

Study Guide for Environmental Philosophy (Spring 2017)

— Exam 3: The Land Ethic, Environmental Justice, and Activism —

You may prepare a sheet of notes (front and back) to use when writing your exam.

The Land Ethic and Beyond

1. What is the difference between conservation and preservation? Who were Pinchot and Muir?
2. Be able to describe Leopold's "Land Ethic". In what sense does he view it as "moral progress" over traditional ethics? What is his account of ethics in general? How could you motivate someone to adopt Leopold's land ethic?
3. How does the Land Ethic compare with an animal rights or animal liberation orientation? (For instance, how would Peter Singer, Tom Regan, and Aldo Leopold deal with the over-population of white-tailed deer in Indiana?)
4. What is moral extensionism? Be able to describe and give examples of moral holism, moral atomism, anthropocentrism, and biocentrism. What considerations favor one of these positions over the others? How do these positions intersect with the concepts of moral standing and moral significance?
5. What is the difference between shallow and deep ecology? How do these compare with Leopold's Land Ethic?
6. Do individuals have intrinsic value in deep ecology? What do deep ecologists mean by the slogan: "No one is saved until we are all saved"? Who is included in this "we"?
7. What does Arne Naess mean by "self realization" and the "ecological self"?
8. What is social ecology, according to Bookchin, and how is it contrasted with deep ecology? What problems does Bookchin find in deep ecology?

Environmental Justice

9. What is environmental racism? Be able to give examples. What are the interests and values at stake?
10. What are LULUs? What are some possible explanations for where they are located? Where, according to Wenz, should we locate LULUs, and how does he argue for this? Be sure to evaluate this argument.
11. Explain and evaluate Guha's analysis and critique of deep ecology.
12. Why does Maria Mies reject the idea of 3rd and 4th world countries "catching-up" with more "developed" nations? Be able to discuss and evaluate her understanding of colonialism.

Activism and Sustainable Societies

13. What is ecosabotage? Is it a form of civil disobedience? Why or why not?
14. What are the strongest arguments justifying the use of ecosabotage? What are the strongest arguments opposing its use?
15. Be able to discuss varieties of environmental activism, and arguments for and against the strategies employed by, e.g., the Sierra Club, Greenpeace, Earth First!, and the Sea Shepherds.
16. What makes a community or society "sustainable"? If you were designing your own community, what features would it include, and why? [We didn't discuss this specifically in class, but it has been an issue in the background all semester, and was the focus of much of the student research you pursued or heard.]