

# Environmental Ethics & Development

## SFS 3820

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This syllabus may develop or change over time based on local conditions, learning opportunities, and faculty expertise. Course content may vary from semester to semester.

## Course Overview

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Environmental ethics is the discipline in philosophy and social science that studies the moral relationship between human beings and the environment and its non-human components. Ethics are often defined as a way of thinking and approaching decisions in life dealing with what is acceptable or right and what is unacceptable or wrong. However, this course is predominantly not a philosophy course. Instead, this course takes a pragmatic approach to environmental ethics looking, through a variety of thematic scenarios, at how decisions relating to the environment can be made through an applied ethical lens. Following an introduction to the foundations of environmental ethics and the cultural context of Cambodia, we explore ethical problems that are pertinent to environmental studies. In particular this course examines contemporary environmental dilemmas and topics as they affect Cambodia and Vietnam and the rapid development of these countries.

We all recognize that environmental problems can be incredibly complicated, morally, socially, politically, and ecologically. When it comes to environmental issues, we should ask: what are we responsible and accountable for as individuals? This question should be asked within two contexts: the first being the context and belief systems of the learner (US based college-aged students), and the second being the context and belief systems of the people in the places we visit at our international locations. Because questions related to environmental ethics are influenced by various scales, we will constantly be asking whether an American (or other developed nation) sense of the environment helps or hurts when it is projected onto a different part of the world.

This course uses a scenario based approach to explore environmental ethics across seven different thematic scenarios that present real challenges in environmental management.

- Pollution in a Cambodian Village and National Park (Phnom Kulen)
- Waste Management and Public/Private Sector Relationships in Environmental Governance
- Mekong River Development Dilemmas
- Indigenous Peoples Access to Natural Resources and Conservation
- Development in National Parks – An Ethical Conundrum in Natural Resource Management
- Dams and (Sustainable?) Development
- Food Security, Water Governance and Environmental Impacts in the Mekong Delta

Through these scenarios, this course will explore the following questions;

How are policy and day to day 'field' decisions relating to the environment and development made to be in line with an accepted standard of what is ethical? What framework do we use to make ethical decisions? What tools are available to ensure that decisions made are ethical? What global norms exist upon which ethical decisions for the environment are made? And how do these norms apply to the cultural context of the Mekong Basin?

This course will draw upon the foundations of the environmental ethics movement, customary environmental principles and evolving international norms, as well as regional customs and local cultural beliefs to explore environmental ethics and development in the Mekong region.

## Learning Objectives

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The learning objectives of this course may include:

- Students will be able to critically analyze the complexities in environmental philosophy including the responsibility to future generations, the problem of moral standing of human and non-human species and wilderness, sustainability regarding human development, global environmental challenges, and environmental justice.
- Students will become acquainted with concepts and methods of ethics that apply to issues regarding development, public policy making, environmental laws, public attitudes regarding humankind's dealings with the natural world.
- Students will critically assess alternative approaches to, and defenses of, a code of responsibility to nature (i.e., an environmental ethic).
- Students will also explore the role that religion plays in developing an environmental ethic.
- Students will receive a set of tools with which to formulate his/her own environmental ethic and to articulate and defend these ideas with clarity and consistency.
- Students will understand the complexity of legal and policy issues regarding environmental management and cultural heritage with specific focus on Cambodia.

## Assessment

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<b>Assessment Item</b>	<b>Value (%)</b>
Ethics field book / journal entries	20
Field Exercises (FEXs)	
Spirituality and Ethics	10
Development within a National Park	20
Mid-term exam	20
Participation/ Discussions	5
Final Exam	25
<b>TOTAL</b>	<b>100</b>

\* Note: quizzes may be added to the assessment schedule if faculty members feel the need.

## Assessment Descriptions

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**Ethics Journaling and "fieldbooking" (20%):** Students will have the opportunity to explore a range of ethical scenarios not only in class but also through field trips throughout the semester. For each of these field trips – which coincide with the applied scenarios being examined, students will be asked to prepare a field book entry. Within each entry, students should explore the ethical conundrum in the field, writing about their experience, interpretation of the issues and delving into how such a scenario is being approached and how you think it may/ should be addressed.

Field books are intended to include relevant observations and reflections. Students may use a variety of methods to create a field book entry whether that be through site descriptions and observations, informal interviews, illustration, photos, personal reflection and writing that highlights significant learning moments. The objective of field book journals is to develop skills for creating permanent records of activities, events, feelings based on observation and reflection. The standard for grading will be based on your ability to express your experiences in meaningful ways related to ethical issues and dilemmas. Each student will submit their journal field book for review on specific dates.

### Field Exercises (FEXs) (30% total):

Unlike field book entries, Field Exercises (FEXs) are more formal scholarly works. You will complete 2 FEXs where you address particular ethical and development topics in more depth; drawing not only on your field observations, but also on scientific papers and research. For FEXs you are required to use the APA Referencing System and formal writing styles (including an introduction and conclusion). When referencing field notes and field observations use the following format - this includes an in-text citation in brackets but no entry in your bibliography.

1. **Spirituality and Ethics (10%):** Local Cambodian beliefs make important contributions to social norms and notions of what is right and wrong – they are an important component of the moral framework of Khmer society. Some locations are frequently visited to pay homage to spirits and Buddhist icons in order to show deference and ask advice for a moral dilemma. For this FEX undertake a visit to the shrines of Yiey Tep and Preah Ang Chek / Preah Ang Chom. These shrines are located in front of the Royal Palace in Siem Reap. Yiey Tep is located in the middle of the road between the gardens and the palace and the Buddhist shrine is located in the gardens. Observe how Cambodians provide offerings at these locations.

*What role do you think these shrines play in the lives of Cambodians and the ethical framework of Khmer society? As society changes with globalization and development, how do you think practices might change? Write about your experience of visiting these places.*

2. **Development within a National Park (20%):** Since the last decade, Cambodia, in order to contribute to reducing poverty in the country, has been promoting its economic growth by attracting both local and foreign investments. However, these investments have brought with them not only the positive results, but also environmental degradation of forests, lands, water with negative implications for wildlife and biodiversity. In 2008, the government granted a permit to Sokha Hotel Group for a period of 99 years to embark on a development project within Preah Monivong National Park, commonly known as Bokor Mountain. Further expansion of the development in the park was approved in March, 2018. This development has bypassed legal requirements, especially those regarding environmental justice principles. As a result, there have been grave concerns about the environmental impacts resulting from the development on the park's environment and biodiversity.

You are undertaking a consultancy for an environmental justice Civil Society Organization (CSO) to review current laws and policies surrounding development in national parks, in particular the development on Bokor Mountain, in Cambodia.

*As a consultant, you need to visit Bokor Mountain and prepare a position paper for the CSO presenting an analysis of the current situation and call for a cancellation of the development in the park on the basis of environmental justice principles.*

**Class Discussions (5%):** Throughout the semester several class discussions will take place which will explore particular ethical topics in depth. Students will have the opportunity to express their opinions and investigate ethical approaches to a particular topic among their peers. In preparation for discussions students may be expected to complete and review a reading either individually or in a group. All students will be expected to prepare several "points of discussion" to share in order to foster healthy respectful debate and clear expression of various outlooks and positions.

**Exams (20% midterm / 25% final):** Each exam must be completed in about 2 hours; it will be writing intensive. You will be given time to study for these exams; a class period will be designated as

“review.” You will be examined on what you have been taught in class and in the field, and what you have been asked to read, so make sure you attend all lectures/field sessions, and understand works from the required reading section.

**Quizzes:** Quizzes may be administered throughout the semester. They may be unannounced. Many of the class sessions will be accompanied by a reading, which may make up a significant content for the quizzes. Quizzes may include multiple methods of assessment including short answer, multiple choice, and brief essays.

## Grading Scheme

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A	95.00 – 100.00%	B+	86.00 – 89.99%	C+	76.00 – 79.99%	D	60.00-69.00%
A-	90.00 – 94.99%	B	83.00 – 85.99%	C	73.00 – 75.99%	F	0.00 – 59.99%
		B-	80.00 – 82.99%	C-	70.00 – 72.99%		

## General Reminders

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**Readings:** You are expected to have read all the required articles and book chapters prior to each class. Information from required readings will be part of the course assessments. All readings are available as PDFs on the Student Drive or from Internet hyperlinks. It is encouraged that “optional readings” be reviewed by students. The reading list might be updated or changed during the course of the semester and some readings that are initially listed as optional may be changed to required.

**Plagiarism:** Using the ideas and material of others without giving due credit is cheating and will not be tolerated. A grade of zero will be assigned if anyone is caught cheating or aiding another person to cheat actively or passively (e.g., allowing someone to look at your exam). All assignments unless specifically stated should be individual pieces of work.

**Deadlines:** Deadlines for written and oral assignments are instated for several reasons: They are a part of working life to which students need to become accustomed and promote equity among students. Deadlines allow faculty ample time to review and return assignments before others are due. Late assignments will incur a 10% penalty for each day that they are late. No assignment will be accepted after three days. Assignments will be handed back to students after a one-week grading period.

**Participation:** Since we offer a program that is likely more intensive than what you might be used to at your home institution, missing even one lecture can have a proportionally greater effect on your final grade simply because there is little room to make up for lost time. Participation in all components of the program is mandatory because your actions can significantly affect the experience you and your classmates have while at SFS. Therefore, it is important that you are prompt for all land and water-based activities, bring the necessary equipment for field exercises and Directed Research, and simply get involved.

## Course Content

Key: **L** = Lecture, **FC** = Field Component, **D** = Discussion

<i>Lecture Title and Description</i>	<i>Time (hrs)</i>	<i>Type</i>	<i>Readings</i>	<i>Field Exercise/ Student Task</i>
Course introduction <ul style="list-style-type: none"> <li>• Scenario-based approach</li> <li>• Field booking and FEXs</li> </ul>	1.5	L	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• <b>Pojman*</b></li> </ul>	
Philosophical Foundations of Environmental Ethics <ul style="list-style-type: none"> <li>• Values and ethics (intrinsic vs. instrumental value)</li> <li>• Land Ethic</li> <li>• 'Deep Ecology'</li> </ul>	3	L	<ul style="list-style-type: none"> <li>• Rolston*</li> <li>• Naess*</li> <li>• Leopold*</li> <li>• Minter</li> <li>• Palmer</li> <li>• Bush</li> <li>• White and Tuttle</li> </ul>	This class will be co-taught by Dr Georgina Lloyd Rivera and Mr. Phanna Sok.
Regional Customs and Local Beliefs <ul style="list-style-type: none"> <li>• Role of spirituality in environmental ethics</li> <li>• Eastern traditional beliefs and the environment in Cambodia</li> <li>• Field trip: Visit to Angkor Wat and observation of local beliefs</li> </ul>	6.5	L + FC	<ul style="list-style-type: none"> <li>• De Silva</li> <li>• Gross*</li> <li>• Harris</li> <li>• Rolston</li> <li>• Ang*</li> </ul>	This class will be co-taught by Dr Georgina Lloyd Rivera and Mr. Phanna Sok.  <i>Field book entry on Angkor Wat field trip</i>  <i>FEX 1:</i> Spirituality and Ethics
Applied Scenario 1: Environmental Pollution <ul style="list-style-type: none"> <li>• Cultural beliefs and pollution</li> <li>• The role of environmental education in reducing pollution and role of Monks in Education</li> <li>• Field trip: Visit to a Phnom Kulen National Park</li> </ul>	3	L + FC	<ul style="list-style-type: none"> <li>• Uddin</li> <li>• Uhuo</li> <li>• Sum*</li> </ul>	<i>Field book entry on Phnom Kulen field trip</i>
Applied Scenario 2: Waste Management and Public/Private Sector Relationships in Environmental Governance <ul style="list-style-type: none"> <li>• Governance and the environment; rights, duties of states / individuals</li> <li>• Role of environmental policy</li> </ul>	4	L + FC	<ul style="list-style-type: none"> <li>• Ahmed*</li> <li>• Wapner*</li> </ul>	<i>Field book entry on village-downtown waste disposal practices</i>
Applied Scenario 3:	5.5	L +	• Ke and Gao	<i>Class Debate on</i>

<i>Lecture Title and Description</i>	<i>Time (hrs)</i>	<i>Type</i>	<i>Readings</i>	<i>Field Exercise/ Student Task</i>
<p>Mekong River Development Dilemmas</p> <ul style="list-style-type: none"> <li>• Ethics and Transboundary Environmental Issues</li> <li>• Overview of trans boundary issues in the Mekong River Basin</li> <li>• Animal rights, endangered species and development</li> <li>• Field trip: The case of the Irrawaddy dolphin</li> </ul>		FC	(pp. 950– 956)*	conservation of the dolphin
<p>Environmental Justice Principles: A Framework for Ethical Decision Making</p> <ul style="list-style-type: none"> <li>• Sustainable development and ethics</li> <li>• Precautionary principle and Intergenerational equity</li> <li>• Human rights</li> <li>• Rights of nature</li> <li>• Common but differentiated responsibility</li> <li>• Polluter pays</li> <li>• Access to information</li> <li>• Public participation</li> </ul>	4	L	<ul style="list-style-type: none"> <li>• Kiss and Shelton (pp. 90-97)</li> <li>• Stone*</li> <li>• Birnie and Boyle</li> </ul>	FEX 2: Position paper for cancelation of the development within a national park
<p>Applied Scenario 4: Indigenous Peoples Access to Natural Resources and Conservation</p> <ul style="list-style-type: none"> <li>• Traditional practices and forest protection</li> <li>• Mechanisms for addressing community rights</li> <li>• Indigenous land rights in Cambodia</li> <li>• Protecting traditional knowledge of land use</li> </ul>	7.5	L + FC	<ul style="list-style-type: none"> <li>• Larsen*</li> <li>• Silverman*</li> <li>• Robyn</li> <li>• Cambodian Center for Human Rights*</li> <li>• Pen and Chea</li> <li>• Colm</li> </ul>	
Midterm review session	1.5			Submission of Ethics field book for assessment
<p>Applied Scenario 5: Dams and (Sustainable?) Development</p> <ul style="list-style-type: none"> <li>• Balancing development and resource use with conservation of</li> </ul>	5.5	L + FC	<ul style="list-style-type: none"> <li>• Kim*</li> <li>• Siciliano et al.</li> </ul>	<i>Field book entry</i> on Kamchay dam field trip

<b>Lecture Title and Description</b>	<b>Time (hrs)</b>	<b>Type</b>	<b>Readings</b>	<b>Field Exercise/ Student Task</b>
ecosystems <ul style="list-style-type: none"> <li>• Field trip: Kamchay dam</li> </ul>				
<b>Applied Scenario 6:</b> Development in National Parks – An Ethical Conundrum in Natural Resource Management <ul style="list-style-type: none"> <li>• Appropriate development within protected areas</li> <li>• Field trip: Bokor Hill development</li> </ul>	4	L + FC	<ul style="list-style-type: none"> <li>• Various media clippings given in class</li> </ul>	<i>Field book entry</i> on Bokor field trip
<b>Applied Scenario 7:</b> Food Production, Water Governance and Environmental Impacts in the Mekong Delta <ul style="list-style-type: none"> <li>• Impact of climate change on rice production</li> <li>• Food security and production in the Mekong Delta</li> <li>• Global and transnational environmental impacts</li> <li>• Field trip: An Giang</li> <li>• Climate change and environmental refugees</li> </ul>	9.5	L + FC	<ul style="list-style-type: none"> <li>• Mainuddin et al.</li> <li>• Docherty*</li> <li>• Bach et al</li> <li>• Gardiner</li> <li>• Bowen</li> <li>• Fox</li> <li>• Gruber*</li> </ul>	<i>Class Discussion</i> on food security, climate change and environmental ethical dilemmas in the Mekong Delta  <i>Field book entry</i> on climate change vulnerability field trip
<b>Environmental Ethics in Practice</b> <ul style="list-style-type: none"> <li>• Applying an ethical framework at Angkor</li> <li>• Theoretical models and the practice of decision making</li> <li>• Discussion: Review of field booking entries and learning moments</li> </ul>	3	L + D	<ul style="list-style-type: none"> <li>• Mackay and Palmer*</li> </ul>	<i>Discussion</i> Prepare 5 minute verbal reflection on key learning moments and the application of ethical reasoning in Cambodia/ Vietnam (
Final exam review session	1.5			Submission of Ethics field book for assessment
<b>Total Hours</b>	<b>60 hours</b>			

## Reading List

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