Applied Environmental Ethics/Introduction to English Presentation and Debate
2 credits, 2nd term,

Day & Time: Monday 1st and 2nd periods (8:40~11:25)
Place: Rikakei-to A407-1
Instructors: EDL, Kazuo Watanabe, and Kenichi Matsui (Coordinator)
Office hours: Mondays and Wednesdays: 13:00~14:00 or by appointment
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I. Outline
This course aims to develop and refine your academic skills that are imperative in analyzing legal, social, and ethical implications of environmental issues. You are asked to actively participate in discussing, presenting, critically reading and writing about these issues so that you will be fully prepared for your internationally competent career as an environmental scientist or leader. Our topics for discussion include (1) environmental leadership; (2) eco-economy; (3) rights of nature; (4) LMOs and ELSI; (5) climate change; (6) biological diversity and ecological service; (7) global bioethics; (8) cultural diversity and indigenous knowledge; (9) innovative approaches to environmentalism. The examination of these wide-ranging topics will not only enrich your knowledge about environmental ethics but also enlarge your academic background as environmental science communicator.

II. Evaluation
Presentations 45%
Cross-Examination 28%
Moderation 27%
Participation Extra 15%

III. Tasks
Each week, we will discuss about five important article-length papers (or chapters) that are related to weekly topics. You are encouraged to read them all, or at least you will read one of them most carefully for the following tasks.

(a) Presentations:
Each presentation will consist of the following three components:
(1) in-class power-point presentation;
(2) presentation paper (due each week);
(3) printed copy of your power-point slides (4 slides on each page).
These tasks will improve your presentation skills in English. As you may be well-aware, a good presentation greatly enhances your chances for better funding opportunities and successful career paths in general.

Each week or once in two weeks (depending on the number of students), you are asked to read one article-length paper and present your literature review on it. Your presentation should clarify the following: (1) author’s thesis, (2) a rough summary of the article, (3) article’s positive contribution, and (4) possible area for improvement. Along with these points, your effort for preparation will be taken into consideration for evaluation.

The length of your presentation will be about **10 minutes**. You also will take questions from cross-examiners for about **5 minutes**.

On the same day, you will submit a **three-page presentation paper** (double space, 12-point font), which will be the basis for your presentation.

(b) **Cross-Examination** (one/ two questions with one/ two-paragraph reasoning): This task aims to improve your critiquing skills. Asking insightful or thought-provoking questions will not only improve your critical thinking but also lead to your successful research and writing. Please remember that every innovative academic research begins with a good question and inquisitive mind.

Each week or once in two weeks (depending on the number of students), **you will choose one article-length paper other than your presentation paper, read it carefully, and make one or two best thought-provoking question(s)**. The paper you will choose for this task must be the one your peer will present his/ her literature review.

Your question(s) will be submitted on a piece of paper. Also, you will explain in one or two paragraphs why your questions are important.

Please do not ask questions that simply test presenter’s memory about the chosen article. Try to frame your question that can facilitate further discussion in the class.

(c) **Moderation**
Each week our class will be organized in a way you will feel that you are actively participating in an academic conference. Once in this course, you will serve as a moderator/ organizer. Your task will include the following: (1) decide the order of presentations, (2) briefly introduce presenters, (3) take questions, and (4) facilitate discussion.

The instructors of this course will be readily available to assist you. Please do not hesitate to ask questions about organization of presentations. The main purpose for you to take this task is to improve your skills in moderating in-class discussion, which is essential in teaching and organizing conferences or meetings.

(d) **Participation**
Extra points will be awarded to those who make their good effort in facilitating discussion throughout the course.
IV. Weekly schedule

Week 1 (Sep. 12) Course Introduction (Matsui)
Week 2 (Sep. 22) Environmental Leadership (Matsui/ EDL)
    *No class on September 19 (holiday)
Week 3 (Sep. 26) Eco-Economy (Matsui/ EDL)
Week 4 (Oct. 3) Rights of Nature (Matsui/ EDL)
Week 5 (Oct. 17) Climate Change (Matsui/ EDL)
    *No class on October 10
Week 6 (Oct. 24) LMOs and ELSI (Watanabe/ EDL)
Week 7 (Oct. 31) Biodiversity and Ecological Service (Matsui/ EDL)
Week 8 (Nov. 7) Cultural Diversity and Indigenous Knowledge (Matsui/ EDL)
Week 9 (Nov. 14) Innovative Approaches to Environmentalism (Matsui/ EDL)

V. Readings (The list below is subject to change)

(1) Environmental Leadership

(2) Eco-economy

(3) Rights of Nature

(4) Climate Change
5. McNeill, Desmond. “Ethics, politics, economics and the global environment.” In

(5) LMOs and ELSI (tentative)

(6) Biodiversity and Ecological Service
(7) Cultural Diversity and Indigenous Knowledge

(8) Innovative Approaches to Environmetalism
A Guide for Your Critical Reading

1. **Articles**
When you read academic articles in this course for your presentation, please answer the following questions.

- What is the main purpose of this article? (Write as clearly and concisely as possible about why the author(s) write(s) this article. What is his/ her thesis or hypothesis?)
- What is the key question the author(s) is (are) addressing?
- What is the most important information in this article?
- What are other major findings in this article?
- Does the author develop a cogent and reasonable argument before making a conclusion?
- Is the conclusion convincing?

2. **Court Decisions**
For the public, court opinions are often difficult to understand. Here, when you read court opinions, try to answer the following questions.

- Who are plaintiffs and defendants?
- When and where was this court case heard?
- What is the main dispute?
- What is the majority judgment in this case?
- What are the reasons behind this judgment?
- Does the judge make a convincing and reasonable argument?
- Is the decision convincing?