

## **PHIL 2500: INTRODUCTION TO ENVIRONMENT AND SOCIETY**

University of North Texas

**Spring 2022 Mon/Wed/Fri**

**11:00 A.M - 11:50 A.M [PHIL 2500-001 \(9367\)](#) Room Sage 356**

**1: 00 P.M - 1:50 P.M [PHIL 2500-002 \(6517\)](#) Room GAB 114**

Instructor: Sumshot Khular

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Phone: 940-595-2990

OFFICE HOURS via zoom

**M/W 4-5 p.m. or by appointment by email.**

### **COURSE DESCRIPTION**

This is an introductory undergraduate course in environmental philosophy to explore philosophical questions concerning the ethical, ecological, economic, political, and cultural dimensions of global contemporary environmental issues, i.e., public land management, water, energy, biodiversity, and global climate change. This course focuses on developing fundamental understanding of the systems of the natural world and the relationships and interactions between the living and non-living environment to think creatively in moving towards more sustainable futures.

### **COURSE STRUCTURE : This course takes place in Person**

Your interaction with me and with your fellow students will primarily takes place in Class.

### **COURSE MATERIALS REQUIRED /TEXTS**

There are no required physical texts for this course. Everything one will need will be scanned and uploaded to Canvas under “Readings” or are available via the UNT library course reserves. Links for documentaries will be provided.

### **COURSE OBJECTIVES**

- Analyze key concepts and underlying assumptions associated with contemporary environmental issues.
- Connect environmental issues with social and political concerns.
- Encourage active participation, philosophical discussion, and mindful reflection in order to enable us to engage with not only the scientific, but also, ethical, ecological, economic, political, and cultural concepts and principles governing major environmental issues and problems.
- Critically analyze the ways in which values, worldviews, and systems influence how one perceives and interacts with the world, and possible actions and solutions for addressing environmental issues.

### **LEARNING OUTCOMES**

- Identify and explain relationships and disconnects between humans and “the environment”.
- Analyze major environmental problems and political dynamics, including causes and consequences.
- Evaluate possible remedies to environmental problems, including their pros and cons.
- Develop an appreciation and skill for critical thinking, philosophical discussion, and debate.
- Develop respectful dialogue in the presence of individuals who may hold differing worldviews.

**Final Grades will be based on the A-F scale,**

A =90-100%

B =80-89%

C =70-79%,

D =60-69%,

F =59% and below.

### **Assignments**

Participation in the following exercises must be on time, as I will be reporting the results back to the class.

#### **Attendance: 10%**

There will be regular attendance taken for this class. Approximately five to ten minutes after the beginning of class, there will be an attendance sheet passed around. It will require your initials next to your name for the appropriate day. You are allowed three (3) unexcused absences for any reason. Any absences past these three will require appropriate documentation in order to be considered “excused.” Each additional unexcused absence past these initial three will result in a 10% loss of attendance grade for each additional missed day. For example, if you have six total unexcused absences, this will make your attendance grade for this course a 70%.

#### **Quizzes 20%**

There are **10** short quizzes. These consist of multiple choice and true/false questions directly related to the readings. They are designed to keep you engaged and on track, not to trick you. You are welcome to consult the readings and other course materials as you take the quizzes, questions pertaining to the readings, and videos.

#### **Discussions 30%**

There are **10** discussion post. These are designed to get you thinking and chatting with one another about issues pertaining to the material in each module. For each discussion, participation requires a minimum of an original post and two responses. You will find the prompts and more details about each discussion’s requirements in Canvas.

#### **Mid Term Paper 10%**

Details will be provided in Canvas

#### **Final Paper 30%**

Details will be provided in Canvas.

### **LATE POLICY**

Each assignment has a clearly marked due date. Late work will only be accepted with prior permission from the instructor. If you are going to miss a deadline for reasons beyond your control, please email me as soon as possible.

### **COVID-19 IMPACT ON DUE DATES/DEADLINES**

I recognize that we are all working in less-than-ideal circumstances and often with intensified non-academic responsibilities. Please contact me if you are unable to make assignment deadlines due to a related issue regarding COVID-19. It is important that you communicate with me prior to missing deadlines so that we can work out the best path forward. If you are experiencing any symptoms of COVID-19.

Please seek medical attention from the Student Health and Wellness Center (940-565-2333 or [askSHWC@unt.edu](mailto:askSHWC@unt.edu)) or your health care provider PRIOR to coming to campus.

UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or [COVID@unt.edu](mailto:COVID@unt.edu) for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While completing work on time is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

## NETIQUETTE

You are expected to maintain reasonable etiquette in your online interactions. Please remember to remain respectful of your instructor, TAs and fellow classmates. More info here:

<http://www.albion.com/netiquette/corerules.html>

## ACADEMIC INTEGRITY

Students are responsible for familiarizing themselves with UNT's policy on Academic Integrity: <https://policy.unt.edu/policy/06-003>. A finding of academic dishonesty may result in academic penalties or sanctions ranging from failing an assignment to expulsion from the University.

## DISABILITY ACCOMMODATIONS

UNT makes reasonable academic accommodation for students with disabilities. If you require accommodations for disabilities, please register with the Office of Disability Accommodation (ODA) and communicate with the instructor as soon as possible. For additional information see the ODA website at [www.disability.unt.edu](http://www.disability.unt.edu)

## EMERGENCY NOTIFICATIONS & PROCEDURES

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to CANVAS for contingency plans for covering course materials.

## COURSE SCHEDULE AND DUE DATES:

### WEEK 1 Start Here,

#### Due Dates and Readings

	<b>01/17/2022</b>	<b>Monday</b>	<b>MLK Day NO Class</b>
01/19/22 W	<b>Self Introduction &amp; Introduction of the syllabus</b>		
01/21/22 F	“The Yellowstone Model,” pp.17-36 in Rambunctious Garden: Saving Nature in a Post-Wild World. Bloomsbury.		
01/24/22 M	<b>Local Environment</b>		
	<b>WATCH</b>	Film: KERA	Living with the Trinity
		<a href="https://www.pbs.org/video/living-with-the-trinity-qkw8v3/">https://www.pbs.org/video/living-with-the-trinity-qkw8v3/</a>	
	<b>Denton’s Green Tree Neighborhood drinking water problems.</b>		
	<a href="#">Water Crisis Looming For Residents of Denton Neighborhood – NBC 5 Dallas-Fort Worth (nbcdfw.com)</a>		
	<a href="#">Water woes at Green Tree Estates   Denton   dentonrc.com</a>		

01/26/22 W Watershed class with Marti Lathrop and Brian Wheeler- Elm Fork Education Center, UNT.

01/24/22 M Discussion Post due on **Monday 24<sup>th</sup> January at 11.59 p.m.**

01/28/22 F Local Environment 2 and 2 Replies to peers

**QUIZ 1 Local Environment, Yellowstone Model**

**WEEK 2 Environment, Nature & Wilderness**

**Readings**

01/28/22 Finney, Carolyn. 2014. "Bamboozled," Pp. 21-31 in Black Faces, White Spaces: Rethinking the Relationship of African Americans to the Great Outdoors. UNC Press.

01/31/22 Oreskes, Naomi and Erik M. Conway. 2013. "The Collapse of Western Civilization: A View from the Future." Daedalus 142(1): 40-58.

02/02/22 **Out of Deepwood** <https://vimeo.com/102130995>

"Out of Deepwood" Environmental justice documentary: illegal dumping in an African American neighborhood, reclaimed for Audubon Center in Trinity Forest (23 min)

**Due Dates**

01/29/22W Post your Discussion

01/31/22S Discussion 2 Replies

**QUIZ 2 Environment, Nature, Wilderness**

**WEEK 3 Water**

**Readings**

02/04/22 Klaver, Irene J. 2015. "Accidental Wildness on a Detention Pond," Antennae, The Journal of Nature in Visual Culture, #33, Autumn 2015, 45-58.

02/07/22 Yazzie, Melanie K, and Cutcha Risling Baldy. 2018. "Introduction: Indigenous peoples and the politics of water." *Decolonization: Indigeneity, Education & Society* 7, no. 1: 1-

02/09/22 **WATCH REVOLT IN ANATOLIA**

**Film: Revolt in Anatolia** <https://vimeo.com/21679494>

In order to build a vast hydroelectric power network Turkey is rerouting countless rivers, devastating ways of life in the rural regions of Anatolia.

02/10/22 Post your Discussion

02/12/22 Discussion 2 Replies

**QUIZ 3 Revolt in Anatolia**

**WEEK 4****Environmental Justice & Water****Readings**

- 02/11/22 Shiva, Vandana. 2015. "Soil, Not Oil," Pp. 91-126 in *Soil Not Oil: Environmental Justice in an Age of Climate Crisis*. North Atlantic Books.
- 02/14/22 Johnston, Barbara Rose. 2011. "Water, Culture, Power: Hydrodevelopment Dynamics," Ch 4.1, pp. 295-317 in Johnston, R. B., Klaver, I. J., Castillo-Ramos, A., Strang, M., Niles, N. & Hiwasaki, L. Eds. *Water, cultural diversity & global environmental change: Emerging trends, sustainable futures?* Jakarta: UNESCO International Hydrological Programme and The Hague: Springer Press.
- Sand Mining and its impacts on the Environment in India.  
 Sand, a natural resource that seems abundant and often ignored is the second most extracted one, just after water. Excess extraction of sand from lakes, riverbeds, deltas and shores has destroyed habitats, changed the course of rivers, eroded banks, and swallowed up villages in India and worldwide.  
<https://india.mongabay.com/2021/05/video-sand-mining-and-how-it-erodes-lives-and-the-environment/>  
<https://www.youtube.com/watch?v=q9wQ-Th35Mg&t=337s>
- 02/16/22 Ganges-Brahmaputra-Meghna Delta, Bangladesh and India: A Transnational Mega-Delta. <https://india.mongabay.com/2020/03/ganges-brahmaputra-meghna-delta-in-peril-due-to-sea-level-rise-says-study/>
- Sinking Cities (2018) Tokyo (55 min)**  
<https://www.pbs.org/video/sinking-cities-tokyo-sg5m7t/> (Links to an external site.)
- Tokyo is looking for new ways to fight back against rising waters. Typhoons, tsunamis, earthquakes, and sinking neighborhoods threaten one of the world's most populous cities, and the economic engine of Japan, with some of the world's largest problems.
- 02/18/22 Post your Discussion  
 02/20/22 Discussion 2 Replies
- QUIZ 4 Living with the Trinity**

**WEEK 5****Settler Colonialism****Readings**

- 02/21/22 Whyte, Kyle. 2018. "Settler Colonialism, Ecology, and Environmental Injustice." *Environment and Society Advances in Research*. Special Issue Indigenous Resurgence, Decolonization, and Movements for Environmental Justice. Jaskiran Dhillon (Ed.). Vol.9. pp. 125-144.
- 02/23/22 Whyte-Settler-Col-Ecology-EJ.pdf
- 02/25/22 <https://www.vice.com/en/article/gyajj4/who-is-a-settler-according-to-indigenous-and-black-scholars>
- Trail of Tears <https://vimeo.com/93161013>
- 02/19/22 Post your Discussion  
 02/20/22 Discussion 2 Replies
- QUIZ 5 Settler Colonialism**

**WEEK 6****Plastic Pollution****Readings**

- 02/28/22 Maniates, Michael. 2002. "Individualization: Plant a Tree, Buy a Bike, Save the World?" Pp. 43-66 in Thomas Prince et al (Eds.) *Confronting Consumption*. MIT Press.
- 03/02/22 Plastic Pollution  
<https://www.plasticpollutioncoalition.org/blog/2018/10/4/us-plastic-recycling-rate-projected-to-drop-to-44-in-2018>  
**The Story of Bottled water** <https://www.youtube.com/watch?v=Se12y9hSOM0>
- 03/04/22 **Watch:** <https://www.storyofstuff.org/movies/story-of-plastic-animation/>

**02/26/22 Saturday Reflection Paper- My Day in Plastic**

Details on Canvas

**QUIZ 5****Plastic Pollution****WEEK 7****Climate Justice****Readings**

- 03/02/22 Shiva, Vandana, and J. Bandyopadhyay, *The Evolution, Structure, and Impact of the Chipko Movement* by, pp. 133-142.
- 03/04/22 <https://frontandcentered.org/our-story-climate-justice-and-environmental-justice-video/>  
<https://earthjustice.org/brief/2021/biden-enables-more-drilling-just-days-after-climate-fueled-hurricane>
- 03/07/22 **WATCH: *Before the Flood*, 2016, Directed by Fisher Stevens, National Geographic.**  
<https://www.youtube.com/watch?v=zbEnOYtsXHA>
- 03/04/22 Discussion Post
- 03/06/22 2 Replies to peer
- QUIZ 7** **Climate Justice & Plastic Pollution**

**MIDTERM PAPER: Due SATURDAY, 11<sup>th</sup> before 11:59pm.****WEEK 8****Climate- Sustainability****Readings**

- 03/09/22 Alaimo, Stacy. 2012. "Sustainable This, Sustainable That: New Materialisms, Posthumanisms and Unknown Futures." *PMLA* 127(3): 558-564.
- 03/11/22 World Commission on Environment and Development. (1987). *Our Common Future*. Oxford: Oxford University Press.
- 03/14/22 **WATCH** **Reclaiming the Klamath River**  
<https://earthjustice.org/video/reclaiming-the-klamath>

For the Yurok Tribe, the fight to protect the Klamath River and the Tribe's way of life goes back centuries. The Yurok Tribe turned to the courts for restitution and joined forces with Earthjustice and commercial fishing families to protect the Klamath's salmon.

**QUIZ 8**      **Climate - Sustainability**

**WEEK 9**      **SPRING BREAK NO CLASS   MARCH 14-18 2022**

**Week 10**      **Climate- Green Energy**

**Readings**

- 03/21/22      Zehner, Ozzie. 2012. "Solar Cells and other Fairy Tales" AND "The Alternative Energy Fetish." Pp. 3-30 and 149-170 in Green Illusions: the dirty secrets of green energy and the future of environmentalism.
- 03/23/22      Zehner, Ozzie. 2012. "The Alternative Energy Fetish," pp 149-170 (second chapter).
- 03/25/22      Presentation

**WEEK11**      **Climate- Anthropocene**

**Readings**

- 03/28/22      Crist, Eileen. 2013. "On the Poverty of Our Nomenclature." Environmental Humanities3: 129-147.
- 03/30/22      **WATCH**      **Into Dust - Perween Rahman**

[https://www.amazon.com/gp/video/detail/B09B92FWXP/ref=atv\\_dp\\_share\\_cu\\_r](https://www.amazon.com/gp/video/detail/B09B92FWXP/ref=atv_dp_share_cu_r)

Perween Rahman served as Joint Director of the Orangi Pilot Project, and eventually became the director of OPP – Research and Training Institute (RTI) when the parent organization split into four units in 1988. She took it upon herself to counter the government's extreme neglect of the area by empowering its residents to build the systems they need with the resources they had. She was shot dead on March 13, 2013, on her way home from the office.

The Orangi Pilot Project provided technical guidance to low-income communities in Orangi for laying down sewage lines in their lanes. Perween was instrumental in the development of this unique model of sanitation. Her work was based on extensive mapping of the lanes of Orangi, which soon spread to the entire city. An Architect turned social activist was the head of the Orangi Pilot Project-Research and Training Institute (OPP-RTI).

<https://www.intodustmovie.com/perween/>

04/01/22 Presentation  
01/02/22 **QUIZ 10**      **Climate - Anthropocene**

**WEEK12**      **Gender & Food Politics**

**Readings**

04/04/22 Shiva, V. (2009). Women and the Gendered Politics of Food. *Philosophical Topics*, 37(2), 17-32.  
04/06/22 Future of Food: Dictatorship or Democracy? By Dr. Vandana Shiva  
<https://www.youtube.com/watch?v=COV-fWlfWAo>

04/08/22 **QUIZ 11**      **Gender & Food Politics**

**WEEK13**      **Decolonization & Indigenous Peoples**

**Readings**

04/11/22 Dhillon, Jasikaran, Indigenous Resurgence, Decolonization, and Movements for Environmental Justice.  
04/13/22 United Nations Development Program (UNDP)  
<https://www.latinamerica.undp.org/content/rblac/en/home/blog/2020/impacto-y-situacion-de-la-poblacion-indigena-latinoamericana-ant.html>  
04/15/22 **Indigenous Fight for Inclusion in Africa**  
<https://www.un.org/africarenewal/magazine/april2007/%E2%80%98indigenous%E2%80%99people-fight-inclusion>

**WEEK14**

**Readings**      **Colonialism & Environmental Injustice**

04/18/22 Bullard, D Robert. Race and Environmental Justice in the United States.  
[Race and Environmental Justice in the United States \(yale.edu\)](#)  
04/20/22 Mercedes Lu Mark Chernaik Heidi Weiske. [ELAW](#): Ocean Waste in the Gulf of Honduras: Where it goes and what to do about it.  
[Microsoft Word - ELAW Solid Waste and Transport Report.docx](#)  
The Situation of the Latin Indigenous Populations and the Impact of COVID  
<https://www.latinamerica.undp.org/content/rblac/en/home/blog/2020/impacto-y-situacion-de-la-poblacion-indigena-latinoamericana-ant.html>  
04/22/22 **The Fish on my Plate- Fishing in Alaska**  
[The Fish on my Plate - Alexander Street, a ProQuest Company \(unt.edu\)](#)  
Greenberg's story featured in a PBS Frontline documentary, "The Fish on My Plate," which tracks his yearlong journey to identify which fish are the healthiest



for human consumption and best for the planet. Along the way, Greenberg successfully draws our attention to a few new options for increasing the sustainability of the global seafood industry. The documentary also features insights and ideas from some of the industry's top business and thought leaders.

#### **WEEK15 Mining & Local Initiatives**

##### **Readings**

04/25/22 Mining Drives Extensive Deforestation in the Brazilian Amazon by Laura J. Sonter et al.

Mining Industry in South America Threatens Indigenous Communities

<https://indianlaw.org/content/mining-industry-south-america-threatens-indigenous-communities>

04/27/22 <https://www.youtube.com/watch?v=SAZAKPUQMw0>

<https://www.youtube.com/watch?v=BdTAbgPQuNI>

#### **WEEK15 Local Actions**

##### **Readings**

04/29/22 Maathai, Wangari. 2007. "Foresters Without Diplomas." Chapter 6 in Unbowed: A Memoir. Anchor.

[https://www.youtube.com/watch?v=7Lc\\_dIVrg5M](https://www.youtube.com/watch?v=7Lc_dIVrg5M)

<https://www.youtube.com/watch?v=uftXXreZbrs>

How the rich are stealing our waters.

05/02/22 RECAP

05/04/22 RECAP

05/06/22 READING

#### **FINAL WEEK NO CLASS- READING**

**FINAL PAPER: Due 13 May before 11:59pm.**