

Overview

In this course, you will delve into the intricate and multifaceted nature of the environment, exploring the challenges and intricacies of regulation, governance, law, and politics that come with it. Through a comprehensive examination of various forms of representation of nature, such as fine arts, media, literature, non-fiction writing, and documentaries, you will gain a deeper understanding of how humans perceive and express the environment. This course takes a multidisciplinary approach, drawing on fields like philosophy, politics, sociology, law, economics, and policy to provide you with a comprehensive understanding of the topic. By the end of the course, you will have developed a nuanced perspective on the environment and the complex factors that shape our relationship with it.

Goals

1. Categorise different forms of environmental philosophical thought.
2. Appraise cultural works focusing on nature and the environment.
3. Examine the role of the environment and nature in modern society.
4. Contrast and critique different societal values.

Requirements

For each class you need to carry out the required readings. You are also expected to participate in class discussion.

Topics:

REPRESENTATIONS OF THE ENVIRONMENT-LITERATURE & ECOCRITICISM

REPRESENTATIONS OF THE ENVIRONMENT-MEDIA OTHER THAN WRITING

REPRESENTATIONS OF THE ENVIRONMENT-NON-FICTION WRITING

SUSTAINABLE DEVELOPMENT – AN OXYMORON?

WESTERN THOUGHT/PARADIGMS/POSITIVISM & THE SEPARATION OF
NATURE & HUMAN, and ENVIRONMENT & SOCIETY

ECOPHILOSOPHY

ENVIRONMENTAL LAW

ENVIRONMENTAL ECONOMICS

ENVIRONMENTAL POLICY

ENVIRONMENT AND POPULATION/NEO-MALTHUSIAN THEORY/DOOMSDAY
PREDICTIONS

INDIGENOUS PEOPLES AND THE ENVIRONMENT

GLOBAL GOVERNANCE OF THE ENVIRONMENT

DIFFERENT BIOSPHERES: THE SEA, THE DESERT, THE FOREST, THE
MOUNTAINS

Evaluation

50% of FINAL GRADE

LEADER OF SMALL GROUP DISCUSSION:

- For each week of class there are essential readings to carry out.
- You will be responsible for guiding your fellow students on one of these articles.
- What are the positive/negative aspects of the reading? What criticisms have been made about it? Which intellectual paradigm is the reading coming from?
- You will lead a discussion/activity on the article helping your fellow students understand it fully.

40% of FINAL GRADE

ORAL ACTIVITY/QUIZ/GAME:

Design a 20-minute class activity for your classmates to help them 'enjoy' and understand the week's topic

10% of FINAL GRADE

Class participation

- Do you engage in class discussions?
- Do you come to class on time? ;)