Course: EFB 496 Honors Seminar in Environmental Ethics and Philosophy
Instructor: Marianne Patinelli-Dubay, PhD
Dates: February 20-22 and March 8-15 (spring break)
Contact:
   Newcomb Campus on the Huntington Wildlife Forest
   6312 State Route 28N
   Newcomb, NY 12852
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Course description
This seminar will introduce students to the philosophical aspects of topics ranging from evolution and climate change to ecological restoration. Through written responses to readings followed by seminar discussion, students will endeavor to understand and critically evaluate a rich series of timely and environmentally relevant subjects through a philosophical lens. Seminar discussions will foster thoughtful dialog about complex concepts. Students will access these ideas through contemporary philosophical literature that contributes to and enriches scientific understanding. This discussion-based seminar is reading and writing intensive. No prerequisite is required.

Student expectations & assignments
- Read and annotate each reading (annotation guidelines will be provided)
- Write one Close Reading Response (CRR) to each reading.
- Co-facilitate seminar discussion as assigned:
  o Each student will co-facilitate one class discussion along with the instructor
  o Each student will find and distribute one supplementary reading that compliments, contrasts or otherwise contributes to discussion of the primary reading. A schedule of discussion co-facilitators will be worked out during the first class meeting.
- Become actively involved in class discussions in a way that respects differences of opinion and shows thoughtful engagement with the material and peers.

Student evaluation will be based on the following:
- (60%) Successful completion of one ~1,000 word CRR to all assigned readings:
  o Each CRR should include a thesis and citations from the text to demonstrate that the student has understood the reading, its nuance and broader implications. This written response should do more than restate the author’s position, it should represent the student’s interpretation of one of the author’s claims and offer a thoughtful opinion based on a selected aspect of the reading. These responses will be incorporated into class discussion about the readings and will be used as a starting point for each student to facilitate a discussion around the subject of their written response.
    ▪ Students will begin the assignments once a thesis statement has been approved by the instructor.
    ▪ Submit written assignments as a Word document, double spaced in 12-point Times New Roman font with your name, the title of the reading and
the date due in a header to mpatinelli@esf.edu. Late work will not be accepted without prior approval from the instructor.

- Written work including detailed annotations of each paper will be part of our seminar discussions, students should be prepared to refer and/or read directly from their work in class.

- Assignments will be evaluated based on the following criteria:
  - Timeliness of the submission (late work will not be accepted without prior approval from the instructor)
  - Adherence to format guidelines
  - A clear thesis statement followed by a thoughtful defense throughout the essay (i.e. This is not meant to be a summary of the reading)
  - Demonstrated understanding (or at least a clear attempt to understand) the reading
  - Attention to instructor feedback on assignments and improvement over time including grammar and usage

- (20%) Seminar attendance and participation including productive involvement in discussion:
  - Demonstrate evidence of engagement with, and comprehension of, theories and texts in a way that shows an understanding of the interdisciplinary nature of course content and an ability to relate and respond to a range of viewpoints in a thoughtful and critically constructive way.
  - Students must attend the January information session on the Syracuse campus (date TBA) as well as each residency in its entirety.

- (20%) Discussion leadership and scholarly research:
  - Research, distribute and co-facilitate one class discussion. Take the class through the primary reading plus one self-selected scholarly article related to the weekly topic. **A schedule of discussion co-facilitators will be worked out during the first class meeting in February.

**Contact-hours and schedule:**
- One 3-credit course is expected to carry:
  - 37.5 hours of instruction (typically 3, 50-minute sessions/week over a 15-week semester) will be satisfied during this short-course through two, three-hour seminars each day that students are in-residence.
  - 90 hours of independent study (typically divided into 2-hours of outside study for each 50-minute instruction session) will be satisfied during this short-course through independent reading and writing in between residencies and in preparation for seminar discussion and assignment completion in-residence.
Readings: (All available through ESF Moon Library database and/or SU E-Journals) **Please let the instructor know ASAP if you anticipate any difficulty in obtaining paper copies of these articles. Additional readings may be added and/or substitutions made. A final title list will be provided during the January information session on the Syracuse campus.

Reading between residencies

Reading in-residence