

## UPPER-LEVEL WRITING REQUIREMENT COURSE PROPOSAL FORM

The Sweetland Center for Writing approves the departmental curricular offerings that satisfy the LSA Upper-Level Writing Requirement (ULWR). An Upper-Level Writing Requirement course is the final requirement of the LSA Writing Program that all students in the College of Literature, Science, and the Arts must complete in order to graduate. The ULWR, which is generally completed within the student's major, aims to help LSA students recognize and master the writing conventions of their chosen discipline, so that, upon graduation, they are able to understand and communicate effectively the central concepts, approaches, and materials of their discipline. The program is based upon the assumption that the best way to master disciplinary knowledge is to express that knowledge in the form of clear and incisive writing. **Students must receive a C- or above to receive credit for the Upper-Level Writing Requirement.**

### Instructor Information:

Instructor: Rolf Bouma

Date: October 18, 2015

Title: Lecturer II

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### Course Information:

Subject Area: Environment

Catalog Number: 376

Course Credits: 3

Cross-listed Subject and Catalog Number:

Term/Year Offered: Winter 2015

Course Name: *Environmental Ethics: Living Well In Nature*

Does this course serve **ONLY** undergraduate students?

Yes  No

Please type your responses to the following four items on the back of this page or attach the information on separate sheets. For more information about how to structure a specific course to meet the ULWR, please refer to the Upper-Level Writing Requirement Course Guidelines at <http://www.lsa.umich.edu/sweetland/writingrequirements/upperlevelwritingrequirement/ulwrinstructorsupport>. You may also contact Sweetland's Associate Director, Naomi Silver (nesilver@umich.edu), to assist you in formulating your class and integrating writing into your course curriculum.

- **Course Goals:** Describe briefly the goals of your course and attach a copy of your syllabus.
- **Writing Assignments:** Describe the kind(s) of writing students will be doing in your course (journals, research papers, short critical analyses, lab reports, etc.). Indicate roughly the number of pages, approximate due dates for each assignment, and opportunities for revision.
- **Writing Instruction:** Indicate how and when students will receive feedback on their writing (through conferences about papers, class discussion of common problems in organization and development, written comments on preliminary drafts, etc.).
- **Assessment Principles:** Describe the principles you will use to assess students' written work.

Please return this form to: [sweetlandulwr@umich.edu](mailto:sweetlandulwr@umich.edu)

## UPPER-LEVEL WRITING REQUIREMENT COURSE PROPOSAL FORM *(cont'd)*

### Course Goals:

- to make students conversant in the language and ideas of ethics as these relate to nature and the environment, enabling them to participate in cultural conversations, to understand others' positions, and to articulate their own stance on environmental issues;
- to introduce students to a variety of approaches to thinking about nature;
- to teach the writing and communication skills and forms that are most common within public environmental circles;
- to increase awareness and appreciation of the natural world and to foster thinking about appropriate human presence within it;
- to provide an avenue for students to love nature.

### Writing Assignments and Instruction: There will be 5 writing assignments --

#1: Blog Post (2 pages – 500 words). Due January 23. Class time spent on identifying characteristics of a good blog post, ways of incorporating media and links, and peer feedback.

#2: Reflection Paper on Arboretum Workday. (7 pages – 1400 words). Due February 11. Requires submission of a polished draft and a revision after feedback from instructional staff.

#3: White Paper (Group Project – 15 pages). Due March 13. Several intermediate step consultations, group feedback, instructional feedback on polished draft and revision before final submission.

#4: Op-Ed Essay (4 pages – 750 words). Due March 25. Class time spent identifying characteristics of op-ed piece. Peer feedback on draft. Instructional staff feedback on polished draft before final submission.

#5: Personal Environmental Statement (2 pages – 500 words). Due April 8. Instructional feedback on polished draft before final submission.

**Assessment Principles:** I (and my GSI) will assess the students' writing based on

- \_\_\_ their conformity to standards for the genre in which they are writing;
- \_\_\_ facility of writing and appropriate creativity;
- \_\_\_ seriousness of effort in producing initial submissions and subsequent revisions;
- \_\_\_ understanding the role of editing and revising of written submissions;

# Environ 376

## Environmental Ethics: Living Well in Nature

### Course Syllabus

### 2015 Winter Term

#### Instructional Staff

Professor: **Rolf Bouma**

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Office Hours: Thursday 11:30 – 1:00 pm

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Office: Dana 1538

Office Hours: Tuesday, 11:30 – 1:00 pm

Environmental Ethics explores what we do and why we do what we do to the world around us. We humans affect – for good or ill, with intention or by accident – the creatures, species, systems, and Life itself that shares our planet. Environmental Ethics mines the deeper meanings and implications of humans in nature. To accomplish this, we will venture into philosophy, moral psychology, ecology, biology, spirituality, and other disciplines, along with reflecting on our own experiences of and in nature.

The study of environmental ethics has theoretical and practical aspects. Without ignoring the theoretical, this course focuses primarily on the ethics of the everyday: using energy, eating food, building houses and cars and skyscrapers, flying to far-away destinations, hiking or canoeing in wild places, watching birds . . . . The symptoms and effects are far-reaching: climate change, industrial agriculture and CAFOs, pollution and ecological restoration, biodiversity and species extinctions, wilderness reservations, genetic engineering of plants and animals . . . . The fundamental question we will ask is ‘What is a good way to live in nature and to keep it good?’

#### Expectations

Class sessions will consist of lectures, exercises, and case studies. Opportunity will be given for students to engage in dialogue on the issues raised by the course. Students must **prepare** for each class session, **engage** in discussion, **ask** questions, **contribute** observations and experiences, and **collaborate** with others on research and writing. To ensure that readings are done prior to class, comprehension assessments may be given at the beginning of the class period.

The expectation is that you will take seriously the questions posed in the course of the semester and seek to arrive at answers. It is often suggested that it is more important to ask the questions than to venture for the answers. Since we all live *in* this world and our lives affect it, our lives are a form of answer whether we intend them to be or not. The least we can do is have our lives be considered, reflective answers to the mystery that is this world.

#### Course Readings

Course readings are available on the course website – <http://env376.lsa.umich.edu/WP>. Please print out the readings and bring them to class. It is expected that readings will be done before class. Students are responsible for the readings and will be tested on them in the midterm and final exams.

Course Requirements

Ethics as a communal practice requires reflection, organization of thought, and effective communication. We will be spending a significant amount of course time on writing and communication. This course satisfies Upper Level Writing Requirements, and you will be given a great deal of feedback on your writing assignments.

While there will be an academic component to the writing requirements, the main emphasis will be upon gaining experience in the writing genres that one encounters in the non-academic world: blog posts, reflections, policy memoranda (group project), editorials, personal statements, etc. Emphasis is upon creativity, level of reflection, attention to detail, and writing. **Requirements for the papers and projects are found on the course website.**

Discussion sessions will be scheduled in relationship to the writing assignments, so there will be 5 weeks during which there will be discussion sections during the semester. Please note the schedule for the discussion sections. It is very important that you attend and participate.

There will be two examinations given: a mid-term and a final. Testing will be cumulative and questions on the final exam may involve material from early in the term. Exams will include identification of terms and important figures in Environmental Ethics, multiple choice, and essay questions.

Composition of the final grade will be:

Exams (2 Interim/Final) .....	10/10/20%
Blogpost .....	10%
Arboretum Reflection .....	15%
Op-Ed Essay.....	10%
Group Project .....	15%
Class Participation .....	10%

Laptops ARE NOT permitted in the classroom except by permission of the instructor and, when permitted, are to be used ONLY for taking notes. Reading of e-mail, web surfing, text messaging, etc. will count against the participation component of the grade and may result in an amplification of the participation percentage of the grade. Multi-tasking is discouraged; focus on the discussion and the subject at hand is encouraged. Cell phones MUST be turned off and stored out of sight.

On writing assignments, please observe the University's guidelines regarding work product and plagiarism. It is important that you follow established writing rules and give proper attribution for ideas and quotations.

Time extensions on submission deadlines are granted only in exceptional circumstances, usually related to medical situations. Written verification is expected regarding any request. Exam times are fixed and alternative times to take the exam will be allowed only if one has two other exams scheduled for the same day. Please keep in mind the course and exam schedules when you make travel plans for the end of term.

Occasionally students will require a certain grade or above in order to remain eligible for a scholarship, to gain entrance to a particular academic program, or in anticipation of application to graduate or professional school. Please do not inform me of this at the end of the semester as I am preparing final grades. It is too late. I encourage you to speak to me early in the semester. I will not guarantee you a particular grade, but I am very willing to help you strategize in your study and work to achieve a particular grade.

**Final Examination: Tuesday, April 28 @ 1:30 – 3:30 p.m.**

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# Course Schedule

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## January 8: Course Introduction/Approaches to Ethics

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- Nelson, "Introduction to Environmental Ethics"
- Velasquez, et al., "Thinking Ethically: A Framework for Moral Decision Making"

## January 13: Ethics: Moral Considerability

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- Goodpaster, "On Being Morally Considerable"
- Rolston, "Environmental Ethics: Values in and Duties to the Natural World"

## January 15: Nature, Morality, and the Human Freak

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- Soper, "What is Nature?"
- Dillard, "Intricacy" and "Fecundity"
- Brooks, "The End of Philosophy"

## January 20: Logging in Michigan/Anthropocentrism

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- Dickman & Leefers, "The Plunder of Michigan's Pineries" in *The Forests of Michigan*
- Twining, "The Lumbering Frontier" in *The Great Lakes Forest*
- Pinchot, "A Primer of Forestry"
- Video: *Early Frankfort Logging History* ([www.youtube.com/watch?v=GY8y1\\_ifXpE](http://www.youtube.com/watch?v=GY8y1_ifXpE))

## January 22: A Return to Anthropocentrism in Modern Garb

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- Murdy, "Anthropocentrism: A Modern Version"
- Gould, "The Golden Rule: A Proper Scale for Our Environmental Crisis"

**Paper #1 Due Jan. 23 @ 5p.m.: Blogpost (See Appendix A)**

## January 27: Reverence for Life/Biocentrism

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- Schweitzer, "The Ethics of Reverence for Life"
- Carson, "Needless Havoc" from *Silent Spring*
- **Video: Dr. Albert Schweitzer** ([youtube.com/watch?v=CK8F5SPZ4R8](http://youtube.com/watch?v=CK8F5SPZ4R8))

## January 29: DDT, Biocentrism, and the Role of Science in Ethics

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- Bate, "A Case of the DDTs: The War Against Malaria"
- McGinn, "Malaria, Mosquitoes, and DDT"
- Extoxnet, "DDT"

## February 3: Ecocentrism & the Land Ethics

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- Leopold, "Thinking Like a Mountain"
- Leopold, "The Land Ethic"
- Video: *Leopold Education Project* ([www.youtube.com/watch?v=OSotChN0fGk](http://www.youtube.com/watch?v=OSotChN0fGk))

## February 5: Valuing Ecosystems – Wolves in Yellowstone

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**(First half of period will be Test #1)**

- Smith, et al., "Yellowstone After Wolves"

## February 10: Wilderness & Aesthetics

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- Berry, "The Peace of Wild Things"
- Oliver, "Why I Go to the Woods"
- Muir, "A Near View of the High Sierra"
- Thoreau, "Walking"

**Assignment #2 Final Submission -- Due Feb. 13 @ 5 p.m.: Arboretum Reflection**

## February 12: Wilderness Ethics

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- Bryson, Excerpts from "A Walk in the Woods"
- Cronin, "The Trouble With Wilderness"

**Assignment #2 Polished Draft -- Due Feb. 13 @ 5 p.m.: Arboretum Reflection (See Appendix B)**

## February 17: Animals in Culture/Animal Welfare

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- Kant, "Duties to Animals"
- Descartes, "Animals Are Machines"
- Bentham, "On Animals" in *An Introduction to the Principles of Morals and Legislation*

**Projects Groups Formed (See Appendix C)**

## February 19: Animals in Culture/Rights & Liberation

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- Singer, "All Animals Are Equal"
- Regan, "The Case for Animal Rights"

**Assignment #2 Final Submission -- Due Feb. 13 @ 5 p.m.: Arboretum Reflection**

## February 24: Higher Animals

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- Video: *Blackfish*

## February 26: Mid-term Examination

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March 1 – March 9 Spring Break

## March 10: Agro-ecology I

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- Pollan, “Power Steer”
- Pollan, “When a Crop Becomes King”

## March 12: Agro-ecology II

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- Pollan, “Six Rules for Eating Wisely”
- Pollan, “No Bar Code”

## March 17: Animals in Agriculture

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- NYTimes, “Farmers Lean to Truce on Animals’ Close Quarters”
- Sietze Buning, “Barnyard Sabbath” and “Barnyard Miracle”
- Video: *Chicken Abuse?* ([www.youtube.com/watch?v=MGQoipPURks](http://www.youtube.com/watch?v=MGQoipPURks))
- Video: *Truth About Modern Pork Production* ([www.youtube.com/watch?v=hOpVYj2bKIE](http://www.youtube.com/watch?v=hOpVYj2bKIE))

## March 19: Designing Nature: Biotechnology I

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- Pew Initiative: “A Future for Animal Biotechnology?”

**Group Projects – Polished Draft Due March 20 @ 5 p.m.**

## March 24: Designing Nature: Biotechnology II

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- Pew Initiative: “Peaceful Co-existence: Genetically Engineered, Conventional & Organic Crops”

**Group Projects – Final Submission Due March 27 @ 5 p.m.**

## March 26: Deep Ecology

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- Naess, “The Deep Ecological Movement”
- Rolston, “The Land Ethic at the Turn of the Millenium”

## March 31: Ecofeminism

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- Warren, “The Power and Promise of Ecological Feminism”
- Mawdsley, “After Chipko: From Environment to Region in Uttaranchal.”
- Video: *An Account of Chipko* ([www.youtube.com/watch?v=TYuCkn\\_Pw3E](http://www.youtube.com/watch?v=TYuCkn_Pw3E))

## April 2: Religion and Nature

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- Bodian, “Simple in Means, Rich in Ends – An Interview with Arne Naess”
- LaChapelle, “Ritual – The Pattern That Connects”

**Op-Ed Writing Assignment: Polished Draft #1 Due April 3 @ 5 p.m.**

## April 7: Biophilia and Biodiversity

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- Wilson, “What Is Nature Worth?”

## April 9: Extinction and Endangered Species

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- Rolston, “Life in Jeopardy: Duties to Endangered Species”
- Kolbert, “Welcome to the Anthropocene”

**Op-Ed Writing Assignment: Polished Draft #2 Due April 10 @ 5 p.m.**

## April 14: Lions of the Gir Forest

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- Quammen, “The Muskrat Conundrum
- Video: *Lions of the Gir Forest* ([www.youtube.com/watch?v=6sexdHPVBMQ](http://www.youtube.com/watch?v=6sexdHPVBMQ))

## April 16: The Ethics of Climate Change

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- WWF: “Effects of Climate Change on Protected Areas”
- Kolbert: “The Sea Around Us”

**Op-Ed Writing Assignment: Final Submission Due April 17 @ 5 p.m.**

## April 21: Assisted Migration

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- Hoegh-Guldberg, Hughes, et al.: “Assisted Colonization and Rapid Climate Change”
- Ontario MNR: “Assessing Assisted Migration as a Climate Change Adaptation Strategy for Ontario’s Forests”

**April 28: Final Examination (Tuesday @ 1:30 – 3:30 p.m.)**



## Appendix A --Assignment #1     A Blog Post

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One of the most common forms of writing today for communicating information and opinion is the blog post. Less formal than an essay or an article, a blog post quickly outlines an issue and renders an opinion or perspective. They tend to be quick hitting and open to conversational English and idiom. Blogs also reflect the way many readers think about nature and environmental issues – interesting, life-affecting, fascinated with nature, yet not what they do for a living. Readers want a perspective on environmental issues that’s snappy, informative, and thought provoking.

Your assignment is to write a 500-word post on what you consider to be the MOST important ethical issue involving the environment . It's your post, so you determine the subject, the reason this item is worth posting about, and the angle you'd like to take. Here are some things to keep in mind about the blog as a genre, and about the intended audience:

- While blog posts are more informal, they still need to be researched and well-written. Accuracy and veracity are important qualities. So make sure you KNOW what you're writing about.
- Don't using formal citations. Use hyperlinks instead to connect to sources and other articles or websites. A blog should allow a reader who becomes captivated by the subject matter of the blog to pursue additional information or follow rabbit trails through the internet.
- Images really spice up a blog, but too many interrupt the flow of the blog and turn the post into primarily a pictorial with extended captions. Use at most one or two photos to illustrate your post.
- Keep in mind that blogs are frequently read by lay people, not professionals, so limit technical jargon. "Accessibility" is a hallmark of a good blog post.

The assignment will be due on **January 23 at 5 p.m.** and should be **posted on the course website**. Please use the 'Post' menu of Wordpress and remember to tag the post as 'Blogpost'. The instructional staff will provide comments on your blog post and it is up to you whether you decide to revise your initial blog post.

Visit [http://www.readwriteweb.com/archives/top\\_35\\_environmental\\_blogs.php](http://www.readwriteweb.com/archives/top_35_environmental_blogs.php) for links to top environmental blogs. Your post will be assessed on interest level, creativity, stimulation, and incitement to further thought, as well as level of connection to other articles and items of interest.

## Appendix B –Assignment #2 “Invasives in the Arb”

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One of the natural treasures of Ann Arbor is the Nichols Arboretum, located just east of the University of Michigan Hospital complex. It runs approximately 1 ½ mile from east to west with the Huron River as its northern boundary. A spur of the Arboretum runs southward up to Geddes Rd. (The Nichols Arboretum website can be found at [www.lsa.umich.edu/mbg](http://www.lsa.umich.edu/mbg)).

Arrangements have been made with the Nichols Arboretum staff for you to participate in restoration work during the winter term. You will participate in an orientation session and grounds work under the direction of the Arboretum staff. Most likely this will entail removal of invasive species (usually buckthorn or honeysuckle) from the Arboretum. The orientation and work session will be for a three-hour period. You will need to sign in at the Arboretum on the day of your shift in order to provide verification of your work participation.

Following your work period, you will write a 1200-word assignment in the following format:

- a background and recommendation paper for the new Arboretum director who is trying to decide whether to continue the policies of his predecessor regarding invasive species removal. A director needs to rely on staff to help him/her make good decisions efficiently and wisely. Your task is to distill the issue down to its essentials and assist in making an informed and appropriate decision.

Some of the things to include in your writing:

- 1) a concise description of the work undertaken under the direction of the Arboretum staff;
- 2) an explanation of the rationale (including historical perspective) offered as to why this work is ‘good’ for the Arboretum;
- 3) an analysis of the ethics of the project (whether what you participated in was “good” or not) and on what basis or according to what standard you made that determination;
- 4) your own reflections on the work, including any questions you might have and suggestions for a better or different approach.

For background information on land management and restoration of oak savannas, reference the article on “Prairies and Savannas in Michigan” on the course website. You can also look through the information at <http://web4.msue.msu.edu/mnfi>, which is the Michigan Natural Features Inventory webpage.

**Submission:** The polished draft of your writing assignment must be submitted by **5 p.m. on Friday, February 6. Submit your paper electronically to the Dropbox in the CTools website. You must use Microsoft Word (.doc) or Rich Text format (.rtf) (Apple Pages or Adobe PDF are NOT acceptable) and make sure your file is virus-free. The file name should be ‘lastname-arb.doc’ (so if I were to submit an essay, it would be named ‘bouma-arb.doc’).**

Your paper will be returned to you with comments within 3 days. **The final submission of your Arboretum paper is due at 5 p.m. on Friday, February 13.**

## Appendix C – Assignment #3 White Paper (Group Project)

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The major project for the term is a group project: a white paper on a current environmental controversy. This “white paper”<sup>1</sup> is a persuasive report that presents an environmental problem and advocates for a particular solution or approach to solving that problem. The end result of this “white paper” will be a summary of your position on the issue, but as important as the summary are the steps needed to arrive at that point. Included in the project will be:

**§1 Definition of Issues & Participants:** a brief (500-750 words) description of the problem/controversy and an overview of interested parties/stakeholders. The way that you define the issues and identify key participants will shape your selection of relevant ethical perspectives;

**§2 Scientific Dimensions:** a summary (as long as necessary) of the scientific data that factor into decision-making and an assessment of uncertainties and gaps in scientific knowledge;

**§3 Ethical Perspectives:** 1000-1200 word analysis of the primary ethical systems and ideas that shape the controversy. This section does not need to address all ethical perspectives, but should focus on the ethical perspectives that are most relevant to the issues involved. Some of these ethical perspectives will be in tension, some in harmony. You will need to sort out the interactions on the given issues.

**§4 Summary & Conclusions:** a 300-500 word summary of your group’s conclusion about the most effective solution to the problem.

**§5 Bibliography & Abstracts:** a bibliography of resources and a brief abstract of each resource consulted. Bibliography should follow MLA format. Resources should include both online and library materials. DO NOT become lazy and merely reference what is easily accessed!

**Evaluation Criteria:** An effective white paper will

- Clearly define an environmental problem and the shareholders;
- Have an clearly identified audience (e.g., non-profit staff, government commission or agency head, business official);
- Provide the necessary technical and scientific information to understand the issue;
- Focus on the most prominent ethical perspectives that inform the dynamics and decision-making aspects of the process;
- Provide a concise statement of a proposed solution or position on the issue.

Groups will be of three students. Groups will be assigned and I will send out contact information. You should meet with your group and have your topic selected by February 25. You will meet with me once for consultation during the research and writing process.

Grading will be by group. I will request that each student submit a ‘grade allocation’ sheet in which the members of the group are assessed their participation in the project. Percentage allocations will normally be 100% for each student if all contribute equally. If one person does an unusually significant part of the work, they may be

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<sup>1</sup> For more information about writing a white paper, visit “White Paper: Purpose and Audience” (<http://owl.english.purdue.edu/owl/resource/546/1/>) and “White Paper: Organization and Other Tips” (<http://owl.english.purdue.edu/owl/resource/546/02/>).

assessed up to 110% of the grade; if one or more do significantly less, they may receive a pro-rated share of the grade.

Your project will be on one of four topics:

-- Initiation of a wolf hunting season in the state of Michigan: The gray wolf has been delisted as a threatened species in the Great Lakes region and the State of Michigan held an inaugural wolf hunt this past winter. Two or more referenda are intended for the ballot box this November. You are writing a white paper for the director of the DNR on whether a wolf hunt should be discontinued, continued as is, or expanded for 2014-15.

-- Hydro-fracking ban in Michigan: A referendum headed for the ballot in November, 2014, would ban hydro-fracking in Michigan. The Huron River Watershed Council would like to know if it should take a stand on the referendum. What does your group recommend?

-- Restoration of Hetch Hetchy Valley: One of the most contentious land use issues in U.S. history was the decision to dam Hetch Hetchy Valley as a reservoir for the city of San Francisco. An organization called Restore Hetch Hetchy is calling for the removal of the dam and the restoration of the valley. The superintendent of Yosemite National Park asks your group to formulate a position on Restore Hetch Hetchy.

-- Iron Dust Dumping in Ocean to Improve Fishing and Sequester Carbon: An entrepreneur has proposed an experiment of dumping tons of iron filings into the ocean to encourage plankton growth. The plankton, it is claimed, will aid fisheries recovery and pull oxygen out of the atmosphere to combat climate change. The director of the Environmental Defense Fund would like to formulate a position on geo-engineering projects such as these.

Submission: The polished draft of your white paper must be submitted by **5 p.m. on Friday, March 20**. **Submit your paper electronically to the Dropbox in the CTools website. You must use Microsoft Word (.doc) or Rich Text format (.rtf) (Apple Pages or Adobe PDF are NOT acceptable) and make sure your file is virus-free. The file name should be 'projectname-WP' (so if I were to submit a white paper on wolf hunting, it would be named 'wolf-WP.doc').**

Your paper will be returned to you with comments within 3 days. **The final submission of your white paper is due at 5 p.m. on Friday, March 27.**

## Appendix D: Assignment #4 – Op-ed on Genetic Modification

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One of the most common and public forms of persuasive writing is the editorial or op-ed (opinion-editorial). These are a staple of print and online journalism, and can be written by the newspaper, magazine, or journal staff when the publication itself wishes to take a position on a subject, or by others on a guest editorial basis (in which case, the publication may distance itself from the position taken).

Editorial writing has its own set of rules and expectations. For example, footnotes and citations are not allowed, but references to public and academic authorities play an important role. So the editorial writer has to learn how to cite authority within the textual body of the editorial. Here are three examples from recent *New York Times* op-ed pieces:

*This week, the Center for American Progress and the Center for the Next Generation released a report entitled “The Race That Really Matters: Comparing U.S., Chinese and Indian Investments in the Next Generation Workforce.” The findings were breathtaking:*  
-- (Charles M. Blow, “Starving the Future”, Aug. 24, 2012)

*In 2008, Al Baker reported in The Times that the accuracy rate for New York City officers firing in the line of duty was 34 percent.*  
-- (Gail Collins, “Arms and the Duck”, Aug. 24, 2012)

*I’ve been thinking about guns and Wisconsin lately, especially since Paul Ryan, a big fan of the arm-the-world theory of public safety, was picked to be a vice-presidential nominee. Wisconsin has some of the least restrictive gun laws in the country. (The Brady Center to Prevent Gun Violence gives it 3 points out of a possible 100.) It was also, of course, the scene of a terrible mass shooting this month by Wade Michael Page at a Sikh temple near Milwaukee.*

-- (Gail Collins, “Arms and the Duck”, Aug. 24, 2012)

One can also use links within an online op-ed piece, much as one does in a blog post. While this does not work in a hardcopy print format, it works exceptionally well in an online op-ed and can be used to link to source documents, journal articles, or other online items connected to the article.

The *New York Times* gives general guidelines for its guest op-ed submissions. The target length is 750 words. In 2005, a former Op-Ed editor of the Times, David Shipley, detailed the submission and editing process: [www.nytimes.com/2005/07/31/opinion/31shipley.html](http://www.nytimes.com/2005/07/31/opinion/31shipley.html). While containing vestiges of the snootiness that is the *New York Times*, it is not unlike op-ed guidelines at other publications.

Note that, in contrast to the blog post and even the newsletter articles, there is much more attention to grammatical detail and writing style in an op-ed piece. You will be expected to submit your first draft in as fine a form as possible, then refine it further based on feedback you receive from the newspaper editor (which is me!).

Write an op-ed piece that reflects YOUR opinion on one of the following topics regarding genetic modification of plants or animals:

Enviropig

FDA & AquaBounty salmon

GM Apples

BT/HT crops & superweeds

Golden rice

Hawaii’s proposed ban on GM crops

Submission: Submit your polished draft to your Dropbox on the course CTools site by **5 p.m. Friday, April 10**. It will be returned to you with comments within 3 days. Final submission will be by **5 p.m. Friday, April 17** on CTools. Particularly fine op-eds will be posted on the course website.

## Appendix E: Final Exam Essay – Articulating One’s ‘Deep’ Ecological Perspective

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In his article on the Deep Ecology platform, Arne Naess says this about his motivation:

*“My main purpose in announcing that I feel at home with Ecosophy T is didactic and dialectic. I hope to get others to announce their philosophy. If they say they have none, I maintain that they have, but perhaps don’t know their own views, or are too modest or inhibited to proclaim what they believe. Following Socrates, I want to provoke questioning until others know where they stand on basic matters of life and death.”*

One of two essays on the final exam is to articulate your environmental worldview in concise form. What do you value in nature? What is the place of humans in the natural order? What guides your decisions and why do you take the approach to environmental matters that you do? The possibilities are many; your task is to sort through your own thinking, determine your approach to living and acting in the world, and be able to state it so that someone else can understand it and respond to it.

On the course website is a link to examples of environmental philosophies. These are examples, and the list is by no means exhaustive. Your own view maybe something entirely different, a combination of two or more views, or coincide closely with one of these views. These are given to you to ‘prime the pump’ of your thinking.

Write a 500-word essay that succinctly summarizes your worldview and indicates why you think about environmental matters the way that you do. **Bring your Environmental Worldview** submission to the final exam with you and staple it to your exam. **Also submit it to your Dropbox on CTools prior to the final exam.**