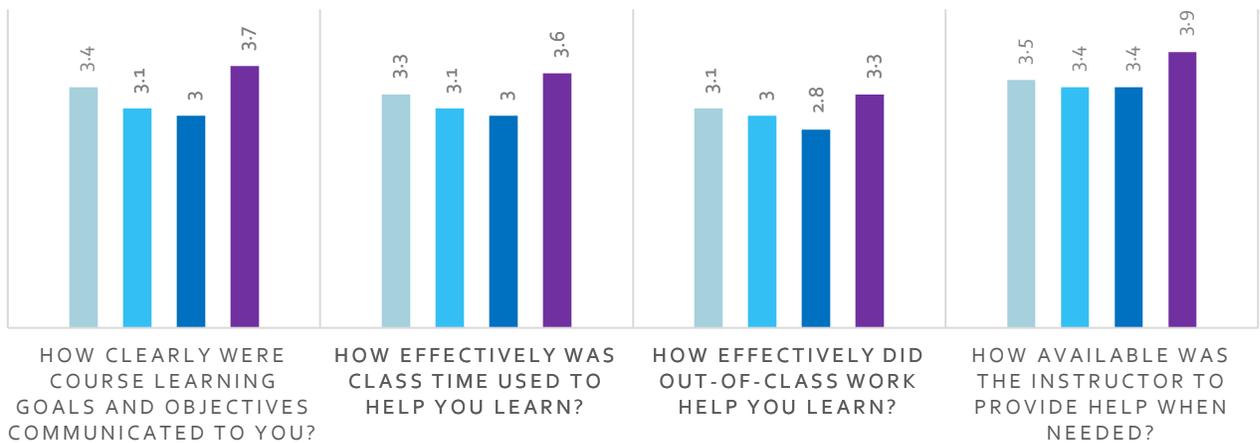
Question	Course			Department. (PHIL)			Institution		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
In a typical week, about how much time did you devote to this course? (Do not count scheduled class time, labs, etc.)	37	2.7	0.9	695	2.7	1.2	103429	3.0	1.4

### Summary Quantitative Data for Environmental Philosophy (FA18)



- Average of all IU classes
- Average of all Philosophy classes
- Average of 100-level Philosophy courses
- My Environmental Philosophy (37 respondents)

### Summary Quantitative Data for Environmental Philosophy (FA18)



- Average of all IU classes
- Average of all Philosophy classes
- Average of 100-level Philosophy courses
- My Environmental Philosophy (37 respondents)

As a description of this Course/Instructor, this statement is: (select the best response for each of the following statements, marking "Not Applicable" only if it is clearly not relevant)

## PHIL Open Ended Questions

### What did you like most about this course and instructor?

Comments
I thought that Mr. Tenen was very encouraging and inviting in terms of discussion and getting students to feel comfortable talking in the class. I also liked the field trip aspect of this class. I felt it was a good way to apply our learning from class to real life which helped me understand some concepts better.
This class was very interesting and informative. I personally enjoyed the field trips set up by Levi Tenen. He led very strong lectures and discussions throughout the semester that kept everyone's attention and interest. Levi went above and beyond when it came to making sure the class had a full understanding of what was expected in class assignments.
Very helpful! Replies to emails fast and is willing to help out with you paper and thesis!
It was relaxed and you could express your opinion
He was very nice and understanding when we had a big work load for the week (midterms, finals, etc), which is nice. Also, he gave very good feedback on our papers which was very helpful and actually helped me learn a lot, and I often use his notes when writing papers for the class, including the final paper. I like how the course is very writing based, with little exams and quizzes, although we did have a couple of quizzes which were fairly easy and straight to the point (if you did the reading). I did not think I would like this class when I first started, but I really found it interesting and i think it was because the instructor was very passionate about it
His enthusiasm for the subject and how well he presented each class with a new discussion.
Levi did an excellent job breaking down arguments and different points of view. I really enjoyed when he would lecture about topics, he would do so in a way that was very easy to follow and logically flowed.
He was always available, very quick in answering questions. He was extremely motivating as well.
Levi is an excellent instructor and will make a good professor one day if that's what he chooses. He is clearly passionate about the course topic however he presents it in an objective way that is neither overly activist nor judgmental. Very little of the class is actual lecture; he will explain key concepts and present a topic of discussion to the class, which usually results in lively debate. In fact I think the class should only hold 30 because 40 people don't usually get an opportunity to engage. He holds the class accountable through pop quizzes and reading analyses. His grading is always fair and never punitive. Levi is approachable and easy to talk to. He works outside of office hours to talk to students, many times after class for 20 minutes or more. The field trips are a welcome change from the classroom setting; I especially learned a lot at First Nations Center and Glenn Black. Levi loves IU and this comes across in his personal anecdotes and experiences. He encourages student activism and informs us of relevant campus events.
Levi has helped me to be a better writer and compose my arguments in a logical way. I will never be a philosopher but I appreciate the department more because of him. If I had the opportunity to take another class of his I absolutely would.
Levi is very friendly, and wants to connect with his students. This is evident through him working hard at memorizing names, and by engaging students every class to get to know what they think about specific course readings or topics. The overall tone of the classroom setting was very relaxed, and focused on class discussion.
I liked that there wasn't exams, and it was based on discussion. Levi helped to lead discussion and propose different thoughts.
I like the discussion in class. I feel as if these engaged students and required them to think more about the readings. I also was appreciative of the detailed comments on papers as these did help me to improve my means of arguing a point and conveying a message.
He was very informative and genuinely cared for each and every student.
The instructor kept the course interesting and led fun discussions.
I liked that this course allowed me to learn a lot about the environment in a different kind of way. Levi was a great professor who made the class interesting and the content enjoyable to learn.
I liked that we had to prepare for the class, but it was not time consuming. When we got to class it was very engaging and the course material was interesting to people who are passionate about the environment. I wanted to go to class every Monday, Wednesday, and Friday.
I really enjoyed the topics we covered in our class and learning the different ways that we can look at our environment.
I liked how the assignments were useful and pertained to what we learned, and relevant to real life problems.
Levi is a very intelligent and passionate teacher, and doesn't lecture you, but instead discusses environmental/philosophical issues with you. He is accepting of other viewpoints but always makes sure to challenge your ideas, which I believe is extremely necessary, especially in the field of philosophy.
I like how we discussed a wide variety of topics throughout the course. t was interesting to learn about more than one aspect of the

Comments
environment.
Very passionate and knowledgeable. Made discussions interesting. was very helpful during office hours
He is passionate about the subject, and even if he is teaching material that may not appear particularly interesting, he knows how to discuss it in a more familiar and active way.
I thoroughly enjoyed all of the field trips that we took. I learned so much on things that I didn't even know existed. It was nice to have a change of scenery. The instructor was very helpful. He was eager to answer any questions that any student had.
Levi was very passionate about topics we discussed in class. He expressed his views and opposing views to make the content more interesting and ensure we got a full understanding of the material.
He was very, very helpful in and out of class. He always made sure he was communicating with the class to see what we like, how we wanted to go about a lesson or how busy we were by asking us questions or taking votes. He also was very helpful in guiding us with what to focus when we had a reading instead of sending us in blind. He was not afraid to change the syllabus in order to benefit our class. His quick responses and open communication made getting help super easy and beneficial. It was also very nice and refreshing to always have written feedback on our assignments so we could improve.
Whenever I would email him with questions, he would respond with extremely thorough answers that were sometimes more helpful than things he explained during class. He is clearly very passionate about his job, and his enthusiasm during class definitely showed that.
I liked that he was very through when explaining each reading, and when students didn't understand parts of the more difficult readings he was able to clarify really well.
The thing I loved most about Levi was his open classroom. He always led with open discussions where everyone was welcome and new ideas were always welcome to the table.
Levi was very attentive to his students, especially when communication is more required due to personal issues. He also taught the material in an organized and clear manner.
I liked how Levi learned everyones name in our class. What I liked about the course was learning about important issues and different view points on how to solve these problems in the environment.
I enjoyed the class discussions most. It was very interesting to hear everyone's opinions.
This instructor has a natural act for teaching; some could say a sixth sense. I would come to discussion eager to listen to Levi and his thoughts on the articles we were assigned. I believe that this instructor could make any course fun or interesting. Levi came to every discussion prepared and ready to engage with his students. He always had a very positive attitude that could wake up a classroom. Although I only knew Levi for a semester, I can tell that he will touch many other people in his life, and for that reason, left a lasting impression on me.
Teacher has a real passion for the subject and the course was interesting and it was fun learning with this instructor.
I enjoyed how personable he was with the class. By the end of the semester we were all very good friends with him. He also made the class fun by scheduling field trips around campus and always got everybody involved.
The instructor was very motivating and helpful when confused about any information. The course was interesting overall, but my favorite topic was discussing GMO's.
He is enthusiastic about the topic and about teaching it
The instructor was very friendly and the classroom environment was very open.

**What did you like least about this course and instructor?**

Comments
I got a little bit overwhelmed with some of the readings assigned but I felt like Mr. Tenen explained them well in class that made them easier to understand.
Some of the course readings seemed to be a bit advanced for a 100 level course, but Levi did an amazing job at breaking down the reading for the class so that we fully understood the material.
Nothing
The final paper is very long and I feel that most kids won't be able to make it 7 pages just because there is not that much to talk about.
Nothing really
Nothing
I would have preferred if he would have lectured more, as he was clearly much more knowledgeable on the subjects than fellow students.
The surprise quizzes that were conducted.

Comments
Ballantine hall renovation.
The constant readings for every class were tiresome and a little frustrating. It seemed sometimes that we covered a topic or side to quickly, and as a class we could have discussed various topics more extensively. So perhaps only 1 or 2 readings a week, and reserving a 3rd day, or extra time each week to discussing the material in a socratic manner would be more enjoyable and beneficial.
Some of the readings were very long and hard to follow, it was hard to focus and get through some of them.
Some quizzes were a bit out of the blue, however I did not feel as if these were entirely unfair.
Nothing, Levi was a great course instructor that was authentic and knowledgeable.
Some of the reading could be confusing.
Something I did not like about the course were all of the readings. Now that we are at the end of the semester, I feel like some of the readings we could've kept out of the syllabus.
The quizzes were not consistent. I wish that we could expect the quiz every class on the reading so then students would be more engaged in the discussion. I found the field trips a good way to keep students engaged in class, but once we got to the field trip it wasn't as exciting as class could be.
I had no introduction to philosophy aside from this class so the beginning of the semester was confusing.
How participation affects the grade so largely.
Sometimes the daily course readings were long and dense, making it hard to get through. Also, I always do the assigned work, but I am not a necessarily outgoing person, therefore the participation aspect of the course affected my grade (also was very sick and went through family issues so I missed numerous classes). Despite that, I throughly enjoyed the course, and legitimately have no negative comments about Levi as a professor.
Some of the articles required to read for class were extremely long, and some of them were hard to follow. I felt like i got more out of the readings when only certain sections were required or they were a more reasonable length.
I found that some of the readings were so long and focused on difficult topics. For those not planning on pursuing Environmental philosophy beyond this class, there were still plenty of readings that were facinating, but some were dry and took too long to read.
There is not much to complain about, just that his class was on the third floor.
The readings were sometimes very difficult to understand and could be very time consuming. We would then discuss them in class which was helpful to understand what the reading was about, but if we were called on or had quizzes even if I had read sometimes I don't pick up on everything or pick up on something incorrectly just because of tricky wording in the readings and then it would look like I hadn't read.
Some of the readings were just too long or boring.
Because it was a philosophy related class, he often left topics open ended.
My least favorite thing about the class was the difficulty of some of the readings.
The only thing I didn't like about the course was some of the philosophical readings that were very wordy and somewhat difficult to understand. Most of the readings were great and very interesting but a few were difficult to read.
I didn't enjoy the amount of reading that this course involves even though its necessary.
Some of the homework readings were difficult to understand so I would say those readings were what I liked least.
At the beginning of the semester I was frustrated with Levi, because I felt as if he was not giving us enough instruction on our assignments. I had a hard time understanding some of the documents and had no idea how to write or argue a thesis. However, over time I became appreciative. I realized that Levi wanted to have as little influence as possible on his students so that they could form their own thoughts and have their own imagination. I have grown as a person from my experiences in this course, and most importantly, changed the way I perceive things. I have a whole new understanding about the real problems our world is facing, and consequently, I have changed my major from human biology to environmental science. No negative comments.
I believe that the participation grade should be more lenient as there are 40 students in class and not all have an opinion on a topic also the course was a little boring at times.
I did not enjoy the readings we had to read, that just isn't my strong suit and philosophy can confuse me sometimes.
nothing, I enjoyed the course and instructor overall.
The readings at times were kind of long.