

Arthur Obst

Teaching Portfolio

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1. Teaching Statement

In *Walden*, Henry David Thoreau writes “To be a philosopher is not merely to have subtle thoughts, nor even to found a school, but so to love wisdom as to live according to its dictates, a life of simplicity, independence, magnanimity, and trust. It is to solve some of the problems of life, not only theoretically, but practically.” In my teaching, no matter the course, I tell my students not to think of philosophy as mere curiosity, or as a conduit for acquiring critical thinking and writing abilities. Indeed, philosophy is enjoyable and teaches important skills, but its greatest benefit is in the way it can change one’s life.

Philosophy, at its best, has remarkable transformative value. During the first week of my courses, I often share an anecdote with my students. When I was an undergraduate taking my first environmental ethics course, I felt troubled by the arguments against eating meat. I couldn’t seem to find good moral justification for the practice, but I didn’t want to stop. I talked to my professor at the time, and she told me that she didn’t care what answer I came to as long as I could appeal to good reasons for my beliefs. I dug deep, weighing the reasons for and against. I thought about my pets, the farm animals I’ve known, and the wild creatures I’ve chanced to meet and how they filled me with wonder. I thought about how they were all so much like me, but also so different. I thought about how I didn’t want them dead. Then, I thought about the pleasure I received from eating meat, and whether a vegetarian or vegan diet could satisfy this desire. Under a year later, I stopped buying meat.

I then tell my students that I hope to trigger in them the same deep need to scrutinize one’s beliefs and adjust one’s life. Teaching passionately and vulnerably often itself incites such desire in my students, but when deciding on subjects for my courses I also prioritize ones that will be most relevant to their lives. Topically, then, I prefer applied issues, and recent applied issues if possible. Drawing from my own and others’ perception of the zeitgeist, I make a point to dedicate significant time to discussing the salient disputes, insecurities, and values of the day. In a time where the internet has enabled unparalleled amounts of discourse— of exceptionally low quality— providing a space to slow down and consider hot-button issues from different angles is invaluable. Examples of topics I have recently taught that speak to this tendency of mine include ethics of climate change, politics of violent and non-violent protest, implicit bias and structural injustice, ethics of immigration, and— of course— the morality of consuming factory-farmed meat. This is why I am also enthusiastic to teach applied ethics of all kinds.

Yet, my commitment to speaking to the lives of my students, and hopefully changing them, goes beyond debating current political concerns and controversies. This strategy is quite appropriate for ethics courses, but in non-ethics courses there remains ample opportunity to design the content and presentation of the subject in a way that makes demands on the student’s practically as well as intellectually. In logic or reasoning courses, I implement practice exercises with practical relevance by tracking down real-world fallacies rather than contriving my own toy examples. Similarly, in history of philosophy courses, I might test my students understanding of old ideas by asking them to apply them today. Finally, across all classes that I teach, I design exercises that encourage students to situate course concepts into their own lives. Whether that means going outside and reflecting on the value of wild nature in their local environments, searching for erroneous reasoning in media they frequently consume, or presenting on real-world examples relevant to in-class discussions, my students practice bringing the abstract down to earth.

A relatively recent development in my pedagogy is a renewed focus on diversifying my syllabus. One of the quickest ways that many students tune out is if they do not see themselves reflected in the course readings. If I attempt to teach environmental ethics by using exclusively white male thinkers, a natural interpretation students might have is that environmental ethics is only for white male thinkers. Of course, this could hardly be farther from the truth. To avoid this interpretation, I try to include racially and gender diverse philosophers in my classes. I want my students to leave the course not only with the knowledge of the philosophical blind spots they once had, but also with enough love of wisdom to refuse to live their own lives unchanged. Likewise, it's essential I acknowledge my own blind spots, and that this is reflected in the reading lists I construct.

This last point also gestures to another essential feature of a constructive class: a good syllabus. Teaching with passion, and effectively weaving the content together with my students' lives, may engage my students, but it will all be for naught if I cannot effectively teach the course content. Accomplishing this requires clear expectations and effective scaffolding. I identify on my syllabus both broad learning goals I have for my students— critical thinking, identifying personal blind-spots, familiarity with a literature, understanding real-world applications— as well as specific skills such as the ability to analyze arguments, to break down difficult texts, and to apply reflective equilibrium reasoning. I emphasize these three central skills at the beginning of the course and assign readings that demonstrate their importance. However, which readings depends on the course. For a contemporary moral problems course, for example, I have my students practice reflective equilibrium reasoning through the example of Peter Singer's drowning child, while in an environmental ethics course I have them practice through the example of Richard Sylvan's Last Person. By the end of the first week, my students will understand key terms— premise, charity, fairness, validity, reflective equilibrium, counterexample— that I then return to throughout the rest of the course. These basic, "building block" concepts can be used to navigate and critically engage with even difficult philosophical texts, whether Plato's Republic, Rawls's A Theory of Justice, Kuhn's Structure of Scientific Revolutions, or even Thoreau's Walden. This careful scaffolding is especially important for reaching students who may not have a background in philosophy.

Finally, the importance of clear expectations and effective scaffolding extends to the assignments. While I regularly experiment with different activities and assessment, I always make sure that my students have a chance to walk before they run. Therefore, I lean towards shorter, more frequent assignments early in the course that allow greater opportunity for my students to receive feedback and correct mistakes. I also ensure my students practice paper-writing before they turn in high-stakes papers. I do this through tasks such as the "five-sentence paper" where each sentence parallels a section of a well-structured essay or the "fodder" paper where they write a short paper in return for extensive feedback and a credit/no-credit grade. Finally, I've found that some of the most constructive exercises are for no grade at all. Debate-style activities in discussion are a fun way to practice using course concepts, and offering my students the chance to write a final reflection for extra-credit allows them to truly digest what they learned and how they now see things differently. Through these techniques, I've found that students regardless of their backgrounds can get excited about philosophical inquiry.

The last class I taught happens to be my first environmental ethics course as primary instructor and was my most successful course yet. Alone, this is not surprising. I learn as much as my students from every class I teach— perhaps more— and these lessons allow me to do better by the students that

come next. I am also continuously learning from my excellent fellows; for example, many aspects of my pedagogy I owe to Michael Ball-Blakely and Cody Dout. Still, the success of this course I could not have anticipated. Our small class met outside daily in a seminar-style “philosophy circle,” and in this space I was able to cultivate an atmosphere of independence, magnanimity, trust, and a whole lot of mutual vulnerability like I’ve never before managed. Reading my students’ pensive, wickedly sharp course reflections— which almost everyone completed, despite few needing the extra credit— filled my heart with pride. I believe that in this course my students and I exercised the philosopher’s wisdom described by Thoreau, and my students will integrate the lessons they learned into their own lives no matter their pre-existing interests or where there they go next. If they do, I truly will have succeeded.

2. Courses Taught

I. Solo Teaching

A. University of Washington

1. Philosophy 102: Contemporary Moral Problems (2 times)
2. Philosophy/Environmental Studies 243: Environmental Ethics

II. Teaching Assistant

A. University of Washington

1. Philosophy 100: Introduction to Philosophy (3 times)
2. Philosophy 102: Contemporary Moral Problems (2 times)
3. Philosophy 115: Practical Reasoning
4. Philosophy 160: Why Do We Believe in Quarks, Evolution and Other Crazy Things? Perspectives on Science, Reason, and Reality
5. Philosophy/Political Science 207: Issues of Global Justice
6. Philosophy/Environmental Studies 243: Environmental Ethics (2 times)

III. Courses Prepared to Teach (Syllabus Prepared)

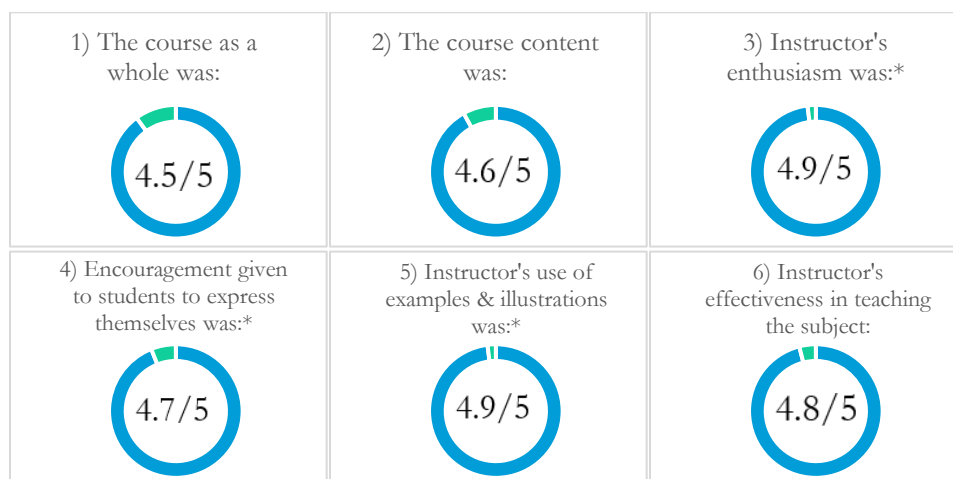
1. Contemporary Moral Problems
2. Environmental Ethics
3. Climate Justice
4. Environmental Justice
5. Science, Ecology, and Feminism
6. Philosophy of Wilderness

IV. (Select) Courses Able to Teach with Modest Preparation

1. Introduction to Philosophy
2. Issues of Global Justice
3. Practical Reasoning
4. Introduction to Logic
5. Introduction to Epistemology
6. Epistemic Injustice
7. Normative Ethics
8. Meta-ethics

3. Student Evaluations (Summary Quantitative)¹

I. Solo Teaching Summary Charts ²



II. Solo Teaching Full Quantitative Chart ^{3 4}

Evaluation Question	Course (Number, Term, Year)	Median
1. The course as a whole was:	Phil 102, Sum 2020	4.7
	Phil 102, Sum 2021	4.5
	Phil/Envir 243, Sum 2022	4.3
	Mean	4.5
2. The course content was:	Phil 102, Sum 2020	4.8
	Phil 102, Sum 2021	4.5
	Phil/Envir 243, Sum 2022	4.6
	Mean	4.6
3. The instructor's contribution to the course was:	Phil 102, Sum 2020	4.8
	Phil 102, Sum 2021	4.9
	Phil/Envir 243, Sum 2022	4.9
	Mean	4.9

¹ To keep this version of the portfolio abridged, I have not provided the full data behind these charts. Nor did I provide written student feedback. However, I am happy to provide both upon request.

² Due to a change in evaluation questions for Summer 2021 online courses, I was only able to replicate data for questions 1, 2, and 6. I added asterisks to questions 3-5 to reflect that they are only including data from Summer 2020 and Summer 2022.

³ For select online courses between Spring 2020 and Summer 2021, UW used different evaluations. Many of the questions were new and so I was unable to provide full data for the quantitative charts. I have reflected this by putting "N/A" when there was inadequate overlap between questions to accurately incorporate the data.

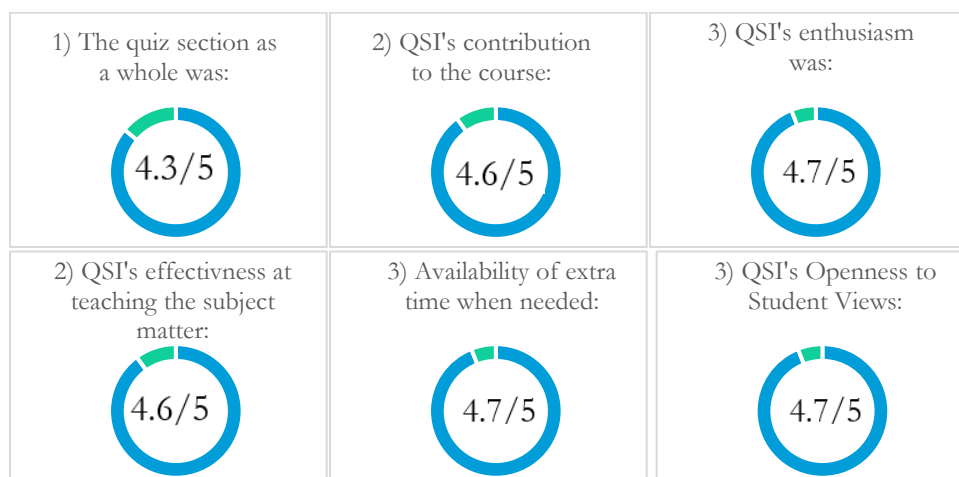
⁴ Questions 5-9 are ranked out of 7, with a '7' reflecting "Much Higher" and a '1' indicating "Much Lower" than usual. The rest of the questions are ranked out of 5, with a '5' meaning "Excellent" and '1' "Very Poor."

4. The instructor's effectiveness in teaching the subject matter was:	Phil 102, Sum 2020	4.8
	Phil 102, Sum 2021	4.9
	Phil/Envir 243, Sum 2022	4.8
	Mean	4.8
5. Did you expect your grade in this course to be:	Phil 102, Sum 2020	5.5
	Phil 102, Sum 2021	5.1
	Phil/Envir 243, Sum 2022	4.4
	Mean	5
6. The intellectual challenge presented was:	Phil 102, Sum 2020	5.5
	Phil 102, Sum 2021	4.7
	Phil/Envir 243, Sum 2022	4.8
	Mean	5
7. The amount of effort you put into this course was:	Phil 102, Sum 2020	5.8
	Phil 102, Sum 2021	4.8
	Phil/Envir 243, Sum 2022	4.3
	Mean	5
8. The amount of effort to succeed in this course was:	Phil 102, Sum 2020	5.8
	Phil 102, Sum 2021	4.4
	Phil/Envir 243, Sum 2022	5
	Mean	5.1
9. Your involvement in the course (doing assignments, attending classes, etc.) was:	Phil 102, Sum 2020	5.5
	Phil 102, Sum 2021	5.8
	Phil/Envir 243, Sum 2022	4.3
	Mean	5.2
10. Course organization was:	Phil 102, Sum 2020	4.5
	Phil 102, Sum 2021	4.7
	Phil/Envir 243, Sum 2022	4.0
	Mean	4.4
11. Clarity of instructor's voice was:	Phil 102, Sum 2020	4.8
	Phil 102, Sum 2021	N/A
	Phil/Envir 243, Sum 2022	4.9
	Mean	4.9
12. Explanations by instructor were:	Phil 102, Sum 2020	4.8
	Phil 102, Sum 2021	N/A
	Phil/Envir 243, Sum 2022	4.2
	Mean	4.5
13. Instructor's ability to present alternative explanations when needed was:	Phil 102, Sum 2020	4.5
	Phil 102, Sum 2021	N/A
	Phil/Envir 243, Sum 2022	4.8
	Mean	4.7
14. Instructor's use of examples & illustrations was:	Phil 102, Sum 2020	4.8
	Phil 102, Sum 2021	N/A
	Phil/Envir 243, Sum 2022	4.9
	Mean	4.9
15. Quality of questions or problems raised by the instructor was:	Phil 102, Sum 2020	4.7
	Phil 102, Sum 2021	N/A
	Phil/Envir 243, Sum 2022	4.9

	Mean	4.8
16. Student confidence in instructor's knowledge was:	Phil 102, Sum 2020	4.8
	Phil 102, Sum 2021	N/A
	Phil/Envir 243, Sum 2022	4.8
	Mean	4.8
17. Instructor's enthusiasm was:	Phil 102, Sum 2020	4.8
	Phil 102, Sum 2021	N/A
	Phil/Envir 243, Sum 2022	4.9
	Mean	4.9
18. Encouragement given students to express themselves was:	Phil 102, Sum 2020	4.8
	Phil 102, Sum 2021	N/A
	Phil/Envir 243, Sum 2022	4.6
	Mean	4.7
19. Answers to student questions were:	Phil 102, Sum 2020	4.8
	Phil 102, Sum 2021	N/A
	Phil/Envir 243, Sum 2022	4.8
	Mean	4.8
20. Availability of extra help when needed was:	Phil 102, Sum 2020	4.9
	Phil 102, Sum 2021	4.9
	Phil/Envir 243, Sum 2022	4.6
	Mean	4.8
21. Use of class time was:	Phil 102, Sum 2020	4.8
	Phil 102, Sum 2021	N/A
	Phil/Envir 243, Sum 2022	4.6
	Mean	4.7
22. Instructor's interest in whether students learned was:	Phil 102, Sum 2020	4.9
	Phil 102, Sum 2021	N/A
	Phil/Envir 243, Sum 2022	4.6
	Mean	4.7
23. Amount you learned in this course was:	Phil 102, Sum 2020	4.9
	Phil 102, Sum 2021	4.7
	Phil/Envir 243, Sum 2022	4.6
	Mean	4.7
24. Relevance and usefulness of course content was:	Phil 102, Sum 2020	4.8
	Phil 102, Sum 2021	N/A
	Phil/Envir 243, Sum 2022	4.6
	Mean	4.7
25. Evaluative and grading techniques (tests, papers, projects, etc.) were:	Phil 102, Sum 2020	4.7
	Phil 102, Sum 2021	4.7
	Phil/Envir 243, Sum 2022	4.8
	Mean	4.7
26. Reasonableness of assignment work was:	Phil 102, Sum 2020	4.7
	Phil 102, Sum 2021	4.7
	Phil/Envir 243, Sum 2022	4.4
	Mean	4.6

27. Clarity of students' responsibilities & requirements was:	Phil 102, Sum 2020	4.8
	Phil 102, Sum 2021	4.2
	Phil/Envir 243, Sum 2022	4.6
	Mean	4.5

III. Quiz Section Instructor (QSI) Summary Charts



IV. QSI Quantitative Chart

Evaluation Question	Course (Number, Term, Year)	Median
1. The quiz section as a whole was: 24	Phil 100 AE , Aut 2017	4.2
	Phil 100 AH, Aut 2017	4.0
	Phil/Envir 243 AA, Win 2018	2.8
	Phil/Envir 243 AB, Win 2018	3.4
	Phil 160 AB, Aut 2018	3.7
	Phil 160 AD, Aut 2018	3.8
	Phil 102 AB, Win 2019	4.2
	Phil 102 AC, Win 2019	4.6
	Phil 100 AC, Spr 2019	4.0
	Phil 100 AH, Spr 2019	4.5
	Phil 115 AB, Spr 2020	4.5
	Phil 115 AD, Spr 2020	4.8
	Phil 102 AA, Aut 2020	4.2
	Phil 102 AB, Aut 2020	4.0
	Phil/Envir 243 AA, Win 2021	4.3
	Phil/Envir 243 AB, Win 2021	4.9
	Phil/Pol 207 AA, Spr 2021	4.6
	Phil/Pol 207 AC, Spr 2021	4.8
	Phil/Envir 243 AC, Win 2022	4.7
	Phil/Envir 243 AD, Win 2022	4.3
	Phil 100 AB, Spr 2022	4.8
	Phil 100 AD, Spr 2022	4.4
	Phil 243 AE, Win 2023	4.6
	Phil 243, AF, Win 2023	4.7
	Mean	4.3
2. The content of the quiz section was:	Phil 100 AE , Aut 2017	4.1
	Phil 100 AH, Aut 2017	3.8

	Phil/Envir 243 AA, Win 2018	2.8
	Phil/Envir 243 AB, Win 2018	3.6
	Phil 160 AB, Aut 2018	3.4
	Phil 160 AD, Aut 2018	3.7
	Phil 102 AB, Win 2019	4.3
	Phil 102 AC, Win 2019	4.4
	Phil 100 AC, Spr 2019	4.1
	Phil 100 AH, Spr 2019	4.5
	Phil 115 AB, Spr 2020	4.6
	Phil 115 AD, Spr 2020	4.6
	Phil 102 AA, Aut 2020	4.6
	Phil 102 AB, Aut 2020	4.3
	Phil/Envir 243 AA, Win 2021	4.1
	Phil/Envir 243 AB, Win 2021	4.8
	Phil/Pol 207 AA, Spr 2021	4.6
	Phil/Pol 207 AC, Spr 2021	4.8
	Phil/Envir 243 AC, Win 2022	4.5
	Phil/Envir 243 AD, Win 2022	4.7
	Phil 100 AB, Spr 2022	4.8
	Phil 100 AD, Spr 2022	4.6
	Phil 243 AE, Win 2023	4.5
	Phil 243, AF, Win 2023	4.6
	Mean	4.3
3. The quiz section instructor's (QSI's) contribution to the course was:	Phil 100 AE , Aut 2017	4.1
	Phil 100 AH, Aut 2017	4.2
	Phil/Envir 243 AA, Win 2018	3.5
	Phil/Envir 243 AB, Win 2018	4.1
	Phil 160 AB, Aut 2018	4.0
	Phil 160 AD, Aut 2018	4.0
	Phil 102 AB, Win 2019	4.6
	Phil 102 AC, Win 2019	4.7
	Phil 100 AC, Spr 2019	4.6
	Phil 100 AH, Spr 2019	4.7
	Phil 115 AB, Spr 2020	4.7
	Phil 115 AD, Spr 2020	4.8
	Phil 102 AA, Aut 2020	4.4
	Phil 102 AB, Aut 2020	4.8
	Phil/Envir 243 AA, Win 2021	4.5
	Phil/Envir 243 AB, Win 2021	4.9
	Phil/Pol 207 AA, Spr 2021	4.8
	Phil/Pol 207 AC, Spr 2021	4.9
	Phil/Envir 243 AC, Win 2022	4.7
	Phil/Envir 243 AD, Win 2022	4.8
	Phil 100 AB, Spr 2022	4.8
	Phil 100 AD, Spr 2022	4.7
	Phil 243 AE, Win 2023	4.8
	Phil 243, AF, Win 2023	5.0

	Mean	4.6
4. The QSI's effectiveness in teaching the subject matter was:	Phil 100 AE , Aut 2017	4.1
	Phil 100 AH, Aut 2017	4.1
	Phil/Envir 243 AA, Win 2018	3.3
	Phil/Envir 243 AB, Win 2018	3.4
	Phil 160 AB, Aut 2018	4.2
	Phil 160 AD, Aut 2018	3.8
	Phil 102 AB, Win 2019	4.2
	Phil 102 AC, Win 2019	4.6
	Phil 100 AC, Spr 2019	4.0
	Phil 100 AH, Spr 2019	4.8
	Phil 115 AB, Spr 2020	4.7
	Phil 115 AD, Spr 2020	4.8
	Phil 102 AA, Aut 2020	4.2
	Phil 102 AB, Aut 2020	4.8
	Phil/Envir 243 AA, Win 2021	4.2
	Phil/Envir 243 AB, Win 2021	4.9
	Phil/Pol 207 AA, Spr 2021	4.6
	Phil/Pol 207 AC, Spr 2021	4.9
	Phil/Envir 243 AC, Win 2022	4.8
	Phil/Envir 243 AD, Win 2022	4.3
	Phil 100 AB, Spr 2022	4.8
	Phil 100 AD, Spr 2022	4.8
	Phil 243 AE, Win 2023	4.8
Phil 243, AF, Win 2023	4.9	
	Mean	4.6
5. Did you expect your grade in this course to be:	Phil 100 AE , Aut 2017	5.5
	Phil 100 AH, Aut 2017	5.2
	Phil/Envir 243 AA, Win 2018	4.5
	Phil/Envir 243 AB, Win 2018	4.8
	Phil 160 AB, Aut 2018	5.2
	Phil 160 AD, Aut 2018	5.0
	Phil 102 AB, Win 2019	4.3
	Phil 102 AC, Win 2019	4.4
	Phil 100 AC, Spr 2019	4.8
	Phil 100 AH, Spr 2019	5.1
	Phil 115 AB, Spr 2020	5.5
	Phil 115 AD, Spr 2020	5.0
	Phil 102 AA, Aut 2020	2.7
	Phil 102 AB, Aut 2020	4.3
	Phil/Envir 243 AA, Win 2021	5.2
	Phil/Envir 243 AB, Win 2021	5.5
	Phil/Pol 207 AA, Spr 2021	5.0
	Phil/Pol 207 AC, Spr 2021	4.8
	Phil/Envir 243 AC, Win 2022	4.7
	Phil/Envir 243 AD, Win 2022	4.5
Phil 100 AB, Spr 2022	5.3	

	Phil 100 AD, Spr 2022 Phil 243 AE, Win 2023 Phil 243, AF, Win 2023 Mean	5.6 4.2 4.4 4.8
6. The intellectual challenge presented was:	Phil 100 AE , Aut 2017 Phil 100 AH, Aut 2017 Phil/Envir 243 AA, Win 2018 Phil/Envir 243 AB, Win 2018 Phil 160 AB, Aut 2018 Phil 160 AD, Aut 2018 Phil 102 AB, Win 2019 Phil 102 AC, Win 2019 Phil 100 AC, Spr 2019 Phil 100 AH, Spr 2019 Phil 115 AB, Spr 2020 Phil 115 AD, Spr 2020 Phil 102 AA, Aut 2020 Phil 102 AB, Aut 2020 Phil/Envir 243 AA, Win 2021 Phil/Envir 243 AB, Win 2021 Phil/Pol 207 AA, Spr 2021 Phil/Pol 207 AC, Spr 2021 Phil/Envir 243 AC, Win 2022 Phil/Envir 243 AD, Win 2022 Phil 100 AB, Spr 2022 Phil 100 AD, Spr 2022 Phil 243 AE, Win 2023 Phil 243, AF, Win 2023 Mean	5.2 4.9 5 5.0 4.2 4.8 4.7 4.7 4.4 4.9 5.0 5.9 5.0 4.9 5.0 5.2 5.8 5.4 4.7 5.2 4.9 5.0 5.9 5.2 5.0 5.2 5.2 4.9 5.0 5.9 5.2 5.0
7. The amount of effort you put into this course was:	Phil 100 AE , Aut 2017 Phil 100 AH, Aut 2017 Phil/Envir 243 AA, Win 2018 Phil/Envir 243 AB, Win 2018 Phil 160 AB, Aut 2018 Phil 160 AD, Aut 2018 Phil 102 AB, Win 2019 Phil 102 AC, Win 2019 Phil 100 AC, Spr 2019 Phil 100 AH, Spr 2019 Phil 115 AB, Spr 2020 Phil 115 AD, Spr 2020 Phil 102 AA, Aut 2020 Phil 102 AB, Aut 2020 Phil/Envir 243 AA, Win 2021 Phil/Envir 243 AB, Win 2021 Phil/Pol 207 AA, Spr 2021 Phil/Pol 207 AC, Spr 2021	5.1 4.6 4.9 3.8 4.2 4.5 4.6 4.3 4.4 5.0 4.2 5.9 4.6 4.8 5.1 5.0 5.8 5.2

	Phil/Envir 243 AC, Win 2022	4.5
	Phil/Envir 243 AD, Win 2022	4.9
	Phil 100 AB, Spr 2022	5.0
	Phil 100 AD, Spr 2022	4.6
	Phil 243 AE, Win 2023	4.8
	Phil 243, AF, Win 2023	5.1
	Mean	4.8
8. The amount of effort to succeed in this course was:	Phil 100 AE , Aut 2017	4.9
	Phil 100 AH, Aut 2017	4.8
	Phil/Envir 243 AA, Win 2018	5.2
	Phil/Envir 243 AB, Win 2018	4.1
	Phil 160 AB, Aut 2018	4.2
	Phil 160 AD, Aut 2018	4.5
	Phil 102 AB, Win 2019	4.7
	Phil 102 AC, Win 2019	4.2
	Phil 100 AC, Spr 2019	4.3
	Phil 100 AH, Spr 2019	4.6
	Phil 115 AB, Spr 2020	5.2
	Phil 115 AD, Spr 2020	5.8
	Phil 102 AA, Aut 2020	5.8
	Phil 102 AB, Aut 2020	4.9
	Phil/Envir 243 AA, Win 2021	5.2
	Phil/Envir 243 AB, Win 2021	4.9
	Phil/Pol 207 AA, Spr 2021	5.2
	Phil/Pol 207 AC, Spr 2021	4.9
	Phil/Envir 243 AC, Win 2022	4.4
	Phil/Envir 243 AD, Win 2022	4.4
	Phil 100 AB, Spr 2022	5.1
	Phil 100 AD, Spr 2022	4.7
	Phil 243 AE, Win 2023	5.1
	Phil 243, AF, Win 2023	5.3
	Mean	4.9
9. Your involvement in the course (doing assignments, attending classes, etc.) was:	Phil 100 AE , Aut 2017	5.4
	Phil 100 AH, Aut 2017	5.3
	Phil/Envir 243 AA, Win 2018	4.2
	Phil/Envir 243 AB, Win 2018	3.9
	Phil 160 AB, Aut 2018	4.1
	Phil 160 AD, Aut 2018	5.1
	Phil 102 AB, Win 2019	4.4
	Phil 102 AC, Win 2019	4.3
	Phil 100 AC, Spr 2019	4.3
	Phil 100 AH, Spr 2019	4.6
	Phil 115 AB, Spr 2020	4.5
	Phil 115 AD, Spr 2020	5.9
	Phil 102 AA, Aut 2020	3.9
	Phil 102 AB, Aut 2020	4.4
	Phil/Envir 243 AA, Win 2021	5.2

	Phil/Envir 243 AB, Win 2021 Phil/Pol 207 AA, Spr 2021 Phil/Pol 207 AC, Spr 2021 Phil/Envir 243 AC, Win 2022 Phil/Envir 243 AD, Win 2022 Phil 100 AB, Spr 2022 Phil 100 AD, Spr 2022 Phil 243 AE, Win 2023 Phil 243, AF, Win 2023 Mean	5.0 5.0 5.1 4.4 4.4 5.1 4.8 5.6 5.2 4.9
10. Explanation by the QSI were:	Phil 100 AE , Aut 2017 Phil 100 AH, Aut 2017 Phil/Envir 243 AA, Win 2018 Phil/Envir 243 AB, Win 2018 Phil 160 AB, Aut 2018 Phil 160 AD, Aut 2018 Phil 102 AB, Win 2019 Phil 102 AC, Win 2019 Phil 100 AC, Spr 2019 Phil 100 AH, Spr 2019 Phil 115 AB, Spr 2020 Phil 115 AD, Spr 2020 Phil 102 AA, Aut 2020 Phil 102 AB, Aut 2020 Phil/Envir 243 AA, Win 2021 Phil/Envir 243 AB, Win 2021 Phil/Pol 207 AA, Spr 2021 Phil/Pol 207 AC, Spr 2021 Phil/Envir 243 AC, Win 2022 Phil/Envir 243 AD, Win 2022 Phil 100 AB, Spr 2022 Phil 100 AD, Spr 2022 Phil 243 AE, Win 2023 Phil 243, AF, Win 2023 Mean	4.0 3.9 3.5 3.2 3.6 3.6 4.2 4.3 4.0 4.8 4.5 4.8 3.9 4.4 4.6 4.8 4.6 4.7 4.4 4.2 4.8 4.2 4.8 4.2 4.8 4.8 4.7 4.4 4.2 4.8 4.2 4.8 4.8 4.7 4.3
11. QSI's use of examples and illustrations was:	Phil 100 AE , Aut 2017 Phil 100 AH, Aut 2017 Phil/Envir 243 AA, Win 2018 Phil/Envir 243 AB, Win 2018 Phil 160 AB, Aut 2018 Phil 160 AD, Aut 2018 Phil 102 AB, Win 2019 Phil 102 AC, Win 2019 Phil 100 AC, Spr 2019 Phil 100 AH, Spr 2019 Phil 115 AB, Spr 2020 Phil 115 AD, Spr 2020	3.4 3.9 3.3 3.5 3.6 3.4 4.2 4.4 4.2 4.7 N/A N/A

	Phil 102 AA, Aut 2020	N/A
	Phil 102 AB, Aut 2020	N/A
	Phil/Envir 243 AA, Win 2021	4.2
	Phil/Envir 243 AB, Win 2021	4.8
	Phil/Pol 207 AA, Spr 2021	4.6
	Phil/Pol 207 AC, Spr 2021	4.4
	Phil/Envir 243 AC, Win 2022	4.7
	Phil/Envir 243 AD, Win 2022	4.5
	Phil 100 AB, Spr 2022	4.8
	Phil 100 AD, Spr 2022	4.8
	Phil 243 AE, Win 2023	4.7
	Phil 243, AF, Win 2023	4.9
	Mean	4.3
12. Quality of questions and problems raised by QSI was:	Phil 100 AE , Aut 2017	4.3
	Phil 100 AH, Aut 2017	4.2
	Phil/Envir 243 AA, Win 2018	3.3
	Phil/Envir 243 AB, Win 2018	3.4
	Phil 160 AB, Aut 2018	4.2
	Phil 160 AD, Aut 2018	3.9
	Phil 102 AB, Win 2019	4.2
	Phil 102 AC, Win 2019	4.6
	Phil 100 AC, Spr 2019	4.2
	Phil 100 AH, Spr 2019	4.5
	Phil 115 AB, Spr 2020	N/A
	Phil 115 AD, Spr 2020	N/A
	Phil 102 AA, Aut 2020	N/A
	Phil 102 AB, Aut 2020	N/A
	Phil/Envir 243 AA, Win 2021	4.5
	Phil/Envir 243 AB, Win 2021	4.9
	Phil/Pol 207 AA, Spr 2021	4.6
	Phil/Pol 207 AC, Spr 2021	4.9
	Phil/Envir 243 AC, Win 2022	4.6
	Phil/Envir 243 AD, Win 2022	4.2
	Phil 100 AB, Spr 2022	4.8
	Phil 100 AD, Spr 2022	4.8
	Phil 243 AE, Win 2023	4.8
	Phil 243, AF, Win 2023	4.7
	Mean	4.4
13. QSI's enthusiasm was:	Phil 100 AE , Aut 2017	4.3
	Phil 100 AH, Aut 2017	4.2
	Phil/Envir 243 AA, Win 2018	4.2
	Phil/Envir 243 AB, Win 2018	4.1
	Phil 160 AB, Aut 2018	4.7
	Phil 160 AD, Aut 2018	4.7
	Phil 102 AB, Win 2019	4.7
	Phil 102 AC, Win 2019	4.8
	Phil 100 AC, Spr 2019	4.4

	Phil 100 AH, Spr 2019 Phil 115 AB, Spr 2020 Phil 115 AD, Spr 2020 Phil 102 AA, Aut 2020 Phil 102 AB, Aut 2020 Phil/Envir 243 AA, Win 2021 Phil/Envir 243 AB, Win 2021 Phil/Pol 207 AA, Spr 2021 Phil/Pol 207 AC, Spr 2021 Phil/Envir 243 AC, Win 2022 Phil/Envir 243 AD, Win 2022 Phil 100 AB, Spr 2022 Phil 100 AD, Spr 2022 Phil 243 AE, Win 2023 Phil 243, AF, Win 2023 Mean	4.8 N/A N/A N/A N/A 4.8 4.8 4.6 4.9 4.8 4.9 4.8 4.9 4.9 5.0 4.7
14. Student confidence in QSI's knowledge was:	Phil 100 AE , Aut 2017 Phil 100 AH, Aut 2017 Phil/Envir 243 AA, Win 2018 Phil/Envir 243 AB, Win 2018 Phil 160 AB, Aut 2018 Phil 160 AD, Aut 2018 Phil 102 AB, Win 2019 Phil 102 AC, Win 2019 Phil 100 AC, Spr 2019 Phil 100 AH, Spr 2019 Phil 115 AB, Spr 2020 Phil 115 AD, Spr 2020 Phil 102 AA, Aut 2020 Phil 102 AB, Aut 2020 Phil/Envir 243 AA, Win 2021 Phil/Envir 243 AB, Win 2021 Phil/Pol 207 AA, Spr 2021 Phil/Pol 207 AC, Spr 2021 Phil/Envir 243 AC, Win 2022 Phil/Envir 243 AD, Win 2022 Phil 100 AB, Spr 2022 Phil 100 AD, Spr 2022 Phil 243 AE, Win 2023 Phil 243, AF, Win 2023 Mean	4.5 4.4 4.0 4.2 4.4 3.8 4.3 4.4 4.4 4.6 N/A N/A N/A N/A 4.6 4.9 4.6 4.8 4.8 4.7 4.8 4.8 4.8 4.9 4.5
15. Encouragement given students to express themselves was:	Phil 100 AE , Aut 2017 Phil 100 AH, Aut 2017 Phil/Envir 243 AA, Win 2018 Phil/Envir 243 AB, Win 2018 Phil 160 AB, Aut 2018 Phil 160 AD, Aut 2018	4.6 4.6 3.5 4.2 4.6 4.8

	Phil 102 AB, Win 2019 Phil 102 AC, Win 2019 Phil 100 AC, Spr 2019 Phil 100 AH, Spr 2019 Phil 115 AB, Spr 2020 Phil 115 AD, Spr 2020 Phil 102 AA, Aut 2020 Phil 102 AB, Aut 2020 Phil/Envir 243 AA, Win 2021 Phil/Envir 243 AB, Win 2021 Phil/Pol 207 AA, Spr 2021 Phil/Pol 207 AC, Spr 2021 Phil/Envir 243 AC, Win 2022 Phil/Envir 243 AD, Win 2022 Phil 100 AB, Spr 2022 Phil 100 AD, Spr 2022 Phil 243 AE, Win 2023 Phil 243, AF, Win 2023 Mean	4.4 4.4 4.6 4.9 N/A N/A N/A N/A 4.6 4.9 4.6 4.8 4.7 4.7 4.8 4.6 4.6 4.6 4.6
16. Answers to student questions were:	Phil 100 AE , Aut 2017 Phil 100 AH, Aut 2017 Phil/Envir 243 AA, Win 2018 Phil/Envir 243 AB, Win 2018 Phil 160 AB, Aut 2018 Phil 160 AD, Aut 2018 Phil 102 AB, Win 2019 Phil 102 AC, Win 2019 Phil 100 AC, Spr 2019 Phil 100 AH, Spr 2019 Phil 115 AB, Spr 2020 Phil 115 AD, Spr 2020 Phil 102 AA, Aut 2020 Phil 102 AB, Aut 2020 Phil/Envir 243 AA, Win 2021 Phil/Envir 243 AB, Win 2021 Phil/Pol 207 AA, Spr 2021 Phil/Pol 207 AC, Spr 2021 Phil/Envir 243 AC, Win 2022 Phil/Envir 243 AD, Win 2022 Phil 100 AB, Spr 2022 Phil 100 AD, Spr 2022 Phil 243 AE, Win 2023 Phil 243, AF, Win 2023 Mean	4.0 4.2 3.7 3.7 3.6 3.6 4.3 4.3 4.1 4.6 N/A N/A N/A N/A 4.2 4.8 4.6 4.7 4.6 4.5 4.7 4.7 4.7 4.7 4.3

17. QSI's openness to student views was:	Phil 100 AE , Aut 2017 Phil 100 AH, Aut 2017 Phil/Envir 243 AA, Win 2018 Phil/Envir 243 AB, Win 2018 Phil 160 AB, Aut 2018 Phil 160 AD, Aut 2018 Phil 102 AB, Win 2019 Phil 102 AC, Win 2019 Phil 100 AC, Spr 2019 Phil 100 AH, Spr 2019 Phil 115 AB, Spr 2020 Phil 115 AD, Spr 2020 Phil 102 AA, Aut 2020 Phil 102 AB, Aut 2020 Phil/Envir 243 AA, Win 2021 Phil/Envir 243 AB, Win 2021 Phil/Pol 207 AA, Spr 2021 Phil/Pol 207 AC, Spr 2021 Phil/Envir 243 AC, Win 2022 Phil/Envir 243 AD, Win 2022 Phil 100 AB, Spr 2022 Phil 100 AD, Spr 2022 Phil 243 AE, Win 2023 Phil 243, AF, Win 2023 Mean	4.8 4.8 3.7 4.3 4.6 4.6 4.9 4.6 4.4 4.8 N/A N/A N/A N/A 4.5 4.9 4.8 5.0 4.8 4.8 4.8 4.8 4.8 4.8 4.9 4.7
18. QSI's ability to deal with student difficulties was:	Phil 100 AE , Aut 2017 Phil 100 AH, Aut 2017 Phil/Envir 243 AA, Win 2018 Phil/Envir 243 AB, Win 2018 Phil 160 AB, Aut 2018 Phil 160 AD, Aut 2018 Phil 102 AB, Win 2019 Phil 102 AC, Win 2019 Phil 100 AC, Spr 2019 Phil 100 AH, Spr 2019 Phil 115 AB, Spr 2020 Phil 115 AD, Spr 2020 Phil 102 AA, Aut 2020 Phil 102 AB, Aut 2020 Phil/Envir 243 AA, Win 2021 Phil/Envir 243 AB, Win 2021 Phil/Pol 207 AA, Spr 2021 Phil/Pol 207 AC, Spr 2021 Phil/Envir 243 AC, Win 2022 Phil/Envir 243 AD, Win 2022 Phil 100 AB, Spr 2022 Phil 100 AD, Spr 2022	4.2 4.2 3.2 3.9 3.8 3.7 4.6 4.3 4.1 4.7 N/A N/A N/A N/A 4.2 4.8 4.8 4.8 4.7 4.4 4.7 4.7

	Phil 243 AE, Win 2023	4.5
	Phil 243, AF, Win 2023	4.9
	Mean	4.4
19. Availability of extra help when needed was:	Phil 100 AE , Aut 2017	4.5
	Phil 100 AH, Aut 2017	4.5
	Phil/Envir 243 AA, Win 2018	3.9
	Phil/Envir 243 AB, Win 2018	4.1
	Phil 160 AB, Aut 2018	4.6
	Phil 160 AD, Aut 2018	4.3
	Phil 102 AB, Win 2019	4.7
	Phil 102 AC, Win 2019	4.1
	Phil 100 AC, Spr 2019	4.0
	Phil 100 AH, Spr 2019	4.8
	Phil 115 AB, Spr 2020	N/A
	Phil 115 AD, Spr 2020	N/A
	Phil 102 AA, Aut 2020	N/A
	Phil 102 AB, Aut 2020	N/A
	Phil/Envir 243 AA, Win 2021	4.5
	Phil/Envir 243 AB, Win 2021	4.7
	Phil/Pol 207 AA, Spr 2021	4.9
	Phil/Pol 207 AC, Spr 2021	4.8
	Phil/Envir 243 AC, Win 2022	4.7
	Phil/Envir 243 AD, Win 2022	4.5
	Phil 100 AB, Spr 2022	4.9
	Phil 100 AD, Spr 2022	4.7
	Phil 243 AE, Win 2023	4.6
	Phil 243, AF, Win 2023	4.9
	Mean	4.8
20. Use of quiz section time was:	Phil 100 AE , Aut 2017	4.2
	Phil 100 AH, Aut 2017	3.8
	Phil/Envir 243 AA, Win 2018	3.2
	Phil/Envir 243 AB, Win 2018	3.9
	Phil 160 AB, Aut 2018	3.9
	Phil 160 AD, Aut 2018	3.9
	Phil 102 AB, Win 2019	4.0
	Phil 102 AC, Win 2019	4.2
	Phil 100 AC, Spr 2019	4.0
	Phil 100 AH, Spr 2019	4.5
	Phil 115 AB, Spr 2020	N/A
	Phil 115 AD, Spr 2020	N/A
	Phil 102 AA, Aut 2020	N/A
	Phil 102 AB, Aut 2020	N/A
	Phil/Envir 243 AA, Win 2021	4.1
	Phil/Envir 243 AB, Win 2021	4.8
	Phil/Pol 207 AA, Spr 2021	4.1
	Phil/Pol 207 AC, Spr 2021	4.7
	Phil/Envir 243 AC, Win 2022	4.4

	Phil/Envir 243 AD, Win 2022	4.6
	Phil 100 AB, Spr 2022	4.8
	Phil 100 AD, Spr 2022	4.4
	Phil 243 AE, Win 2023	4.4
	Phil 243, AF, Win 2023	4.5
	Mean	4.2
21. QSI's interest in whether students learned was:	Phil 100 AE , Aut 2017	4.3
	Phil 100 AH, Aut 2017	4.0
	Phil/Envir 243 AA, Win 2018	3.5
	Phil/Envir 243 AB, Win 2018	4.0
	Phil 160 AB, Aut 2018	4.3
	Phil 160 AD, Aut 2018	3.8
	Phil 102 AB, Win 2019	4.5
	Phil 102 AC, Win 2019	4.7
	Phil 100 AC, Spr 2019	4.1
	Phil 100 AH, Spr 2019	4.5
	Phil 115 AB, Spr 2020	N/A
	Phil 115 AD, Spr 2020	N/A
	Phil 102 AA, Aut 2020	N/A
	Phil 102 AB, Aut 2020	N/A
	Phil/Envir 243 AA, Win 2021	4.3
	Phil/Envir 243 AB, Win 2021	4.8
	Phil/Pol 207 AA, Spr 2021	4.8
	Phil/Pol 207 AC, Spr 2021	4.7
	Phil/Envir 243 AC, Win 2022	4.7
	Phil/Envir 243 AD, Win 2022	4.2
	Phil 100 AB, Spr 2022	4.8
	Phil 100 AD, Spr 2022	4.7
	Phil 243 AE, Win 2023	4.6
	Phil 243, AF, Win 2023	4.8
	Mean	4.4
22. Amount you learned in the quiz section was:	Phil 100 AE , Aut 2017	4.0
	Phil 100 AH, Aut 2017	3.8
	Phil/Envir 243 AA, Win 2018	2.8
	Phil/Envir 243 AB, Win 2018	3.6
	Phil 160 AB, Aut 2018	3.5
	Phil 160 AD, Aut 2018	3.6
	Phil 102 AB, Win 2019	4.0
	Phil 102 AC, Win 2019	4.2
	Phil 100 AC, Spr 2019	4.2
	Phil 100 AH, Spr 2019	4.5
	Phil 115 AB, Spr 2020	3.5
	Phil 115 AD, Spr 2020	4.6
	Phil 102 AA, Aut 2020	3.6
	Phil 102 AB, Aut 2020	4.2
	Phil/Envir 243 AA, Win 2021	4.3
	Phil/Envir 243 AB, Win 2021	4.8

	Phil/Pol 207 AA, Spr 2021	4.6
	Phil/Pol 207 AC, Spr 2021	4.6
	Phil/Envir 243 AC, Win 2022	4.5
	Phil/Envir 243 AD, Win 2022	4.1
	Phil 100 AB, Spr 2022	4.7
	Phil 100 AD, Spr 2022	4.4
	Phil 243 AE, Win 2023	4.2
	Phil 243, AF, Win 2023	4.1
	Mean	4.1

4. Faculty and Peer Evaluations

I. Faculty— Michael Blake’s Observation of Philosophy 102 (Autumn 2020)

I had the pleasure of observing Arthur Obst’s discussion section on November 19, 2020. In case this document is being read in the (distant?) future, this was a discussion section performed over Zoom, during the difficult teaching environment of the pandemic. Arthur gave an exemplary class, which was able to overcome the difficulties inherent in online teaching; his teaching was as excellent, as it has always been. He has been my TA for 102 in both in-person and online formats, and I am grateful to him for his thoughtful and effective work in both contexts.

Arthur began the session with administrative notes; he went over the lessons of the previous week’s assignment, and what the students could do to be more prepared for the current week’s project. He gave them a set of sample answers for a hypothetical project, indicating how apparently subtle shifts in phrasing could lead to quite different argumentative results. I was struck by, first, the clarity and helpfulness of his advice; and, second, by the sheer number of students who had their cameras on, and who were participants in the administrative discussion – both of which indicated that the students were aware of, and appreciative of, Arthur’s efforts here.

Once he moved to the substance of the class, Arthur began with a brief PowerPoint discussion on natural law theory (NLT). These slides, I should note, were (1) sent around early, so that the students could review them prior to section; (2) integrated with my own lecture PowerPoints, so that they neither duplicated nor contradicted them, but offered a deeper analysis of how teleology might be brought to bear on ethical reasoning; and (3) integrated with the later exercises he introduced, so as to bring the students into the substantive discussion. Arthur has a clear sense of the limits of student attention – and moved from these PowerPoints to a second group exercise, in which students tried to figure out a definition of “natural” that could render NLT coherent. This latter exercise demonstrated, again, some clear virtues. The first was that it moved the discussion from the specific topic of same-sex intimacy – a topic on which there was unlikely to be any productive discussion – to the subtly different topic of how conservatives might understand the concept of the natural, so as to arrive at their conclusion that such intimacy is “unnatural” in a normative sense. This is exceptionally skillful teaching; it is often quite hard to get students to say anything at all about the rights of gay men and women – given that few of them find the conservative position attractive, and those few who do are often somewhat quiet about that fact. Arthur thus moved from this large public controversy, to a

more imaginative philosophical exercise (what could motivate the conservative?) and from there to an even more foundational question – namely, how we might relate the *is* and the *ought* of moral analysis. Was there any way of deriving the normative, that is, from the descriptive? For this last, even more abstract and philosophical debate, Arthur broke the students into smaller groups, in which every student was obligated to participate; they did so, and demonstrated (in my brief visits to those smaller groups) both mutual respect and intellectual rigor.

The class ended with a return to the larger group, and a presentation by (one representative from) each small group on the answers they had arrived at. The difficulties involved in coming up with any relationship between the descriptive and the normative were brought to bear upon the difficulties of NLT itself; while Arthur was careful to avoid any condemnation of NLT, he was clear that worries about the concept of the “natural” ought to be taken seriously by those who wanted to understand NLT itself. Arthur’s use of time throughout this section was strong; the section had, as it were, a narrative arc – it began and ended with large-group discussion, organized by Arthur around significant normative topics related to the issue of same-sex intimacy, but the ending discussion was deeper and more satisfying because of the exercise Arthur had given to be done in smaller groups in the middle of the section. Arthur’s work here was, again, exceptionally skilled; not simply for its grasp of philosophy (he was able to guide the students gently through the normative difficulties involved in deriving moral conclusions from descriptive premises) – but also for the pedagogical reason, that he clearly laid out a series of exercises, which allowed the students to gradually understand these difficulties, as each normative question blossomed into the next. His pedagogy, of course, was also excellent for a more prosaic reason: he did not spend too much time in one particular format or question, but broke the section into smaller units, each of them more tractable and comprehensible to the students. This would be good pedagogy, in a normal class; it represents a wise and sensible view about the limits of student attention spans. Under present circumstances, it was even more welcome, given the ways in which the world as a whole is making it harder for students to keep their attention on a single topic. Arthur’s work as a teacher, in short, is excellent – not only for its philosophical skill, but for its decency and compassion.

This document is, of course, intended to be an evaluation, and not a letter of recommendation. I would, however, close by noting that Arthur has given me a great deal to work with, when that letter of recommendation is written. He – like many of our TAs – is doing exemplary work under trying circumstances. I am grateful to him, and thank him for what he has done for our community.

II. Peer— Michael Ball-Blakely’s Observation of Philosophy 102 (Summer 2020)

a. Method of presentation:

- i. Arthur used a hybrid teaching style with pre-recorded lectures and zoom discussion sections. The lectures involved power point slides and the discussion section made use of breakout rooms as a tool for facilitating inter-student interaction.
- ii. Each of these was used to great effect. The slides were clear, well-organized, and well-pitched to the students. They managed to both be eminently accessible and theoretically robust, pushing students to engage with the more philosophically substantive elements of Alistair Norcross’s text ‘Puppies, Pigs, and People.’ And by alternating between class-wide discussions and breakout

room sessions, Arthur allowed students to interact in small groups, with the entire class, and with himself. This opened up the class to students who are uncomfortable in different settings, sparked conversation, and facilitated richer engagement in the main session.

b. Voice, vocabulary, mannerisms.

- i. Arthur is a down-to-earth and affable instructor who jokes with students, treats them as peers, and yet maintains command over the classroom. The style that he utilizes is one that will ingratiate him with students. It is also one that helps guarantee an active, engaged classroom. By beginning with light-hearted conversation, and occasionally joking with students, the ice is quickly broken in the session and the transition to doing philosophy smoothly follows.
- ii. Arthur's voice was also clear and easy to follow. The vocabulary tracked the major moves in the paper and associated literature without being opaque to students. One benefit is that he made several callbacks to previous lessons and the concepts deployed there. This helped tie the course together and develop the conceptual tools that they are using.

c. Quality of presentation

- i. This article is one that I regularly teach, so it was interesting to watch someone come at it from a slightly different perspective. Arthur emphasized the connections between the ethics of eating meat and Hourdequin's work on climate change and individual obligations—something that Arthur was clearly quite familiar and comfortable with teaching. He also made references to material from Barbara MacKinnon's work on ethical reasoning and referenced other issues from climate change that are connected to the largescale emissions generated by largescale animal agriculture.
- ii. Arthur was clearly well-prepared and had a thoughtful session that was richly integrated into a well-planned term.

d. Breadth and depth of content mastery

- i. Arthur shows clear knowledge not only of the material—something that, though necessary, is not always made clear by instructors in the classroom!—but he also showed a strong grasp of the adjacent literature, including other normative and empirical issues associated with animal agriculture and animal rights. As mentioned above, he also showed mastery of the material that was taught earlier in the course. He was able to see the connections between these pieces, recall them, and integrate them seamlessly into his lesson.

e. Student interest and involvement

- i. Despite being an online class during COVID—a nightmare for all philosophy instructors—Arthur's class was well-attended, highly engaged, and vibrant in student contributions. This is likely a product of two things alluded to above—the integration of the lessons from earlier in the term and Arthur's gregarious personality in the classroom. He treated them as thinkers worthy of respect, and they responded by seeing this in themselves. Teachers often forget that a major element of drawing students out of their shell is not just bludgeoning them with the stick of grades, but using the carrot of sociability to make them feel at home.

f. Visitor's rating of the content and quality of the course syllabi

- i. Arthur spoke with me extensively about his syllabus before the term began and incorporated elements of my own syllabus in his course design. This showed both how early he began thinking about his class but also that he is willing and interested in learning from his peers in constructing his own syllabus. But, more importantly, Arthur also deviated considerably from my own reading list. He used the material that he knows and cares about to construct a coherent, cumulative, and fascinating course that any student would do well to take. The material was interwoven in a series of clearly defined threads. And the syllabus and canvas pages were clearly constructed, easily accessible for any students.
- g. *Visitor's overall rating of the teaching effectiveness of the instructor*
 - i. I believe that this was Arthur's first solo summer course. If so, Arthur is easily the most impressive first-term instructor that I have seen. He showed ease with students, comfort running the classroom, and command of the material that promise a future as a wonderful teacher.

5. Sample Syllabi

I. Contemporary Moral Problems, Summer 2020— Online

Philosophy 102: Contemporary Moral Problems⁵

Summer 2020 - M/T/W/Th/F 10:50 – 1:00 PT | Recurring Zoom ID: 984 3593 9548

Instructor: Arthur Obst, M.A. **Email:** aobst@uw.edu

Office Hours: Monday & Friday from 1:00 – 2:00 PT, and by appointment.

Course Description:

Moral problems are ubiquitous in our lives. Some of these problems are obvious, and we can immediately see them as moral problems. We know, for example, that murder and the torture of innocent people are morally wrong. However, these are neither the interesting cases in morality nor are they the most common. For most cases answers are less forthcoming. Sometimes this is because the problem is itself too complicated, and our tools too blunt. In other cases, our failure is a product of not being able (or willing) to see something as a moral problem. We have blind-spots, socially or individually, that cause moral problems to go unnoticed. This class provides some of the tools for addressing these problems. We begin by learning some best practices when reasoning about morality, as well as two of the most common theoretical frameworks ethicists use to analyze moral problems. Then, we proceed to apply these tools to pressing contemporary moral problems.

First, we consider what we owe to other humans in both an interpersonal and legal/structural context. Interpersonally, we ask: In a world where charitable contributions can go a long way, how much does morality demand individuals contribute to altruistic causes? As research has drawn attention to the way's individuals are subject to unconscious yet pernicious racial/ gender/class biases, can individuals be held morally responsible for such biases? Are pornography and abortion moral? Legally and structurally, we ask: Can there be racism and sexism without sexists and racists; and, if so, what ought to be done to solve this more insidious form of oppression? What implications, if any, might structural racism have to the acceptability of punishments like the death penalty? Should pornography and abortion be legally constrained?

In the second part of the course, we step beyond what we owe to other human beings to consider moral issues that affect nonhuman animals and the local and global environment as a whole. Here, we ask: What makes someone or something morally considerable? Is the consumption of factory-farmed meat morally permissible? What are the moral foundations of American environmentalism, and how might they be criticized? What are the moral dimensions of the most severe global health problems facing us today: climate change and the COVID outbreak?

If successful, you will leave this course with 1) better knowledge of moral reasoning and moral theory; (2) an ability to critically analyze novel moral problems; and (3) a heightened sensitivity to the ethical blind spots that we all have.

⁵ Much thanks to Michael Ball-Blakely for the significant assistance and resources he contributed to the design of this course.

Course Requirements and Grading:

Class Participation (20%): You are expected to regularly attend & respectfully participate. Come having carefully done the reading, watched the lecture, & ready to contribute. Alternatively, fill out the make-up worksheets I will provide.

Exercises (20%): There will be three philosophical exercises. See canvas page for more detail.

Mid-Term Paper (15%): You will write a 1000-1250 word critical summary on environmental axiology (e.g., animals rights, biocentrism, virtue ethics, ecocentrism, wilderness). This is a relatively low-stakes assignment, and I will give substantive feedback. Due 7/6.

Paper Abstract (10%): You will submit an introduction and outline of your term paper and participate in the in-class peer review session. I will give substantive feedback. Due 7/15.

Term Paper (35%): You will write a 2000-2500 word argumentative paper on a topic related to climate justice. Due 7/21.

Reflection (5% Extra Credit): You may write a 500 word reflection on the course. Due 7/23.

Course Structure

Due to the COVID outbreak, the entirety of this course will be held online through a combination of synchronous (ie by Zoom call) and asynchronous (ie by posted video lecture) instruction methods. Importantly, *except the first day*, we will only meet through Zoom between 12pm and 1pm each day. The first hour of class time is yours to watch the pre-recorded lecture, which I will post after the previous' day's lesson. With each lecture, I will also post a short quiz that will be on the relevant reading and lecture material. You may take this quiz at any time before the start of discussion section (12:00pm), but I reserve 11:50pm – Noon for you to do so.

Date	Topic	Reading (All Online)
7/23	Introduction: Ethics by Authority?	Mark Timmons – Divine Command Theory and Ethical Relativism
7/24	Moral Reasoning	Barbara MacKinnon – Ethics and Ethical Reasoning Norman Daniels – Reflective Equilibrium
7/27	Moral Theory	Barbara MacKinnon – Utilitarianism and John Stuart Mill
7/28	Moral Theory	Barbara MacKinnon – Deontological Ethics and Immanuel Kant
7/29	Effective Altruism	Peter Singer – Famine, Affluence, and Morality
7/30	Effective Altruism	Amia Srinivasan – Stop the Robot Apocalypse
7/31	Structural Oppression	Iris Marion Young – Five Faces of Oppression
8/3	Pornography and Free Speech	Catharine MacKinnon – Pornography, Civil Rights, and Speech
8/4	Race & Mass Incarceration	Michelle Alexander – The New Jim Crow
8/5	Responsibility for Implicit Bias	Robin Zheng – Attributability, Accountability, and Implicit Bias
8/6	Death Penalty	Hugo Bedau – The Case Against the Death Penalty
8/7	Death Penalty	Louis Pojman – A Defense of the Death Penalty
8/10	Abortion	Don Marquis – Why Abortion is Immoral
8/11	Abortion	Judith Jarvis Thomson – A Defense of Abortion Angela Davis – Racism, Birth Control, and Reproductive Rights
8/12	Climate Change	Stephen Gardiner – A Perfect Moral Storm
8/13	Climate Change	Baylor Johnson – Ethical Obligations in a Tragedy of the Commons
8/14	Climate Change	Marion Hourdequin – Climate, Collective Action and Individual Ethical Obligations
8/17	Ethics of Meat-Eating	Alastair Norcross – Puppies, Pigs, & People
8/18	The Foundations of American Environmentalism	John Muir – The Hetch Hetchy Valley Aldo Leopold – The Land Ethic
8/19	Critiquing American Environmentalism	Ramachandra Guha – Radical American Environmentalism and Wilderness Preservation: A Third World Critique
8/20	Ethics of COVID Response	TBD
8/21	Optional	Optional

At noon, we meet in the Zoom call for the discussion portion of class (Zoom meeting ID: 984 3593 9548). This provides you a chance to work through the day's philosophical ideas with your classmates. While discussion is an important element of most courses, it is especially integral for philosophy. Philosophy finds its roots in Socratic dialogue and is not an activity that is best done alone (though many people have tried). For this reason, your participation grade (20%) is determined by your regular attendance and engagement. You may miss up to three discussion meetings without penalty, but after that point you will be docked 5% of your total participation grade per absence. If you miss more than 12 discussion meetings (not counting the three freebies), you will receive an automatic zero for participation. Outside deductions for absence, your participation grade will be determined by your consistent contribution in section (which can be demonstrated in large group discussion or small group discussion).

If, for whatever reason, you cannot attend the discussion portion and you have already used your three freebies, you may choose to write a 350-500 word critical (ie not merely summative) reflection on that day's material to be posted under the Canvas discussion for that day. This reflection must be posted by the start of the next day's lecture. You may also use this option if you are not comfortable contributing in section, and would like to demonstrate your participation in written form. *You may use this option as many times as you wish.*

Late Policy

Quizzes. Quizzes must be completed by the start of discussion section for which it was assigned. No extensions are possible, for fairness reasons. However, there will be 20 quizzes (totaling to 20% of your grade), so missing a few will not cost you much.

Written Assignments. Due to the short length of summer courses, extensions are **strongly** discouraged for written assignment. That said, my policy is as follows. For both the Fodder Paper and the Paper Abstract assignments, you may turn them in for up to 80% credit up until the Term Paper is due (8/21). Due to their pedagogical purpose, these two written assignments will not be accepted after this date. The Term Paper will not be accepted late absent extenuating circumstance. If, due to absolute necessity, you must take an extension on the Term Paper, ***you must let me know before the assignment is due*** and we will work something out. However, this arrangement will likely involve not receiving a grade by the end of the quarter.

II. Environmental Ethics, Summer 2022— Hybrid

Philosophy/Environment 243: Environmental Ethics

Summer 2022 (B-Term) - M/T/W/Th/F 1:00pm – 2:10pm PT

Instructor: Arthur Obst, M.A. **Email:** aobst@uw.edu

Meeting Location: Johnson Hall, Room 026

Office Hours: Tuesday and Thursday from 11:30am – 12:30pm PT, or by appointment, in person on the third floor of Savery hall (at the big table outside of the Philosophy office) or on zoom (link: <https://washington.zoom.us/j/9735312952>)

Course Description:

Moral problems are ubiquitous in our lives. Some of these problems are obvious, and we can immediately see them as moral problems. We know, for example, that murder and the torture of innocent people are morally wrong. However, these are neither the interesting cases in morality nor are they the most common. For most cases answers are less forthcoming. Sometimes this is because the problem is itself too complicated, and our tools too blunt. In other cases, our failure is a product of not being able (or willing) to see something as a moral problem. We have blind-spots, socially or individually, that cause moral problems to go unnoticed. This class provides some of the tools for addressing these problems in an environmental context. We begin by learning some best practices when reasoning about morality, as well as two of the most common theoretical frameworks ethicists use to analyze moral problems. Then, we proceed to apply these tools to pressing contemporary moral problems.

First, we survey some classic philosophical issues at the heart of environmentalism and environmental thought. What are the roots of the ecological crisis? If you were the last person on the planet, would it be wrong to destroy the last Redwood just for fun? More generally, what sorts of entities are morally considerable? Is there anything wrong with factory farming and animal experimentation? What is wilderness, and ought we to preserve it? Do we need to develop a new land ethic? How do issues of racial and gender justice intersect with environmental issues, and must this change the way we think about the human/nature relationship?

In the second part of the course, we take a deep dive into the moral problem of climate change, analyzing the developing crisis as a matter of global justice. What are the roots of the climate crisis? What are the ethical dimensions of climate denial? What moral obligations do *individuals* have to address climate change? What does a just international order look like in a warming world, and how should the burdens for achieving this world be distributed across nations? What role should technology play in addressing the climate crisis? Why have recent generations so far failed to take climate action, and how should future generations regard us?

If successful, you will leave this course with 1) better knowledge of moral reasoning; (2) a working knowledge of general theories in environmental ethics, and also about how philosophical skills and concepts might be applied to pressing environmental issues, such as global climate change; and (3) a heightened sensitivity to the ethical blind spots that we all have.

Course Requirements and Grading:

Class Participation (20%): You are expected to regularly attend & respectfully participate. Come having carefully done the reading, watched the lecture, & ready to contribute. Alternatively, fill out the make-up worksheets I will provide.

Exercises (20%): There will be three philosophical exercises. See canvas page for more detail.

Mid-Term Paper (15%): You will write a 1000-1250 word critical summary on environmental axiology (e.g., animals rights, biocentrism, virtue ethics, ecocentrism, wilderness). This is a relatively low-stakes assignment, and I will give substantive feedback. Due 7/6.

Paper Abstract (10%): You will submit an introduction and outline of your term paper and participate in the in-class peer review session. I will give substantive feedback. Due 7/15.

Term Paper (35%): You will write a 2000-2500 word argumentative paper on a topic related to climate justice. Due 7/21.

Reflection (5% Extra Credit): You may write a 500 word reflection on the course. Due 7/23.

Course Structure

Date	Topic	Reading (All Online) – Readings Abridged
7/21	Introduction: (Environmental) Ethics by Authority	Lynn White – “The Historical Roots of Our Ecological Crisis” (1967) <i>Optional (very short, and recommended):</i> Mark Timmons – “Ethics by Authority” Louis Pojman – “Subjective Ethical Relativism”
7/22	Introduction: The Last Redwood and Moral Reasoning	Richard Routley – “Is There a Need for a New, an Environmental, Ethic?” (1973)
7/25	No Class	No Reading (Exercise #1 Due)
7/26	Animal Welfare	Peter Singer – “All Animals Are Equal” (1975)
7/27	Animal Rights	Tom Regan – “The Radical Egalitarian Case for Animal Rights” (1983) Mary Ann Warren— “Difficulties with the Strong Animal Rights Position” (1987)
7/28	Biocentrism	Paul Taylor– “The Ethics of Respect for Nature” (1981)
7/29	Virtue and Care	Thomas Hill— “Ideal of Human Excellence and Preserving Natural Environments.” (1983) Lori Gruen— “The Impotence of Reason” (2022)
8/1	No Class	No Reading (Exercise #2 Due)
8/2	Ecosystems/Ecocentrism	Aldo Leopold- ‘The Land Ethic’ (1949) Arne Naess- ‘The Shallow and the Deep, Long-Range Ecology Movement’ (1972)
8/3	Wilderness	Ramachandra Guha- ‘Radical American Environmentalism and Wilderness Preservation: A Third World Critique’ (1989) J. Baird Callicott- ‘The Wilderness Idea Revisited’ (1991)

Date	Topic	Reading (All Online) – Readings Abridged
8/4	People vs Nature?	Holmes Rolston— ‘Feeding People versus Saving Nature?’ (1996) Andrew Brennan— ‘Poverty, Puritanism, and Environmental Conflict’ (1998)
8/5	Environmental Justice	Romy Opperman— ‘A Permanent Struggle Against Omnipresent Death: Resisting Environmental Racism with Franz Fanon’ (2019) Vandana Shiva— ‘Water Wars: Privatization, Pollution, and Profit’ <i>Optional (but recommended):</i> <i>For the Wild</i> Podcast: ‘Vandana Shiva on the Emancipation of Seed, Water and Women’ (2015)
8/8	No Class	No Reading (Midterm Due)
8/9	Nature of the Climate Change Problem	<i>Dialogues on Climate Justice</i> – Chapter 1: ‘Why Ethics?’ (2022) Sheila Watt-Cloutier— ‘The Inuit Right to Culture Based on Ice and Snow’ (2010) <i>Optional (but recommended):</i> Garrett Hardin— ‘Lifeboat Ethics: the Case Against Helping the Poor’ (1974) Kyle Powys Whyte— ‘Way Beyond the Lifeboat: An Indigenous Allegory of Climate Justice.’ (2017)
8/10	Climate Skepticism	<i>Dialogues on Climate Justice</i> — Chapter 2: ‘Skepticisms’ (2022) <i>Optional (but recommended):</i> Naomi Oreskes & Erik M. Conway— ‘The Denial of Global Warming’ (2010)
8/11	Individual Climate Responsibility	<i>Dialogues on Climate Justice</i> – Chapter 3: ‘Individual Responsibility’ (2022) <i>Optional (but recommended):</i> Walter Sinnott-Armstrong— ‘It’s Not My Fault’ (2005)
8/12	International Climate Justice	<i>Dialogues on Climate Justice</i> – Chapter 4: ‘International Justice’ (2022) <i>Optional (but recommended):</i> Olúfẹ́mi O. Táíwò— ‘What’s Next: Why Reparations Require Climate Justice’ (2022) <i>For the Wild</i> Podcast: ‘Olúfẹ́mi O. Táíwò on Climate Colonialism and Reparations’ (2021)
8/15	Climate Engineering	<i>Dialogues on Climate Justice</i> – Chapter 5: ‘A Big Technological Fix?’ (2022) <i>Optional (but recommended):</i> Joshua Horton & David Keith— ‘Solar Geoengineering and Obligations to the Global Poor’ (2018) Marion Hourdequin— ‘Climate Change, Climate Engineering, and the “Global Poor:” What Does Justice Require?’ (2019)

Date	Topic	Reading (All Online) – Readings Abridged
		(Exercise #3 Due)
8/16	Our Climate Future and the Anthropocene	<i>Dialogues on Climate Justice</i> – Chapter 6: ‘Future’ (2022) Arthur Obst- ‘Flying from History, Too Close to the Sun: The Anxious, Jubilant Futurism of Contemporary Environmentalism’ (Forthcoming) <i>Optional (but recommended):</i> Allen Thompson— ‘Radical Hope for Living Well in a Warmer World.’ (2010)
8/17	In-Class Outline Workshop	No Reading (Outline Due)
8/18	No Class	No Reading
8/19	No Class	No Reading
8/22	Office Hours	No Reading
8/23	No Class	No Reading (Final Paper Due)

Due to the enduring influence of COVID-19, I have designed this course in such a way that one can take it remotely and asynchronously *if need be*. For this reason, lectures on specific will be pre-recorded and posted on Canvas at least 24 hours before we are scheduled to discuss the content. However, *we will still be meeting in person* from 1pm to 2:10pm each day in Johnson Hall 026 (the first hour of our scheduled time is put aside for you to watch the lecture for the day). **Masks are strongly encouraged.**

This last hour or so of class will be dedicated to discussion. This provides you a chance to work through the day’s philosophical ideas with your classmates. While discussion is an important element of most courses, it is especially integral for philosophy. Philosophy finds its roots in Socratic dialogue and is not an activity that is best done alone (though many people have tried). For this reason, your participation grade (20%) is determined by your regular attendance and engagement. You may miss up to three discussion meetings without penalty, but after that point you will be docked 5% of your total participation grade per absence. If you miss more than 6 discussion meetings (not counting the three freebies), you will receive an automatic zero for participation. Outside deductions for absence, your participation grade will be determined by your consistent contribution in section (which can be demonstrated in large group discussion or small group discussion).

If, for whatever reason, you cannot attend discussion section and you have already used your three freebies, you may choose to fill out a make-up worksheet that I will post to the Canvas page. This worksheet will be based on the activities we do in class, and on occasion other students will have already filled out a version of the worksheet in discussion groups. However, I will expect more thorough answers to the make-up worksheet, as you will not have the opportunity to elaborate verbally. This assignment must be returned within 48 hours by email, with the title “[Your Last Name] make-up worksheet [date of class material].” *You may use this make-up option as many times as you wish.*

Late Policy

Due to the short length of summer courses, extensions are discouraged for written assignments. This said, I understand that life can get in the way sometimes. I will not deduct for lateness so long as you turn in your assignment by the time I start grading. However, due to summer's quick turn-arounds, I will usually begin grading within 24 hours of the due date. If you do not wish to take the gamble that you will be able to submit your assignment before I go to grade it, you are free to ask for an extension. However, please come talk to me *before the due date*. If you do, my policy is to be accommodating: I offer 24-, 48-, and 72- hour extensions upon request.

III. Philosophy and Rhetoric of Science

Lower/Middle Undergraduate: Science Writing for Diverse Audiences⁶

Spring 2023 | M 9:30-Noon; T 9:30-10:30am- 1:00–2:00pm; Th 9:30-10:30am PT

Instructor: Arthur Obst, PhD C. Email: aobst@uw.edu

Meeting Location: FHL Commons

Office Hours: TBD

Course Description:

Welcome to writing and research based at Friday Harbor Labs! This course examines the philosophical and rhetorical dimensions of science and scientific communication. You will read, analyze, and write diverse materials, learning to identify and practice concise, effective communication about science for a variety of audiences.

In the popular imagination, science is often perceived as the pinnacle of objectivity. On this view, moral or political values have no place in the scientific enterprise; instead, science involves the simple pursuit of truth. In this class, we will complicate this perspective by exploring the *value-laden* and inordinately *complex* ways scientists research, reason, and write in practice. Furthermore, we will critically engage with these methods as a way of critically engaging with *our own* research, reason, and writing. Ultimately, the goal for this course is for each student to leave with more awareness of the diverse epistemic and ethical dimensions of their scientific work, in addition to becoming more intentional and effective writers.

Roughly half of this course will be primarily conceptual. We will explore the philosophical and rhetorical aspects of science, train ourselves to identify the non-epistemic values embedded within and without, and think critically about how these dimensions affect the responsibilities of scientists. The other half of the course will be active, iterated, and collaborative as we strive to become better writers. Students will work with a variety of texts, including their own and their peers' writing, as they move through cycles of reading, discussion, reflective and formal writing, peer review, workshopping, revision, and intensive instructor interaction and feedback.

The course is organized around three broad learning goals, listed below with narrower, orienting considerations following each goal. In this course students will work toward:

1. Understanding the nature of science as value-laden, contested, and situated.
 - a. What purpose does science serve? Does it have social or moral responsibility?

⁶ Many thanks to Megan Callow, Holly Shelton, and Josephine Walwema for the resources they contributed to the design of this course.

- b. How are questions formulated and answered in the sciences? What kinds of questions can science answer? Why do people choose particular questions in science, and how do they develop hypotheses? What sociopolitical and ethical values underlie scientific assumptions, questions, and hypotheses?
2. Tracing the genealogies of scientific ideas in circulation and understanding the role of the written word in this process.
 - a. Where do scientific ideas come from? How do the histories of particular scientists and the social dimensions of science at large create or constrain knowledge?
 - b. What is the dominant paradigm in the natural sciences today? In what ways may it be seen as oppressive?
 - c. How do scientific revolutions happen, and what is the role of individual scientists in bringing this transformation about?
 - d. What might it mean for science to be objective, and how can this objectivity be sustained?
 - e. How might the introduction of novel ethical frameworks alter the field of science? How might these new frameworks impact how scientists write?
 3. Becoming better writers.
 - a. As good writing requires good reading, students will learn to read a given piece critically, identifying strengths and weaknesses and providing solutions for the latter.
 - b. Compare and contrast scientific writing with science writing for the public, focusing on connections between form, content, and purpose.
 - c. Demonstrate awareness of audience, purpose, evidence, methodology, and form within scientific writing, and produce writing with these structures in mind.
 - d. Develop a writing process that includes a focus on careful editing, revision, and collaboration with other writers as central to effective scientific communication.

Overview of Assignments:

We will do lots of informal and collaborative writing in this course, including weekly online discussions, but the three major assignments are as follows. More detailed prompts will soon be available in Canvas.

Project 1: Tracing the Life of a Scientific Fact

In this project, which will take the final form of a presentation in Adobe Spark, students will conduct a rhetorical analysis of a piece of scientific research and the various ways it gets communicated (from a research article to a social media post), demonstrating how exigence, convention, and audience expectations all shape the ways that the “facts” get represented. Rough draft due April 14; final draft due April 21.

Project 2: Genre Translation

In this paper you will summarize and translate a piece of scientific research for a new situation, genre, and audience. This project is designed to enhance your ability to consume complex primary scientific literature, to deepen your understanding of your chosen biological topic, and to translate and distill scientific research for a different or non-specialized audience. Additionally, this project aims to help you develop a nuanced argument about the authors' success in communicating the stakes of their research. Your ability to take a stance and communicate an argument will be necessary as you enter the field and become a scholar in your own right.

Project 3: Science Literacy Narrative

All scientists have intellectual, cultural, and linguistic histories. For the sake of neutrality and objectivity, apprentices are trained to divorce themselves from these histories, especially when they are doing and communicating research. This assignment asks students to read examples of scientists' memoirs and then compose their own narratives, exploring how their identities, investments, and intellectual interests have shaped their training. This assignment is a form of reflection, orientation to/within scientific fields, and self-advocacy. Rough draft due May 26; final draft due June 5.

Grading & Logistics:

Contract Grading

We will use a contract grading system for this course. The system is explained in greater detail in the Grade Contract document (which can be found on Canvas), but in short, your grade in the course will be determined not by the end-state quality of your work but your good faith completion of it and by your participation in the class. If you complete all the criteria on time, you will get a 4.0. There are no exams in this course and it is not graded on a curve.

Discussion Forums

Mondays will most often be concept-focused and will require the most significant reading. To facilitate close reading and active engagement, there will be weekly discussion posts due canvas (almost) every Monday. These are considered informal writing assignments.

Peer Conferences and Round Tables

For each of our major projects we will conduct a peer workshop. You will read, assess, and offer extensive written feedback on your group mates' drafts in advance of your meeting. After your meeting you will incorporate your peers' feedback into your own draft revision. Finally, each person will present their first two projects in a friendly, informal round-table format. We may choose to host our roundtables out-of-doors.

Assignment Criteria

In this class I will provide criteria (in the form of a rubric) for each major assignment. Think of these criteria as a kind of checklist that describes the important traits of successful writing in the field. The criteria will help you see specific strengths as well as areas to focus on in peer review, and in revising

your writing. These criteria will refer to “higher order” issues such as argument, organization, and audience expectations-- not “lower order” things like mechanics (grammar, punctuation, spelling, etc.).

We will function as a scholarly community in this class, and you will assess your peers’ writing based on our communal norms. Each of your rough drafts will be read/heard/viewed by some or all of your peers and by the instructor, and those readers will provide written feedback (see above section on Peer Conferences). I will provide feedback on your final drafts as well, upon request.

Course Schedule

Date	Topic	Reading- All Online
3/27	Orientation	<i>No Regular Class.</i> We will instead be participating in FHL-wide orientation activities.
3/28	Introduction: <i>Philosophy</i>	Acquaint ourselves with class syllabus. Bertrand Russell, “The Value of Philosophy” (1912) Richard Rorty, “Phony Science Wars,” (1999)
3/30	Introduction: <i>Rhetoric</i>	Ira Allen, excerpt from <i>The Ethical Fantasy of Rhetorical Theory</i> , “Presentation and Rhetorical Theory” (2018)
4/3	Philosophy: <i>Rationality and Falsification</i>	Karl Popper, “A Survey of Some Fundamental Problems” (1959) Kari Koski Lecture on “Sense of Place” will be in the Commons at 1:30pm.

4/4	<p>Writing and Rhetoric: <i>Why do we write?</i></p>	<p>Group 1: Robin Wall Kimmerer, excerpt from <i>Braiding Sweetgrass</i>, “Asters and Goldenrod” (2013)</p> <p>Group 2: Devon G. Peña, “The Hummingbird and the Redcap” (2017)</p> <p>Group 3: George James Kenagy, excerpts from <i>Everyday Creatures</i>, “Prologue,” “Smelt Mating on a Beach” (2018)</p> <p>Group 4: Marcia Bjornerud, excerpts from <i>Timefulness</i>, “Prologue,” “A Call for Timefulness.” (2018)</p>
4/6	Boat Trip #1	<p><i>No regular class.</i> We will instead be participating in a chartered boat trip organized by Professor Giles.</p>
4/10	<p>Philosophy: <i>Scientific revolutions and incommensurability</i></p>	<p>Thomas Kuhn, “The Nature and Necessity of Scientific Revolutions,” (1962)</p> <p>Peter J. Bowler and Iwan Rhys Morus, excerpt from <i>Making Modern Science</i>, “The Darwinian Revolution” (2005)</p>
4/11	<p>Writing and Rhetoric: <i>Who are we writing for? + Brainstorming Assignment 1</i></p>	<p>Jeanne Fahnestock, “Accommodating Science: The Rhetorical Life of Scientific Facts,” (1986)</p>

4/13	<p>Writing and Rhetoric:</p> <p><i>Genre: Discussion</i></p>	<p>Read: Alex Gomez-Martin, “Science in the Age of Podcasts,” (2023)</p> <p>Watch: Cool Worlds Lab - “The Wow! Signal After 45 Years” (2022)</p> <p>Skim: David Kipping and Robert Gray – “Could the ‘wow’ signal have originated from a stochastic radio beacon?” (2022)</p>
4/17	<p>Philosophy:</p> <p><i>Science as social practice</i></p>	<p>Paul Feyerabend, “How to Defend Society Against Science,” (1974)</p> <p>Helen Longino, excerpts from <i>Science as Social Knowledge</i>, “Values and Objectivity,” “Values and Science,” (1990).</p>
4/18	<p>Writing and Rhetoric:</p> <p><i>Genre: Technical writing and jargon</i></p>	<p>Derek Attridge, “Arche-Jargon,” (1991)</p> <p>U.S. Congress, “Plain Language Act,” (2010)</p>
4/20	<p>Workshop: <i>Tracing the life of a scientific fact</i></p>	<p>Workshopping Assignment 1</p> <p>Rough draft of Assignment 1 due</p>
4/24	<p>Philosophy:</p> <p><i>Values in science</i></p>	<p>Thomas Kuhn, “Objectivity, Value Judgement, and Theory Choice,” (1976).</p> <p>Heather Douglas, excerpt from <i>Science, Policy, and the Value-Free Ideal</i>, “The Moral Responsibilities of Scientists,” (2009).</p>
4/25	<p>Round table:</p> <p><i>Tracing the life of a scientific fact</i></p>	<p>Revision of Assignment 1 due.</p>

4/27	No Class	<i>No class.</i> Arthur traveling for conference.
5/1	Philosophy: <i>Oppressive paradigms?</i>	All: John Randall, excerpt from <i>The Making of the Modern Mind</i> , “The Baconian Worldview” (1976) Group 1: Vandana Shiva, “Reductionism and Regeneration: A Crisis in Science,” (1993) Group 2: Carolyn Merchant, “The Scientific Revolution and <i>The Death of Nature</i> ,” (2006)
5/2	Writing and rhetoric: <i>Epistemic justice + brainstorming genre translation</i>	Darcy McCusker, “What is the Harm in Gendered Citation Practices?” (2022)
5/4	Boat Trip #2	No Regular Class. We will instead be participating in a chartered boat trip organized by Professor Giles.
5/8	Philosophy: <i>Alternative paradigms</i>	Group 1: Aldo Leopold, excerpt from <i>A Sand County Almanac</i> , “The Land Ethic,” (1949) Group 2: Carol Gilligan, excerpt from <i>In a Different Voice</i> , “Woman’s Place in Man’s Life Cycle,” (1982) Group 3: Robin Wall Kimmerer, excerpt from <i>Braiding Sweetgrass</i> , “ <i>Mishkos Kenomagwen: The Teachings of Grass</i> ” (2012) Group 4: Joseph L. Graves, Jr., <i>et al.</i> , “Inequality in Science and the Case for a New Agenda,” (2022)

5/9	Writing and Rhetoric: <i>Grant-writing</i>	Visiting speaker Draft of Assignment 2 due to instructor and group members by end of day.
5/11	Workshop: <i>Genre Translation</i>	Workshopping Assignment 2.
5/12	N/A	Written feedback due by end of day.
5/15	Philosophy: <i>Wilderness and its critics</i>	Baird Callicott, "The Wilderness Idea Revisited"
5/16	Round Table: <i>Genre Translation</i>	Sharing our work (assignment 2) Revision of Assignment 2 due.
5/18	Writing and rhetoric: <i>Brainstorming</i>	Brainstorming science literary narratives
5/22	No Class	No Class - Field Trip to 4 th of July Beach- Meeting
5/23	Philosophy: <i>The anthropocene</i>	Paul Crutzen, "Geology of Mankind," (2002) Arthur R. Obst, "Flying from History, Too Close to the Sun: The Jubilant, Anxious Futurism of Contemporary, 'Age of Man' Environmentalism" (Forthcoming)

5/25	Writing and rhetoric: <i>Viral ideas</i>	Richard Dawkins, excerpt from <i>The Selfish Gene</i> , "Memes," (1976)
5/28	N/A	Draft of Assignment 3 due to instructor and group members by end of day.
5/29	No Class	No Class. Memorial Day.
5/30	Workshop: <i>Science Literacy Narratives</i>	Workshopping rough draft. Rough draft of Assignment 3 due.
6/1	No Class	No Class. Arthur traveling for conference. Written feedback due by end of day.
6/6	N/A	Assignment 3 Due.
6/8	N/A	Personal project due.
6/13	N/A	Final grades due to registrar.

IV. Science, Technology, Values

Lower/Middle Undergraduate: Science, Technology, and Human Values

Instructor: Arthur Obst, M.A.

Office Hours: By appointment.

Course Description:

In the popular imagination, science is often perceived as the pinnacle of objectivity. On this view, moral or political values have no place in the scientific enterprise; instead, science involves the simple pursuit of truth. In this class, we will complicate this view. In the first third of the course, we will use familiarize ourselves with some basic philosophy of science, and then survey several critical ways that non-epistemic (e.g., moral, political, or aesthetic) values influence the practice of science. Using Kevin Elliot's *The Tapestry of Values* (chapters will be provided as pdfs) as a guide, we will consider how non-epistemic values inform *what* we should study, *how* we should study it, how we handle the *uncertainty* present throughout the inner- and outer- workings of science, and how we decide to *deal with* the persuasive role of these values. In the last two thirds of the class, we will turn to identifying and analyzing the values present in three broad realms: (1) Environmental Science and Planetary Management, (2) Biology and the Engineering of the Human Body, and (3) the Containment of Existential Risks. In each, we will carefully consider four case studies, from climate engineering and species de-extinction to neural enhancement, genetic engineering, robotic superintelligence, and the search for extraterrestrial life.

If successful, you will leave this course with 1) the ability to identify different types of values and their presence in a diversity of applied issues; (2) a strong understanding of current scientific practice; and (3) the ability to articulate clearly how you believe these values should be handled in a societal context.

Course Requirements and Grading:

Class Participation (20%): You are expected to regularly attend & respectfully participate. Come having carefully done the reading, watched the lecture, & ready to contribute. Alternatively, fill out the make-up worksheets I will provide.

Exercises (20%): There will be three philosophical exercises. See canvas page for more detail.

Mid-Term Paper (20%): You will write a 1500-1750 word critical summary on the role of values in science. Due 7/6.

Term Paper (40%): You will write a 2500-3000 word argumentative paper on how non-epistemic values should be societally managed in the context of a particular case study. Due 7/21.

Reflection (5% Extra Credit): You may write a 500 word reflection on the course. Due 7/23.

Course Structure

Date	Topic	Reading (All Online) – Readings Abridged
7/21	Introduction	Kevin Elliott- "An Introduction to Values in Science" (2017)

Date	Topic	Reading (All Online) – Readings Abridged
		Francis Bacon- <i>The New Atlantis</i> (excerpts)
7/22	Introduction	Thomas Kuhn- “Normal Science” (1962) Thomas Kuhn- “Scientific Revolutions” (1962)
7/25	No Class	No Reading (Exercise #1 Due)
7/26	What Should We Study?	Kevin Elliott- “What Should We Study?” (2017) Daniel Greenberg- <i>The Politics of Pure Science</i> (excerpts)
7/27	How Should We Study It?	Kevin Elliott- “How Should We Study It?” (2017)
7/28	What If We Are Uncertain?	Kevin Elliott- “What If We Are Uncertain?” (2017)
7/29	How Do We Engage with Values?	Kevin Elliott- “How Do We Engage with These Values?” (2017)
8/1	Realm 1: Environmental Science and Planetary Management	Paul Crutzen- “Geology of Mankind” (2002) Emma Marris: “We are Planetary Managers” (2012) Marion Hourdequin: “The Ethics of Ecosystem Management” (2016)
8/2	Climate Skepticism	Catriona McKinnon- “Should We Tolerate Climate Change Denial?” (2016) Stephen Gardiner & Arthur Obst: “Scientific Skepticism” (2023)
8/3	Climate Engineering	Paul Crutzen- “Albedo Enhancement by Stratospheric Sulfur Injections: A Contribution to Resolve a Policy Dilemma?” (2006) Stephen Gardiner- “Is ‘Arming the Future’ with Geoengineering Really the Lesser Evil?” (2010)
8/4	Policing Nature	Tyler Cowen: “Policing Nature” (2003) Nicolas Delon & Duncan Purves: “Wild Animal Suffering Is Intractable” (2018)
8/5	De-extinction	Ben Minteer- “Our Vanishing (and Reappearing) Wildlife” (2019) Yasha Rowher & Emma Marris- “An Analysis of Potential Ethical Justifications for Mammoth De-extinction And a Call for Empirical Research” (2018)
8/8	Realm 2: Biology and the Engineering the Human Body	Nick Bostrom: “Transhumanist Values” (2005) Nick Bostrom: “A Letter from Utopia” (2006)
8/9	Neural Enhancement	Patrick Lin and Fritz Allhoff- “Against Unrestricted Human Enhancement” (2008) Nancy Jecker and Andrew Ko- “Is That the Same Person? Case Studies in Neurosurgery” (2017)
8/10	Preventing (Dis)ability	Dan Brock- “Preventing Genetically Transmitted Disabilities While Respecting Persons with Disabilities” (2005) Rosemarie Garland-Thompson- “The Case for Conserving Disability” (2012)

Date	Topic	Reading (All Online) – Readings Abridged
8/11	Genetic Engineering	Siddhartha Mukherjee- “Post Genome: The Future of the Future,” Genetic Diagnosis: ‘Previvors’” (2016)
8/12	Against Transhumanism	Francis Fukuyama- “Transhumanism- The World’s Most dangerous Idea” (2006) Susan Levin- “Creating a Higher Breed: Transhumanism and the Prophecy of Anglo-American Eugenics” (2021)
8/15	Realm 3: The Containment of Existential Risks	Benjamin Todd- “The Case for Reducing Existential Risks” (2017) Amia Srinivasan- “Stop the Robot Apocalypse” (2015) Optional: Bulletin of the Atomic Scientists- “At Doom’s Doorstep: It is 100 Seconds to Midnight” (2022)
8/16	Nuclear Weapons	Pellecchia, Antonini, Bottai, & Alessandro- “Total Nuclear Disarmament: Ethical and Moral Issues” (2014) Carnegie Council for Ethics in International Affairs- “Are Nuclear Weapons Useful?” (2015) Kayla Giampaolo- “Deterrence or Disarmament?: The Ethics of Nuclear Warfare” (2016)
8/17	Robotic Superintelligence	Nick Bostrom: “Cognitive Superpowers” (2014) Nick Bostrom- “Crunch Time” (2014) Emile Torres- “Would ‘artificial superintelligence’ lead to the end of life on Earth? It’s not a stupid question” (2022)
8/18	The Search for Extraterrestrial Intelligence	Lambros Callimahos- “Communication with Extraterrestrial Intelligence” (2004) Cool Worlds Lab- ‘Is Messaging Aliens a Bad Idea?’ (Video)
8/19	Longtermism	William MacAskill- “The Case for Longtermism” (2022) Emile Torres- ‘Against Longtermism’ (2022)
8/22	Office Hours	No Reading
8/23	No Class	No Reading (Final Paper Due)

V. Science, Ecology, and Feminism.

Upper Undergraduate: Women and the Wild

Instructor: Arthur Obst, M.A.

Office Hours: By appointment.

Course Description:

For the better part of the last century, feminist scholars have begun to underscore the historical and conceptual connections between the widespread domination of women and nature. Both nature and women as social categories are associated with the irrational, fecund, and fickle; in a word, with the *wild*. Moreover, this dichotomous (m)othering of nature and women, ecological feminists suggest, threatens the denigration of both. In this course, we will interrogate the historical and ongoing inferior treatment of "women" to "men," and "nature" to "culture," and explore how liberating one may require the liberation of the other.

In the first part of the class, we will examine the gendered rationalism of the enlightenment period, and how this both reflected and reified the subordination of nature's and women's status. Then, we read how feminists deconstruct this inherited worldview by challenging its dichotomies and hierarchies. As a first illustration, we consider how the ideal of objectivity held high by scientific rationalism served to marginalize and devalue alternative epistemologies, including indigenous knowledge. As a second, we consider how this same rationalism has served to marginalize and devalue alternative *moral* frameworks, particularly those often associated with women but yet show particular promise as grounding a distinctively *environmental* ethic. Finally, we'll analyze a few pressing contemporary issues from an ecofeminist lens, and consider how recognizing the intersections of race, gender, class, and other indicators of environmental vulnerability may be critical to securing a more just future.

If successful, you will leave this course with 1) the ability to critically assess complex philosophical arguments; (2) a working knowledge of general theories in ecofeminist analysis and care ethics, and also the history and philosophy of scientific rationalism; and (3) a heightened sensitivity to the way gender, race, and class inequality affects environmental vulnerability and environmental destruction.

Course Requirements and Grading:

Class Participation (20%): You are expected to regularly attend & respectfully participate. Come having carefully done the reading, watched the lecture, & ready to contribute. Alternatively, fill out the make-up worksheets I will provide.

Mid-Term Paper (25%): You will write a 1500-1750 word critical summary on the origins and central claims of ecological feminism. Due 7/6.

Paper Abstract (15%): You will submit an introduction and outline of your term paper and participate in the in-class peer review session. I will give substantive feedback. Due 7/15.

Term Paper (40%): You will write a 2500-3000 word argumentative paper on a topic related to the ethics of care or climate justice. Due 7/21.

Reflection (5% Extra Credit): You may write a 500 word reflection on the course. Due 7/23.

Course Structure

Date	Topic	Reading (All Online) – Readings Abridged
7/21	Introduction	Val Plumwood- “Being Prey” (1996)
7/22	Origins of Scientific Rationalism	Rene Descartes- “Meditations on First Philosophy” (1637)
7/25	No Class	No Reading (Exercise #1 Due)
7/26	Scientific Rationalism	John Hermann Randall, Jr.- “The Baconian worldview” (1926) John Stuart Mill- “On Nature” (1874)
7/27	Nature as Female	Carolyn Merchant- “Nature as Female” (1980) Carolyn Merchant- “Nature as Disorder: Women and Witches” (1980)
7/28	Ecofeminist Critique	Val Plumwood- “Feminism and Ecological Feminism” (1993)
7/29	Ecofeminist Critique	Val Plumwood- “Descartes and the Dream of Power “(1993)
8/1	No Class	No Reading
8/2	Ecofeminism	Vandana Shiva- “Reductionism and Regeneration: A Crisis in Science” (1993) Robin Wall Kimmerer- “Asters and Goldenrod” (2013)
8/3	Alternative Epistemologies	Deane Curtin- “Women’s Knowledge as Expert Knowledge: Indian Women and Ecodevelopment” (1997) Charlene Spretnak- “Radical Nonduality in Ecofeminist Philosophy” (1997)
8/4	Relationality	Robin Wall Kimmerer- “ <i>Mishkos Kenomagwen: The Teachings of Grass</i> ” (2013) Robin Wall Kimmerer- “Epiphany in the Beans” (2013)
8/5	Wilderness	William Cronon- “The Trouble with Wilderness” (1995) Anna Deplazes-Zemp- “Are People Part of Nature? Yes and No: A Perspectival Account of the Concept of ‘Nature’” (2022)
8/8	No Class	No Reading (Midterm Due)
8/9	Care Ethics	Karen Warren- “The Power and the Promise of Ecological Feminism” (1990) Kyle Powys Whyte and Chris Cuomo: ‘Ethics of Caring in Environmental Ethics: Indigenous and Feminist Philosophies’
8/10	Care Ethics	William Crain- “Kohlberg’s Stages of Moral Development” (2000) Karen Gilligan- “Women’s Place in Man’s Life Cycle” (1982)

Date	Topic	Reading (All Online) – Readings Abridged
8/11	Animals and Ethics of Care	Lori Gruen- “The Impotence of Reason” (2022) Karen Emmerman- “What’s Love Got to Do with it? An Ecofeminist Approach to Inter-Animal and Intra-Cultural Conflicts of Interests” (2019)
8/12	Intersectional (Eco)Feminism	Kimberle Crenshaw- “Demarginalizing the Intersection of Race and Sex” (1989) Romy Opperman- “A Permanent Struggle against an Omnipresent Death: Revisiting Environmental Racism with Frantz Fanon” (2019)
8/15	Climate (In)Justice	Chris Cuomo- ‘Climate Change, Vulnerability, and Responsibility’ (2011) Olúfẹ́mi O. Táíwò- ‘What’s Next: Why Reparations Require Climate Justice’ (2022) Optional: Olúfẹ́mi O. Táíwò- ‘Colonialism and Climate Vulnerability’ (2022)
8/16	Climate Justice at the Grassroots	Sara Mersha- ‘Black lives and climate justice: Courage and power in defending communities and Mother Earth’ (2018) Hands Off Mother Earth!- ‘Manifesto Against Geoengineering’ (2018)
8/17	In-Class Outline Workshop	No Reading (Outline Due)
8/18	No Class	No Reading
8/19	No Class	No Reading
8/22	Office Hours	No Reading
8/23	No Class	No Reading (Final Paper Due)

VI. Philosophy of Wilderness

Graduate Seminar: The End of Nature and the (Alleged) Death of the Wilderness Idea

Instructor: Arthur Obst, M.A. **Email:** aobst@uw.edu

Office Hours: By appointment.

Course Description:

Humanity stands at a crossroads. We are at the brink of a planetary crisis of our own making. Carbon emissions threaten a level of climate instability not seen in this epoch. Accelerating species loss invites the possibility of a “sixth great extinction.” Scientists warn that entire ecosystems are unraveling. Wilderness, some claim, has become a relic of a unretrievable past. At the end of nature, a chorus of new environmentalists insist that wilderness preservation must therefore be abandoned and defend instead a moral duty to manage the biosphere benevolently through unprecedented human intervention. This might involve turning back the sun through solar geoengineering, harnessing genomic engineering to resurrect species, or perhaps using technologies we have yet to even imagine.

But are they right? In this class, we will consider both the challenges and promise of human control, and the apotheosis of wilderness. In the first half of this class, we will consider the *conceptual* aspects of wilderness. What is the wilderness idea? Does wilderness entail an untenable dualism between humans and nature? Can we make sense of a concept such as wilderness that is defined by being non-human? In the second half, we will consider the *practical* aspects of wilderness. Does the wilderness idea ignore how indigenous people have affected the land for millennia? Will the wilderness idea simply be used to seize the land of indigenous communities? Do the human impacts on ecosystems render preservation pointless? Is wilderness just another manifestation of pessimism, the refusal to accept responsibility for human beings’ impact on the planet?

If successful, you will leave this course with 1) competence in moral reasoning; (2) a working knowledge of general theories of environmental philosophy, politics, and how philosophical skills and concepts might be applied to pressing environmental problems; and, finally, (3) a heightened sensitivity to the ethical blind spots that we all have.

Course Requirements and Grading:

Reading Responses (30%): You will reflect on six readings of your choice.

Paper Outline (10%): You will submit an introduction and outline of your term paper and participate in the in-class peer review session. Due 8/17

Term Paper (60%): You will write a 3000-5000 word argumentative paper either the conceptual or practical aspects of the wilderness idea. Due 8/21.

Reflection (5% Extra Credit): You may write a 350-500 word reflection on the course. Due 8/23.

Course Structure

	Topic	Reading (All Online) – Readings Abridged
7/21	Introduction to the Wilderness Idea	William Wordsworth (1798)— "Lines Written a Few Miles above Tintern Abbey" Ralph Waldo Emerson (1836)— "Nature" Henry David Thoreau (1851)— "Walking"
7/22	Introduction to the Wilderness Idea	John Muir (1901)— "Our National Parks" Aldo Leopold (1949)— "Wilderness" and "The Land Ethic"
7/25	No Class	No Reading
7/26	Origins of the Wilderness Idea	Roderick Nash (1967): "The Condition of Wilderness" Jay Hansford C. Vest (1985): "Will-of-the-Land: Wilderness among Primal Indo-Europeans"
7/27	Differing Conceptions of Wilderness	Roderick Nash (1967): "Old World Roots of Opinion" Chief Luther Standing Bear (1933): "Indian Wisdom"
7/28	The Wilderness Idea Critiqued	Baird Callicott (1991)— "The Wilderness Idea Revisited"
7/29	The Wilderness Idea Defended	Holmes Rolston— "The Wilderness Idea Reaffirmed." (1991) Dave Foreman— "The Real Wilderness Idea" (1999)
8/1	No Class	No Reading
8/2	Taming the Wilderness Myth?	Arturo Gómez-Pompa and Andrea Kaus (1992)— "Taming the Wilderness Myth" Enrique Salmón (2017)— "No Word"
8/3	Is Wilderness a Social Construct?	William Cronon (1995)— "The Trouble with Wilderness" Eileen Crist (2004)— "Against the Social Construction of Nature and Wilderness."
8/4	Wilderness as Wildness?	Jack Turner (1996) -- "The Wild and the Self" Gary Snyder (1990) – "The Etiquette of Freedom"
8/5	Against Wilderness Areas as Wild	Thomas Birch (1990)— "The Incarceration of Wildness: Wilderness Areas as Prisons" Steven Vogel (2003)— "The Nature of Artifacts"
8/8	The Wilderness Movement	The Congress of the United States (1964): "The Wilderness Act" Arne Naess (1973)— "The Shallow and the Deep, Long-Range Ecology Movement" David Treuer (2021)— "Return the National Parks to the Tribes"
8/9	Wilderness Injustice	Ramachandra Guha (1989)- "Radical American Environmentalism and Wilderness Preservation: A Third World Critique" Emma Marris (2011)- "The Forest Primeval"
8/10	People vs Nature?	Holmes Rolston— 'Feeding People versus Saving Nature?' (1996) Andrew Brennan— 'Poverty, Puritanism, and Environmental Conflict' (1998)

	Topic	Reading (All Online) – Readings Abridged
8/11	Environmental Racism and Racist Environments	Murray Bookchin and Dave Foreman (1989): “Racism and the Future of the Movement” Romy Opperman— ‘A Permanent Struggle Against Omnipresent Death: Resisting Environmental Racism with Franz Fanon’ (2019)
8/12	Women and the Wild	Carolyn Merchant (1983): “Nature as Disorder: Women and Witches” Vandana Shiva— ‘Water Wars: Privatization, Pollution, and Profit’ <i>For the Wild</i> Podcast: ‘Vandana Shiva on the Emancipation of Seed, Water and Women’ (2015)
8/8	No Class	No Reading
8/15	Ecology and the National Parks	Emma Marris (2011)— “The Yellowstone Model” Emma Marris (2014)— “The Duty to Intervene” <i>Optional:</i> Richard Hobbs, et al (2011)— “Intervention Ecology: Applying Ecological Science in the Twenty-first Century”
8/16	Planetary Management?	David Keith (2000)— “The Earth is Not Yet an Artifact” Emma Marris (2011)— “We Are Planetary Managers” Erle Ellis (2012)— “The Planet of No Return”
8/17	Climate Engineering and the Anthropocene	Paul Crutzen (2002)— “The Geology of Mankind” Paul Crutzen (2006)— “Albedo Enhancement by Stratospheric Sulfur Injections: A Contribution to Resolve a Policy Dilemma?”
8/18	Climate Engineering and the Anthropocene	Christopher J. Preston (2012)— “Beyond the End of Nature: SRM and Two Tales of Artificity for the Anthropocene”
8/19	Wild Futures?	Robin Wall Kimmerer (2013)— “A Mother’s Work” Linde de Vroey (In Preparation)— “Back to the future: Cultural Rewilding and the Challenge of Time”