

Applied Environmental Ethics/ Introduction to English Presentation and Debate

2 credits, 2nd term,

Day & Time: Monday 1st and 2nd periods (8:40~11:25)
Place: Rikakei-to A407-1
Instructors: EDL, Kazuo Watanabe, and Kenichi Matsui (Coordinator)
Office hours: Mondays and Wednesdays: 13:00~14:00 or by appointment
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I. Outline

This course aims to develop and refine your academic skills that are imperative in analyzing legal, social, and ethical implications of environmental issues. You are asked to actively participate in discussing, presenting, critically reading and writing about these issues so that you will be fully prepared for your internationally competent career as an environmental scientist or leader. Our topics for discussion include (1) environmental leadership; (2) eco-economy; (3) rights of nature; (4) LMOs and ELSI; (5) climate change; (6) biological diversity and ecological service; (7) global bioethics; (8) cultural diversity and indigenous knowledge; (9) innovative approaches to environmentalism. The examination of these wide-ranging topics will not only enrich your knowledge about environmental ethics but also enlarge your academic background as environmental science communicator.

II. Evaluation

Presentations	45%
Cross-Examination	28%
Moderation	27%
Participation	Extra 15%

III. Tasks

Each week, we will discuss about five important article-length papers (or chapters) that are related to weekly topics. You are encouraged to read them all, or at least you will read one of them most carefully for the following tasks.

(a) Presentations:

Each presentation will consist of the following three components:

- (1) in-class power-point presentation;
- (2) presentation paper (due each week);
- (3) printed copy of your power-point slides (4 slides on each page).

These tasks will improve your presentation skills in English. As you may be well-aware, a good presentation greatly enhances your chances for better funding opportunities and successful career paths in general.

Each week or once in two weeks (depending on the number of students), you are asked to read one article-length paper and present your literature review on it. Your presentation should clarify the following: (1) author's thesis, (2) a rough summary of the article, (3) article's positive contribution, and (4) possible area for improvement. Along with these points, your effort for preparation will be taken into consideration for evaluation.

The length of your presentation will be about **10 minutes**. You also will take questions from cross-examiners for about **5 minutes**.

On the same day, you will submit a **three-page presentation paper** (double space, 12-point font), which will be the basis for your presentation.

(b) Cross-Examination (one/ two questions with one/ two-paragraph reasoning):

This task aims to improve your critiquing skills. Asking insightful or thought-provoking questions will not only improve your critical thinking but also lead to your successful research and writing. Please remember that every innovative academic research begins with a good question and inquisitive mind.

Each week or once in two weeks (depending on the number of students), you will choose one article-length paper other than your presentation paper, read it carefully, and make one or two best thought-provoking question(s). The paper you will choose for this task must be the one your peer will present his/ her literature review.

Your question(s) will be submitted on a piece of paper. Also, you will explain in one or two paragraphs why your questions are important.

Please do not ask questions that simply test presenter's memory about the chosen article. Try to frame your question that can facilitate further discussion in the class.

(c) Moderation

Each week our class will be organized in a way you will feel that you are actively participating in an academic conference. Once in this course, you will serve as a moderator/ organizer. Your task will include the following: (1) decide the order of presentations, (2) briefly introduce presenters, (3) take questions, and (4) facilitate discussion.

The instructors of this course will be readily available to assist you. Please do not hesitate to ask questions about organization of presentations. The main purpose for you to take this task is to improve your skills in moderating in-class discussion, which is essential in teaching and organizing conferences or meetings.

(d) Participation

Extra points will be awarded to those who make their good effort in facilitating discussion throughout the course.

IV. Weekly schedule

Week 1 (Sep. 12)	Course Introduction (Matsui)
Week 2 (Sep. 22)	Environmental Leadership (Matsui/ EDL)
* <u>No class on September 19</u> (holiday)	
Week 3 (Sep. 26)	Eco-Economy (Matsui/ EDL)
Week 4 (Oct. 3)	Rights of Nature (Matsui/ EDL)
Week 5 (Oct. 17)	Climate Change (Matsui/ EDL)
* <u>No class on October 10</u>	
Week 6 (Oct. 24)	LMOs and ELSI (Watanabe/ EDL)
Week 7 (Oct. 31)	Biodiversity and Ecological Service (Matsui/ EDL)
Week 8 (Nov. 7)	Cultural Diversity and Indigenous Knowledge (Matsui/ EDL)
Week 9 (Nov. 14)	Innovative Approaches to Environmentalism (Matsui/ EDL)

V. Readings (The list below is subject to change)

(1) Environmental Leadership

1. Tice, Ty. "Managing Conflict." In *Environmental Leadership: Developing Effective Skills and Styles*, edited by Joyce K. Berry and John C. Gordon, pp. 67-89. Washington, D.C.: Island Press, 1993.
2. Lyons, James R. "Policy and Legislation." In *Environmental Leadership: Developing Effective Skills and Styles*, edited by Joyce K. Berry and John C. Gordon, pp. 90-103. Washington, D.C.: Island Press, 1993.
3. Webster, Henry H. "Lessons from State and Regional Resource Management." In *Environmental Leadership: Developing Effective Skills and Styles*, edited by Joyce K. Berry and John C. Gordon, pp. 104-122. Washington, D.C.: Island Press, 1993.
4. Steinberg, Paul F. *Environmental Leadership in Developing Countries: Transnational Relations and Biodiversity Policy in Costa Rica and Bolivia*, chapter 2 "Environmental Privilege Revisited," pp. 27-45. Cambridge: Massachusetts Institute of Technology Press, 2001.
5. Gordon, John C., and Joyce K. Berry. "Chapter 2: Leaders See Today's World." In Gordon and Berry, *Environmental Leadership Equals Essential Leadership: Redefining Who Leads and How*. pp. 13- 34. New Haven: Yale University Press, 2006.
6. Gordon and Berry. "Chapter 4: Solving Environmental Problems: Long Times and Complexity." In Gordon and Berry, *Environmental Leadership Equals Essential Leadership: Redefining Who Leads and How*. pp. 47- 65. New Haven: Yale University Press, 2006.
7. Gordon and Berry. "Chapter 5: Solving Environmental Problems: Emotion, Values, Integration, and Focus." In Gordon and Berry, *Environmental Leadership Equals Essential Leadership: Redefining Who Leads and How*. pp. 67- 81. New Haven: Yale University Press, 2006.

(2) Eco-economy

1. Brown, Lester. "The Shape of the Eco-Economy," pp. 77-96. In *Eco-Economy: Building an Economy for the Earth*. W. W. North & Company, 2001.
2. Visser, Wayne. "Corporate Social Responsibility in Developing Countries." In *Where the Law Ends: The Social Control of Corporate Behavior*, edited by Andrew Crane, et al., pp. 473-499. Oxford University Press, 2009.
3. Hawken, Paul. "A Teasing Irony," pp. 1-19. In *The Ecology of Commerce: A Declaration of Sustainability*. Collins Business, 1993.
4. Hawken, Paul. "The Opportunity of Insignificance," pp. 137-160. In *The Ecology of Commerce: A Declaration of Sustainability*. Collins Business, 1993.
5. Hawken, Paul, Amory Lovins, and L. Hunter Lovins, "Waste Not." *Natural Capitalism: Creating the Next Industrial Revolution*, pp. 48-61. Little, Brown and Company, 1999.
6. Stiglitz, Joseph. "Lifting the Resource Curse," pp. 133-160. In *Making Globalization Work*. W. W. Norton & Company, 2007.

(3) Rights of Nature

1. Nash, Roderick. "Liberating Nature," pp. 161-189. In *The Rights of Nature: A History of Environmental Ethics*. University of Wisconsin Press, 1989.
2. Stone, Christopher D. "Should Trees Have Standing?—Toward Legal Rights for Natural Objects." pp. 189-200. In *Environmental Ethics and Policy Book*. Thomson & Wadsworth, 2003.
3. *Sierra Club v. Morton*, 405 U.S. 727 (1972).
4. *Palila v. Hawaii Department of Land and Natural Resources*, 852 F. 2d 1106.
5. Singer, Peter. *Animal Liberation: The Definitive Classic of the Animal Movement*, "chapter 1: All Animals Are Equal...", pp. 1-23. New York: Harper Perennial, 2009.
6. *Okinawa Dugong, et al. v. Robert Gates, et al* (2008) US District Court, Northern District of California.

(4) Climate Change

1. Micheals, Patrick J. "The Climate Change Debacle: The Perils of Politicizing Science," pp. 607-615. In *Environmental Ethics and Policy Book*. Thomson & Wadsworth, 2003.
2. Flavin, Christopher. "A Response," pp. 615-620. In *Environmental Ethics and Policy Book*. Thomson & Wadsworth, 2003.
3. Salick, Jan, and Anja Byg. *Indigenous Peoples and Climate Change*. Missouri Botanical Garden (May 2007): 1-32.
4. Roberts, J. Timmons, and Bradley C. Parks. "A 'shared vision';? Why inequality should worry us." In *Climate Change, Ethics and Human Security*, edited by Karen O'Brien, Asuncion Lera St. Clair and Berit Kristoffersen, pp. 65-82. Cambridge University Press, 2010..
5. McNeill, Desmond. "Ethics, politics, economics and the global environment." In

Climate Change, Ethics and Human Security, edited by Karen O'Brien, Asuncion Lera St. Clair and Berit Kristoffersen, pp. 97-112. Cambridge University Press, 2010..

(5) LMOs and ELSI (tentative)

1. Pollan, Michael. "A Plant's-Eye View of the World." Pp. 491-495. In *Environmental Ethics and Policy Book*. Thomson & Wadsworth, 2003.
2. Lewontin, Richard. "Genes in the Food!" pp. 502-507. In *Environmental Ethics and Policy Book*. Thomson & Wadsworth, 2003.
3. Okada, Yoshihiro, and Kazuo N. Watanabe. "Social Responsibility for the use of genes, genomes and biotechnology in biotechnology companies: a commentary from the bioethical viewpoint." *Journal of Commercial Biotechnology* 14: 2 (April 2008): 149-167.
4. Watanabe, Kazuo N., et al. "Global Political, Economic, Social and Technological Issues on Transgenic Crops." *Plant Biotechnology* 22 (2005): 515-522.
5. Chen, Chia-Hsin, Yoshiko Sassa, Eiko Suda, and Kazuo N. Watanabe (2006) "Biosafety system frameworks for living modified organisms in Japan and Taiwan." *Plant Biotechnology* 23: 539-546
6. Hautea, R. *Biotech Crops and Sustainable Food Production: An Overview of Global Adoption and Future Prospects*, 2009. ISAAA, Ithaca, USA.

(6) Biodiversity and Ecological Service

1. Constanze, Robert, et al. "The Value of the World's Ecosystem Services and Natural Capital," pp. 253-260. *Nature* 387 (May 1997).
2. Wilson, Edward O. "How Much Is the Biosphere Worth?" pp. 103-128. In *The Future of Life*. New York: Vintage, 2002.
3. K.N. Ninan, et al., "Introduction: Biodiversity conservation: Its significance and the issues," pp. 1-44. In *The Economics of Biodiversity Conservation: Valuation in Tropical Forest Ecosystems*. London: Earthscan, 2007.
4. Susan Hill, "Regulatory Consideration." In *Conservation & Biodiversity Banking: A Guide to Setting Up and Running biodiversity Credit Trading Systems*, edited by Nathaniel Carroll, Jessica Fox and Ricardo Bayon, pp. 89-107. London: Earthscan, 2008.
5. Kerry ten Kate and Mira Inbar, "Biodiversity Offsets." In *Conservation & Biodiversity Banking: A Guide to Setting Up and Running biodiversity Credit Trading Systems*, edited by Nathaniel Carroll, Jessica Fox and Ricardo Bayon, pp. 189-203. London: Earthscan, 2008.
6. Miguel N Alexiades and Sarah A Laird. "Laying the foundation: equitable biodiversity research relationships." Pp. 3-15. In Sarah Laird, ed., *Biodiversity and Traditional Knowledge*. Earthscan, 2002.

(7) Cultural Diversity and Indigenous Knowledge

1. Balick, Michael J., and Paul Alan Cox. "From Hunting and Gathering to Haute Cuisine," pp. 63-98. In *Plants, People, and Culture: The Science of Ethnobotany*. New York: Scientific American Library, 1996.
2. Wolf, Aaron. "Indigenous Approaches to Water Conflict Negotiations and Implications for International Waters." *International Negotiation* 5 (2000): 357-373.
3. Berkes, Fikret. "Traditional Knowledge Systems in Practice." Pp. 59-78. In Berkes, *Sacred Ecology: Traditional Ecological Knowledge and Resource Management*. Taylor and Francis, 1999.
4. Bannister, Kelly. "Non-Legal Instruments for the Protection of Intangible Cultural Heritage: Key Roles for Ethical Codes and Community Protocols." In *Protection of First Nations Cultural Heritage: Laws, Policy, and Reform*, edited by Catherine Bell and Robert K. Paterson, pp. 278-308. University of British Columbia Press, 2009.
5. Antons, Christoph. "The International Debate about Traditional Knowledge and Approaches in the Asia-Pacific Region." In *Traditional Knowledge, Traditional Cultural Expressions and Intellectual Property Law in the Asia-Pacific Region*, edited by Christoph Antons, pp.39-65. Wolters Kluwer, 2009.

(8) Innovative Approaches to Environmentalism

1. Schweitzer, Albert. "The Ethic of Reverence for Life," pp. 251-276. In *Civilization and Ethics: The Philosophy of Civilization*, part II., translated by John Naish. London: A. & C. Black, Ltd., 1923.
2. Naess, Arne, "Self Realization: An Ecological Approach to Being in the World."
3. Grossman, Karl. "Environmental Racism." In *Environmental Ethics and Policy Book*, 550-
4. Elliott, Lorraine. "Transnational Environmental Crime in the Asia Pacific: An 'Un(der)securitized' Security." In *Environmental Crime: A Reader*, edited by Rob White, pp. 493-514. William Publishing, 2009.
5. Shiva, Vandana. "Development, Ecology, and Women."
6. Jasanoff, Sheila. "Heaven and Earth: The Politics of Environmental Images." In *Earthly Politics: Local and Global in Environmental Governance*, edited by Sheila Jasanoff and Marybeth Long Martello, pp. 31-52. MIT Press, 2004.

A Guide for Your Critical Reading

1. Articles

When you read academic articles in this course for your presentation, please answer the following questions.

- What is the main purpose of this article? (Write as clearly and concisely as possible about why the author(s) write(s) this article. What is his/ her thesis or hypothesis?)
- What is the key question the author(s) is (are) addressing?
- What is the most important information in this article?
- What are other major findings in this article?
- Does the author develop a cogent and reasonable argument before making a conclusion?
- Is the conclusion convincing?

2. Court Decisions

For the public, court opinions are often difficult to understand. Here, when you read court opinions, try to answer the following questions.

- Who are plaintiffs and defendants?
- When and where was this court case heard?
- What is the main dispute?
- What is the majority judgment in this case?
- What are the reasons behind this judgment?
- Does the judge make a convincing and reasonable argument?
- Is the decision convincing?