Environmental Ethics in Natural Resource Management
ESPM 3011W, Fall 2013, 3 credits
Tuesday 5:30-8:30
Hodson 495

Instructors

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Introduction
Many of you have entered degree programs with the intent of pursuing careers in resource management, research, or advocacy. Often, in our goal-oriented society, little time and thought is given to considering WHY we approach the natural world in the way we do. In this course, you will have the opportunity to explore the “why’s” that motivate humans to action. What are the fundamental value differences that cause intractable resource conflicts? How can leadership help people find win-win solutions? The course is designed to explore natural resource issues in the context of environmental ethics, conflict management, and leadership theory.

Objectives
• You will develop more fully your personal ethic regarding environmental issues, and practice articulating that ethic in discussion.
• You will learn ethical theory and apply it to current environmental issues from forestry to wildlife, from animal rights to agriculture.
• You will put your ethical understanding to work in a service learning project in the community.
• Finally, you will refine your writing skills.

Responsibilities
• You are responsible for your own learning.
• We are responsible for directing that learning.
• You (collectively) have as much to offer the course as the instructors, and we are responsible for guiding your contributions to the class.

Moodle
To log in go to moodle2.umn.edu. You should be automatically enrolled. If you have any trouble contact your instructors right away. When you log in you should feel free to share a little be about yourself for your instructors and classmates. Upload a photo, tell us what you like to do etc. Moodle will serve as an interactive discussion site where you can let your classmates know
about relevant events, discuss course themes etc. All assignments will be uploaded on Moodle. You will also be able to access course readings, web links, and a record of your grade at this site.

Required Texts

### Specific Requirements:

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<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Take Home Exam (1)</td>
<td>10%</td>
<td>You will complete an exercise called the taxonomy of environmental ethics where you are asked to organizer the authors and speakers into a theoretically relevant system.</td>
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<tr>
<td>Reflections (2)</td>
<td>30%</td>
<td>You will complete two personal reflections on two assigned topics. These will be graded on written expression and depth / development of idea. You will be asked to turn in a rewritten reflection, if edits warrant.</td>
</tr>
<tr>
<td>Participation</td>
<td>25%</td>
<td>2 points each will be given for each of 3 types of assignments designed to hold you accountable to the learning community. Points will be given for completing readings reflections, doing personal reflection, and for in class quizzes. Something is due on most days.</td>
</tr>
<tr>
<td>Action Project</td>
<td>20%</td>
<td>Here you are asked to choose an issue of concern or interest, articulate your ethic on that issue, and carry out some action or involvement focused on that area. We ask that you find one twenty-hour practical way to address your issue, either by designing your own project or doing a service learning project with the CCLC.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
<td>The exam will be take-home and essay format. It will cover all class readings lectures, and guest speakers.</td>
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### Grading and Attendance Policy

Attendance is required, however we assume that you may need to miss one class out of 15 for personal reasons (influenza like illness, death in family, other class commitment, etc.) Missing class limits your understanding of the material and will affect how the class functions. You will also miss the opportunity to earn participation points through in class material. Everyone will have the opportunity to make up one weeks worth of participation points.

All assignments must be submitted by class time on the stated date. Late work will be penalized 1 letter grade for each week it is late.

- **A** — achievement that is outstanding relative to the level necessary to meet course requirements.
- **B** — achievement that is significantly above the level necessary to meet course requirements.
- **C** — achievement that meets the course requirements in every respect.
- **D** — achievement that is worthy of credit even though it fails to meet fully the course requirements.
- **S** — achievement that is satisfactory, which is equivalent to a C- or better (achievement required for an S is at the discretion of the instructor but may be no lower than a C-).
- **F** (or N) — Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I).
- **I** — (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a **written**
agreement between instructor and student. Incomplete coursework is a major inconvenience for students and instructors. I expect you to do everything in your power to avoid this situation. Legitimate excuses include verified illnesses and family emergencies. No incompletes will be given unless you have a prior written agreement with me.

Academic Integrity – is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action.

University of Minnesota Policy on Scholastic Misconduct – Scholastic misconduct is broadly defined as "any act that violates the rights of another student in academic work or that involves misrepresentation of your own work." Scholastic dishonesty includes, (but is not necessarily limited to): cheating on assignments or examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work.

Academic integrity also applies to community work done for academic credit. If you choose to do your action project with a community-based organization, any of the following actions will constitute academic dishonesty and will be addressed in the same way as any other act of academic dishonesty:

1. Misrepresenting hours completed at a community site or spent working on a community project (students can count time spent off-site doing work that is required to complete a project for a community organization).
2. Writing reflections or completing other assignments about events or activities the student was supposed to attend and participate in, but did not actually attend or participate in.
3. Signing in at a site or training session and leaving before the hours or training were completed OR signing in for a friend or classmate at a site.
4. Writing reflections based on previous community work or documenting hours done at a community organization during a previous semester and misrepresenting it as your current community-based learning experience.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Grade Disputes – If you wish to dispute the grade assigned to a paper or a question on an exam, you must do so IN WRITING within 24 hours after the exam or paper has been returned. You must include a specific rationale for why your answer is correct, or why the paper deserves a higher grade. I reserve the right to re-grade the entire exam if an exam grade is disputed.

Writing Intensive Format
This course is officially a writing intensive course. This means that your written assignments in class (including the final!) will focus not only on content, but also on communication and writing style. It also means that you may be asked to rewrite one of your reflections.

Diversity and Inclusiveness
An array of topics is covered in the class and students are expected to be respectful of the opinions and views of others. Enlightened discourse is encouraged, but be aware that not
everyone views the world through the same lens and the key to successful conservation is to consider and embrace a diversity of views.

**Students with Disabilities**
Students with disabilities that may hinder their ability to fully participate in the course or achieve their potential should contact the instructor and may also wish to contact Disability Services (612-624-4037).

If you are registered with Disability Services, you are also eligible to receive accommodations from the University when doing service-learning in the community. This would apply to your action project for this course if you choose to work with a community-based organization. While not all buildings where community groups are located are 100% accessible to students with physical disabilities, Community Service-Learning Center staff can work with you to find a service-learning site that meets your needs. If you have an invisible disability, we encourage you to talk with your service-learning liaison and/or your DS specialist to discuss the type of work environment and structure you need to be successful during your community experience.