

MGMT 443-001
Spring Quarter 2008
Tuesday Evenings
6:00 PM 9:00 PM
Maguire Hall Room #340

Prof. Benton
Maguire Hall #440
312-915-6137
rbenton@luc.edu

Global Environmental Ethics Course Syllabus

Class Attendance Policy

A policy adopted by the Faculty of the School of Business Administration on November 28, 2001:

Class attendance and participation are fundamental parts of an excellent education, and thus, attendance for all classes, for the full meeting period of the class, is expected of all students. Faculty may set participation policies unique to their classes and use class participation as a component of the final grade.

Requirements

Class Participation (see below and what is posted on Blackboard)	50%
Local Environmental Meeting Assignment (see below)	+/-
Final Essay/Exam	50%

Textbooks

Two texts are assigned for this course. Links to cases, of which there are several, will either be posted on Blackboard or they will be downloadable by you. Assigned cases are indicated, below, and are posted on Blackboard.

Aldo Leopold, *A Sand County Almanac and Sketches here and There*. Oxford University Press (1949). This is an absolute classic in the field, a must read. It is a paper back (and I suggest the Oxford edition, too). It is not very expensive. This will be the last book we read. I will have both Loyola's bookstore and Beck's Books on Chicago Avenue order books.

David Kinsley, *Ecology and Religion: Ecological Spirituality in Cross-Cultural Perspective*. Prentice-Hall (1995). I will apologize now. This is a not-too-large paper back (232 pages) that has a very large price (by my judgement). For that I am sorry. I have asked the bookstores to secure used copies if possible, but even that will be expensive.

Syllabus

Week 1 February 26

An introduction to the course.

First Class Assignment is posted on Bb.

Most of what we will do on the first night of class requires no advance preparation. The one exception is a case to be discussed. That case is attached. Other than that, we will have a variety of class activities and, possibly, a film.

Regarding the case, I ask that you "write it up," although at this point I don't give you any requirements for a case write-up. I probably will not even collect it. I ask that you "write it up" because I firmly believe that you do not know what you think until you see (read) what you say. I have a nice little French quotation, which I will give you, perhaps, that goes something like this (in translation): "I write in order to clarify my own ideas." Thinking, in other words, is not what goes on in our heads but what drips out of the end of a pen.

Week 2 March 11

Traditional ethical paradigms of classic Western moral philosophy -- Kant, Utilitarianism and a case.

Readings for tonight are posted on Bb.

Ethics for the Professions

Sustaining Dover (a case)

Week 3 March 18

The beginning of the religious theme.

Readings are or will be posted to Bb.

Benton--Economics and Loss of Meaning: To be posted

Benton--If Not a Science, What?: To be posted.

Benton--Practical Domain of Marketing

Cox--The Market as God

Loy--Religion of the Market

Nelson--Economics as Religion

Nelson--Theological Meaning of Economics

Nelson--Sustainability, Efficiency and God

Week 4 March 25

Exposing the World View that undergirds the modern Ethos.

Read Kinsley, Chapter 10 -- Nature Disenchanted

A case will be posted at a later date.

Week 5 April 1st

The beginning of a more traditional discussion of religion, beginning with Christianity.

We will view a movie tonight, too: *God's Earth*.

Readings:

Christianity as Ecologically Harmful (Kinsley, Ch 8) and as Ecologically Responsible (Kinsley, Ch 9).

Lynn White's classic article will be posted. Citation: White, Jr., Lynn, "The Historical Roots of Our Ecological Crisis," *Science* Vol 155, Issue 3767, 10 March 1967. This is "must" reading, not because he is necessarily correct but because he had, through this one article, such a huge impact.

There are two other "classic" articles that, each, attempt to locate the "roots" of the problem. One is entitled "The Cultural Roots" and the other I can't remember right now. When I do I will post it, too. An interesting class discussion would be a comparison of these three classics in the field. Ummm.

A case will be posted at a later date.

Week 6 April 8

Other traditions and other cultures: Eastern and traditional.

I can add to this, depending on who is in the class. I am not intentionally slighting any tradition.

Eastern Religious Traditions: Hinduism (Kinsley, Ch 5) Chinese Religions (Kinsley, Ch 6) Buddhism (Kinsley, Ch 7)

Traditional Cultures The Cree (Kinsley, Ch 1) Australian Aboriginal (Kinsley, Ch 2) Ainu (Kinsley, Ch 3) Native American (Kinsley, Ch 4)

A case will be posted at a later date.

Week 7 April 15

Environmental Ethics from a Scientific Perspective. About Aldo Leopold, philosopher J. Baird Callicott wrote,

For sound philosophical as well as temperamental reasons, those conservation biologists with nonanthropocentric sympathies have gravitated to the Aldo Leopold Land Ethic in their search for a fitting conservation ethic. Leopold was himself a conservation biologist; indeed he was, perhaps, the prototype of the breed. Further, the Leopold Land Ethic is not based on religious beliefs, nor is it an extension of the ethical paradigm of classic Western moral philosophy. It is grounded, rather, in evolutionary and ecological biology. Hence, all nonanthropocentric conservation biologists, irrespective of religious or cultural background, will find the Leopold Land Ethic intellectually congenial.

Whether you find it intellectually congenial or not, I do – largely because can connect it to our mother discipline, that of economics.

Readings:

Leopold, *A Sand County Almanac*, Part I
Kinsley Chapter 11, especially the part dealing with Aldo Leopold (pp. 152-157).

Nelson--Environmental Religion: Theological Critique (posted on Bb). This is an optional piece but it does go along with Kinsley's Chapter 11.

Week 8 April 22

Reading: Leopold, *A Sand County Almanac*, Part II
I may post a case, too.

Week 9 April 29

Reading: Leopold, *A Sand County Almanac*, Part III

We will either read and discuss Part III of *A Sand County Almanac*, with specific attention paid to the final chapter, "The Land Ethic." Either this or a field trip on Saturday May 3rd. That has to do with the weather and my ability to arrange it this year.

Week 9½ Saturday May 3

Field Trip yet to be arranged. If it happens, it will be today, primarily because of the weather. The later we wait to schedule it, the warmer will be the weather. If we don't get it scheduled, We will just have class on Week 9 and Week 10 as normal.

Week 10 May 6

These last three weeks all hinge on the field trip and how the course has gone. For right now, this week is empty. Who knows, maybe there will be an exam, too.

Class Participation

During the first class session we collectively decided that the final course grade for this class will be significantly impacted by what is traditionally called *class participation*. Below is an explanation of how this will be treated.

What I Will Do

One thing that I have come to appreciate is that if we want to break out of the “lecture/exam” mold (and I, personally, do want to break out of it), we must rely more on discussion. If we are going to rely on discussion, we must figure out how to assess it. Below I explain how I will do it.

Certainly if a heavy weight is to be placed on class participation, impressionistic assessment, especially after-the-fact holistic assessment, will not do. It will actually be a disservice to both you and to me. A system of detailed and regular recording of ✓-, ✓, and ✓+ won't work either. At least it seems too rudimentary for the kind of weighting we have agreed to place on class participation. And a system with preset questions, pre-written with Bloom's taxonomy in mind, won't serve us either. It is too artificial for my purposes, and it looks too much like a weekly oral examination.

So what are my purposes? What do I want class participation to accomplish? First, I want you to learn from each other, not just from the assigned readings and not just from me. I want you to bring your outside-of-class experience to bear and I want you to share it with the others. I want you to develop the ability to carry on a committed and sustained discussion on the topic of this course. I feel very strongly that it is not a topic that will go away any time soon! Being able to carry on a committed and sustained discussion means that you can listen empathetically, too, as well as interject your own reasoned thoughts.

In a classroom setting, unlike (perhaps) in a business setting, I don't think we should be concerned about having the “right” answer, but having responses that show we did the reading, tried to grapple with the issues and problems, and thoughtfully prepared to respond to classmates' comments and ask questions of those classmates that move the discussion forward. We might hope to come to multiple right answers.

So, How will I assess class participation? I have developed a rubric that I will apply each week (actually, I have borrowed this from a published source). This rubric is presented on the next page. In addition to applying this rubric, I will do each of the following, if not every night at least occasionally and maybe frequently.

1. I will come to class each night with a list of names I intend to call on, or to at least hear from. I will not share this list with you in advance, or even after the fact. This having been said, *it is your responsibility to actively participate; it is not my responsibility to draw you out.*
2. I will also ask you to periodically write a self-assessment of your own participation, which I will compare with my assessment of your participation. When your assessment and my assessment differ substantially, you and I will have a conversation about it.
3. I will also ask you once or twice during the quarter to rate each other on the scoring rubric. I will then average these peer ratings and compare the average to my ratings. The intent here is not to substitute your assessments for mine, but to increase the reliability of the measure.
4. I like collaborative learning (talk with anybody that has been on my summer class in Greece about how it was conducted). Hence, I will structure collaborative learning sessions into several class. These will be sessions where you will work (discuss) in small groups and report back to the class in plenary sessions.
5. I can cold call on you, and might. But I also expect you to cold call each other. In either case it is not to be punitive. If I cold call it will be because I don't feel I am hearing from you. In your case, I want it to be because you actually want to know what a particular colleague thinks about something, and the only way to find out for sure is to ask them. This serves, as well, to indicate to me that you have paid enough attention in class to what others are saying that you know from whom you want to hear, and presumably why.
6. "Preparation" can be measured by a number of ways. It can be measured (the literature suggests) by quizzes, by brief writing assignments at the start of class, by completion of out-of-class journal entries or other homework, or by evidence from direct questioning. I will gauge it as follows. I require you to prepare a 1 to 2-page synopsis of the assigned case and/or readings each night. This is largely for your use. They are notes for yourself. (You will be more comfortable and at ease if you have something prepared in advance, even if that isn't where the discussion goes.) I will pick up roughly two-fifths of these (at random) each night (I will return them to you the next week). This will serve as my gauge of how prepared you are for the class.

I do this because I firmly believe that writing is, itself, the acting of thinking. We don't know what we think, one sage put it, until we see what we say. Or, as a favorite quote from from a 17th century French enlightenment philosopher goes, "I write in order to clarify my own ideas." (This I believe, and if this is not true, I don't want to hear it.)

Class Participation Rubric

6 (10, 9)	A student receiving a 6 [a 10 or a 9] comes to class prepared (see note, below); contributes readily to the conversation but does not dominate it; makes thoughtful contributions that advance the conversation; shows interest in and respect for others' views; participates actively in small groups. Such a student also asks pointed and pertinent questions of others.
5 (8, 7, 6)	Comes to class prepared and makes thoughtful comments when called upon (by me or by others); contributes occasionally without prompting; shows interest in and respect for others views; participates actively in small groups. A score in this range may also be appropriate to an active participant whose contributions are less developed or cogent than those of the previous range but still advance the conversation.
4 (5, 4)	A student receiving a 4 [a 5 or a 4] comes to class prepared, but does not voluntarily contribute to discussions and gives only minimal answers when called upon. Nevertheless, these students show interest in the discussion, listen attentively, and take notes. Students in the category may be shy or introverted. An instructor may choose to give such students a score in the previous range if they participate fully in small group discussions or if they make progress in overcoming shyness as the course progresses.
3	A student receiving a 3 participates in discussions, but in a problematic way. Such students may talk too much, make rambling or tangential contributions, continually interrupt with digressive questions, bluff their way when unprepared, or otherwise dominate discussions, not acknowledging cues of annoyance from the instructor or students.
2	Students in this range often seem on the margins of the class and may have a negative effect on the participation of others. Students receiving a 2 often don't participate because they have not read the material or otherwise come to class prepared.
1	Students in this range often seem on the margins of the class and may have a negative effect on the participation of others. Students receiving a 1 may be actually disruptive, radiating negative energy via hostile or bored body language, or be overtly rude.
0	Absent (At Loyola we are not supposed to grade on the basis of class attendance. However, a student cannot contribute and cannot benefit, that is, cannot participate if they are not present. Hence presence or absence will be recorded each night.)
-2	Regardless of what may have gone right, any student who directs any comment at a <i>person</i> rather than at a person's <i>idea</i> will come away "in the hole" for the night. A zero tolerance rule in effect for this.

Note: "Preparation" can be measured by a number of ways. It can be measured by quizzes, by brief writing assignments at the start of class, by completion of out-of-class journal entries or other homework, or by evidence from direct questioning. I intend to measure it as follows. I require you to prepare a 1 to 2-page synopsis of the assigned case and/or readings each night. I do this because I firmly believe that writing is, itself, the acting of thinking. (If this is not true, I don't want to hear it.) I will pick up roughly two-fifths of these (at random). This will serve as my judge of how prepared you are for the class.

Student Self-Assessments

I will develop and distribute a student self-assessment form. I may distribute it in class and I may use Blackboard to both distribute it and to collect it from you. I imagine it will look something like this, although at this point this is a draft:

1. Where do you currently rank yourself on the scoring rubric? Why?
2. What might you do to improve the quality of your own participation?
3. What can I, the instructor, do to help improve classroom discussions?
4. What do you like best and what do you like least about classroom discussions (so far, or over the past two weeks, etc.)?

Local Environmental Meeting Report
Revised March 5, 2008

This is an assignment I always used in my *GSB 410 Business and the Environment* class (it was more of an environmental management class than is this class, which focuses on the ethics of it all). I haven't used it in the context of this class, but it will fit and so I will use it. This is how it goes:

You are to attend a meeting of an environmental group *near where you live*. There are lots of local environmental groups all over the Chicagoland area, as well as local chapters of state, national, and international environmental organizations. Some hold monthly meetings. Some hold quarterly meetings. Some do not hold meetings at all but do host "events" such as luncheons and dinners. Some have regular or occasional "activities," such as clean-ups or restoration activities in which you can participate. Most will welcome you as an observer, even if they are puzzled by your presence.

For this assignment you are to attend any one meeting and *write a one or two page report* in which you:

- identify the group, a contact person by name, where and when the meeting took place;
- indicate what the group's main focus or concern is, how long it has been around, etc.,
- indicate what went on during the particular meeting that you attended, with particular attention paid to the ethical dimensions as you saw it (not as they saw it); and
- your personal reactions to the group or the meeting, including integrating it with things we have (to date) read or discussed in class.

You will also be expected to "report to the class," that is, an oral report.

There is not much to it but students have liked it in the past. This will contribute to your grade in this class as follows:

- You don't do it = One full letter grade down on your final course grade (B+ becomes C+).
- You do it but don't report on it in class = Neutral impact (B+ remains B+).
- You do it and report on it in class = A grade bump on the final course grade (B+ becomes A - ; B become B+).

Caution: Don't wait to identify the group you want to visit. Look in the phone book. Call your local village, township, or county government. Stop by your local public library. Ask your local Chamber of Commerce. See if CEN (Chicagoland Environmental Network¹) still keeps a current list of such organizations (they used to, and had over 250 on their list, but it was available alphabetically only, not by geography). Ask if such a group exists (it does!). If you run across a group called Green Drinks², you can attend but you can't use it for this assignment. ☹

The BIG danger will be that you will call and discover that their last meeting of the year was the day before you called. I used to warn students about this every quarter but it still happened to at least one person.



¹ <http://www.chicagoenvironment.org/>

² <http://www.foresightdesign.org/greendrinks/>

Comments about this Assignment from Previous Students

“In general the evening turned out to be more enjoyable than I had initially anticipated, and I left feeling glad I had attended.”

“I must admit that I groaned along with everyone else at the idea of attending a meeting of a local environmental group. As it turned out, it was probably one of the most enjoyable parts of the class, and one of the most memorable.”

“The volunteer coordinator . . . will be sending me more information and I will be meeting with her in the next couple of weeks for my volunteer training.”

“I choose to attend a board meeting of Evanston Environmental Association. . . . [T]he meeting consisted of a guided tour of the Evanston water treatment facility. This was a fascinating place to visit and learn about. I have never really given much thought as to where my water comes from, or how it gets to my house. This tour was a real eye opener.”

“On my way to this meeting I was convinced that the members were going to be these radical environmentalists that were not going to let me leave without signing up. To my surprise it was quite the opposite. The members were all professionals who had a great passion for keeping the DuPage River clean. They were all donating their time to an issue that affects everyone in the DuPage area. They did leave the option open to me to join their committee but they were not pushy at all.”

“I was truly impressed by the dedication and professionalism displayed by all 18 of the board members present. . . . As I listened to them speak, it became evident that these people knew a lot about conservation and clearly loved what they were doing. . . . Several of them had degrees in botany or worked in fields related to natural restoration. One owns a landscaping company specializing in natural native restoration projects and is a valued and respected member of the board. Two of them are past presidents of Illinois chapters of prominent national environmental groups. Most of the members were ordinary citizens concerned about local conservation issues. This is what I found most enlightening since many of the environmental issues we discussed in class were national or global in scope. This meeting helped me realize that there are issues facing each of us in our own communities that we could help address. Honestly, I was not very thrilled at hearing about this assignment on the first day of class as I envisioned being stuck in a room full of radical conservation freaks. . . . At the end of the meeting I was invited to address the board. I humbly told them how impressed I was by their organization and work and that I was truly inspired by their efforts. I also stated that this personal experience added a real life dimension to my Business and the Environment class and for that, I sincerely thanked them. They all had a look of satisfaction on their faces after I said that, but I also sensed a bit of hopeful skepticism in their eyes. Maybe they thought I was just another MBA student going through the motions. I hope that is not the case!”

“I attended the December meeting of the Lincoln Park Sierra Club chapter. Their December meeting is a show-and-tell event. Members show pictures and tell about their trips and travels during the year. I had no idea there were so many beautiful places in the United States.”

“I went to a Northern Indiana group: Ducks Unlimited. [Note: The student that wrote this lived in Crown Point.] The real shocker was that I met my next door neighbor at the meeting. We have talked over the back yard fence but we have never had a meaningful conversation – before now!”