PHIL 4450
PHILOSOPHIES OF NATURE
Course Description and Syllabus
Dr. David Jones
SPRING 2016
Location: Social Sciences Building Room 3032
Time: Tuesdays 2:00-4:45

INSTRUCTOR INFORMATION
Email: djones@kennesaw.edu
Office: Social Sciences Building 4065
Office Hours: Tuesdays 12:30-2:00, 4:45-5:15, and by appointment

Course Communication:
All emails must be sent to djones@kennesaw.edu. Please allow 72 hours for reply. Face-to-face meetings can be scheduled on Tuesdays and must be scheduled at least 48 hours in advance.

Electronic Communications:
The University provides all KSU students with an “official” email account with the address “students.kennesaw.edu.” As a result of federal laws protecting educational information and other data, this is the sole email account you should use to communicate with your instructor or other University officials.

Catalogue Course Description:
The course is a combined tutorial and seminar in which students research and write a senior thesis in addition to making a computer-based presentation in class.

Instructor’s Course Description:
“Philosophies of Nature” is an in-depth examination of selected environmental philosophies generally construed from a variety of philosophical perspectives. Such perspectives include the value of nature, the moral status of non-humans, duties to protect wilderness areas, environmental justice, and environmental aesthetics. Our awareness as human beings, as well as our very existence, is conjoined with our interaction and interconnectedness to the places in which we inhabit. In this light, the course follows Heidegger’s treatment of “place” to argue for the intrinsic value of nature and to locate what resources we have in Western and non-Western philosophies to reinterpret our place on the planet. Students will be invited to study key texts, methods, and concepts articulated in and through this topic.

Course Objectives:
- Develop an understanding of various conceptions of nature and their historical contexts.
- Question claims made by proponents of those conceptions and to learn to test them against available evidence with a view to advancing general and transferable critical skills.
- Learn to appreciate the latent philosophy of nature found in the Western philosophical tradition and its implications for contemporary understandings of ecological systems.
Achieve competency in the terminology of comparative philosophy and its application to a philosophy of nature.

Compare the tools and concerns of Western conceptions of nature with those of other philosophical and non-philosophical approaches and practices.

Reach advanced levels of comprehension, argumentation, presentation, and writing skills.

**Course Format:**
Classroom sessions will combine formal lectures and informal discussions. Students are encouraged to participate actively in discussion and raise related issues relevant to their lives and experience. Students are expected to prepare all readings in advance of the sessions for which they are scheduled. Some of the assigned primary texts are difficult, but will be openly discussed in class and complemented with optional secondary readings.

**Required Texts:**

*Practice of the Wild*
Gary Snyder
Counterpoint
ISBN-10: 158243638X

*Deep Ecology: Living as if Nature Mattered*
Bill Devall and George Sessions
Gibbs Smith
ISBN-10: 0879052473

*Sand County Almanac: And Sketches Here and There*
Aldo Leopold, Charles W. Schwartz, Robert Finch
ISBN-10: 019505928X
Oxford University Press, USA

*Buddhist Biology: Ancient Eastern Wisdom Meets Modern Western Science*
David Barrish
Oxford University Press
ISBN-10: 0199985561

**Attendance Policy:**
Attendance is absolutely required. Failure to attend will have negative and severe consequences on student grades.

**Electronic Devices Policy:**
Electronic devices should be turned off in class. The use of cell phones is strictly prohibited during class time. Students are welcome to use laptops for note-taking purposes only (no web
based activity is permitted). No recordings, of any kind, are allowed in class. Any violation of this policy will negatively affect students’ grades.

**Course Assessment:**
- Reflective Essay 1 - 25%
- Reflective Essay 2 - 25%
- Presentation 10%
- Major Term-Paper 40%

***N.B. Late assignments will automatically receive a mark of zero, unless official medical documentation is provided.***

**Description of Assignments:**

**Reflective Essays:** Your reflective essays should be formatted with double-spacing, 12 point Times New Roman font, and 1” margins, and follow CMS citation guidelines (see https://owl.english.purdue.edu/owl/resource/717/01/). You are required to write 600 words on any of the readings discussed to date in class (for Reflective Essay 1, select a reading from week 2, 3, or 4; for Reflective Essay 2, select a reading from week 5, 6, 7, 8, or 9), providing philosophical reflection on a point of your choosing. You are required to discuss and cite at least the primary reading selected and one secondary source. The essays are graded in line with the following rubric:

1) Student has successfully **identified and explained** a significant point or argument in one of the appropriate readings
2) Student has adhered to the proper formatting regulations
   - As outlined above
   - Includes student name, number, course code, instructor name, date, and word count at beginning of essay (these do not count towards the word count)
3) Student has proofread the document for grammar and spelling
4) Student has cited at least one primary text
5) Student has provided a substantial reflection on the significant point or argument identified and explained using at least one secondary text (journal or book)

**Presentation:** All students must sign-up for a presentation. Presentations will provide a summary of the reading for that instruction period, with a focus on raising critical questions and demonstrating clarification of key ideas. You are required to have handouts for the class.

**Major Term-Paper:** Your major term-paper should be formatted with double-spacing, 12 point Times New Roman font and one inch margins and follow the Chicago Manual of Style (see https://owl.english.purdue.edu/owl/resource/717/01/). You are required to write 2000 words on a topic of your choosing, which must be approved by the instructor no later than March 15. In order to receive approval, you must schedule a meeting with the instructor to take place no later than March 8 and submit the following: a title and thesis statement, along with a provisional bibliography that includes at least three legitimate secondary sources in addition to at least one of the primary readings from class. Essays can be exegetical or critical in nature. The essays are graded according to the grading scale in line with the following rubric:
1) Student has successfully *identified and explained* a significant point or argument pertaining to the theme of the course and the material covered in class, which has been approved by the instructor no later than March 8 following a scheduled meeting for thesis approval no later than March 15.

2) Student has adhered to the proper formatting regulations
   - As outlined above
   - Includes student name, number, course code, instructor name, date, and word count on a cover page (these do not count towards the word count)

3) Student has proofread the document for grammar and spelling

4) Student has cited and engaged with at least one primary text that has been approved by the instructor

5) Student has supported (or critiqued) the significant point or argument identified and explained using at least three legitimate secondary texts (journals and/or books)

**Major-Term Paper Essay Rubric**

1) Student has successfully *identified and explained* a significant point or argument pertaining to the theme of the course and the material covered in class, which has been approved by the instructor no later than March 8 following a scheduled meeting for thesis approval no later than March 15.

2) Student has adhered to the proper formatting regulations
   - As outlined above
   - Includes student name, number, course code, instructor name, date, and word count on a cover page (these do not count towards the word count)

3) Student has proofread the document for grammar and spelling

4) Student has cited and engaged with at least one primary text that has been approved by the instructor

5) Student has supported (or critiqued) the significant point or argument identified and explained using at least three legitimate secondary texts (journals and/or books).

**Grading Scale:**
Students are evaluated on the following scale:

- **A** — 100 – 90
- **B** — 89 – 80
- **C** — 79 – 70
- **D** — 69 – 60
- **F** — <60

**Academic Integrity:**
Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5. C of the Student Code of Conduct addresses the university’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities.
and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.

See also [https://web.kennesaw.edu/scai/content/ksu-student-code-conduct](https://web.kennesaw.edu/scai/content/ksu-student-code-conduct). Students suspected of violating the KSU statement of Academic Honesty will meet with the instructor to discuss the violation and will be reported to the Department of Student Conduct according to the process outlined at the following link: [https://web.kennesaw.edu/scai/content/scai-misconduct-procedures](https://web.kennesaw.edu/scai/content/scai-misconduct-procedures).

To avoid plagiarizing, including unintentionally plagiarizing, please visit:
[http://plagiarism.org/](http://plagiarism.org/)
[http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml](http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml)
[http://www.library.arizona.edu/help/tutorials/plagiarism/index.html](http://www.library.arizona.edu/help/tutorials/plagiarism/index.html)

**Resources for writing a philosophy paper:**

The KSU Writing Center
A free service offered to all KSU students. Experienced writing assistants work with you throughout the writing process (on concerns such as topic development, revision, research, documentation, grammar, and mechanics) although assistants cannot edit or proofread your paper for you. Appointments are strongly encouraged. For more information or to make an appointment, visit [http://kennesaw.edu/writingcenter/](http://kennesaw.edu/writingcenter/), or stop by Room 242 in the English Building.

Your Professors and Instructors

**ADA Compliance:**
Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require “reasonable accommodation(s)” to complete the course may request those from Office of Student Disability Services. Students requiring such accommodations are required to work with the University’s Office of Student Disability Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. Student Disability Services is located in the Carmichael Student Center in Suite 267. Please visit the Student Disabilities Services website at [www.kennesaw.edu/stu_dev/sds](http://www.kennesaw.edu/stu_dev/sds) for more information or call the office at 470- 578-6443.
Philosophies of Nature Syllabus

Topics and Readings are subject to change at the discretion of instructor. Changes to the syllabus may occur throughout the semester and will be announced in class. Students are responsible for announcements made in class whether absent or present.

Ancient Conceptions

**Week 1—January 12**
Introduction
The *Phusiologoi* (φυσιόλογοι) Philosophers
Thales, Anaximander, Anaximenes, Heraclitus, Empedocles, Democritus

Read appropriate selections on the above in:
[https://archive.org/details/presocraticphilo033229mbp](https://archive.org/details/presocraticphilo033229mbp)

**Week 2—January 19**
Plato and Aristotle’s Responses to the φυσιόλογοι

Reading:
[http://classics.mit.edu/Aristotle/physics.1.i.html](http://classics.mit.edu/Aristotle/physics.1.i.html) (1, 5-9)
[http://classics.mit.edu/Aristotle/physics.2.ii.html](http://classics.mit.edu/Aristotle/physics.2.ii.html) (especially 6)

**Week 3—January 26**
Daoist Conceptions of Nature
Laozi and Zhuangzi

Readings:
[http://www.indiana.edu/~p374/Zhuangzi.pdf](http://www.indiana.edu/~p374/Zhuangzi.pdf)

**Week 4—February 2**
Daoist Conceptions of Nature continued
“Self within World” (pdf)

Buddhist Conceptions of Nature and Science

**Week 5—February 9**

Readings:
*Buddhist Biology: Ancient Eastern Wisdom Meets Modern Western Science*
“From Self to Sage” (pdf)
“Self to No-Self to All-Self” (pdf)

**Week 5—February 9**
A Buddhist Conception of Nature Continued

Modern Conceptions

Week 6—February 16
Modern Concepts of Nature
Descartes and Hobbes

**Reflective Essay 1 due February 9**

Reading(s):

Week 7—February 23
Modern Concepts of Nature continued
Kant, Spinoza, Schelling
Tragedy of the Commons

Readings:
http://www.gutenberg.org/files/3800/3800-h/3800-h.htm
https://goo.gl/uQ6tYD (“Kant’s Early Dynamics”)
http://users.clas.ufl.edu/burt/spaceshotsairheads/Kantuniversalnaturalhistory.pdf
“Kant’s Early Cosmology” (pdf)
“Kant’s Physics and Philosophy of Nature: Anticipating the Standard Model” (pdf)
“Evolution” (pdf)

Responses

Week 8—March 1
A Critique of Modern Concepts of Nature
Nietzsche

Reading:
http://faculty.washington.edu/cbehler/teaching/coursenotes/Texts/selNietzGay.html
http://home.sandiego.edu/~janderso/360/genealogy2.htm
“Extinction” (pdf)

Week 9—March 8
Responses continued
Heidegger
Lynn White

Readings:
www.drexel.edu/.../HistoricalRoots_of_EcologicalCrisis or
Week 10—March 15
Responses continued
Aldo Leopold’s Land Ethic
**Research Summaries due March 15**

Readings: *Sand County Almanac: And Sketches Here and There*
Tragedy of the Commons, Garrett Hardin
https://www.sciencemag.org/content/162/3859/1243.full

Indian Conceptions of Nature

Week 11—March 22
Pre-Buddhist Indian Conceptions of Nature

Readings: TBA

American Conceptions of Nature

Week 12—March 29
American Conceptions of Nature
Emerson and Thoreau

Readings:
https://www.gutenberg.org/files/29433/29433-h/29433-h.htm
http://thoreau.eserver.org/walden00.html

Spring Break—April 5

Week 13—April 12
Responses continued
Deep Ecology

Reading:
*Deep Ecology: Living as if Nature Mattered*

Week 14—April 19
Responses continued
Deep Ecology and Gary Snyder

Reading:
*Practice of the Wild*
**Week 15—April 26**
Review and Discussion

**Major Term-Paper due April 26**

Senior Seminar Student Presentations will be on April 28 SO 5074. All 4450 students are expected to attend.

**IMPORTANT DATES:**
- Last Day to Withdraw Without Academic Penalty: March 2, 2016
- Reflective Essay 1 Due Date: February 9, 2016
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- Learn to appreciate the latent philosophy of nature found in the Western philosophical tradition and its implications for contemporary understandings of ecological systems.
Achieve competency in the terminology of comparative philosophy and its application to a philosophy of nature.

Compare the tools and concerns of Western conceptions of nature with those of other philosophical and non-philosophical approaches and practices.

Reach advanced levels of comprehension, argumentation, presentation, and writing skills.

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**Required Texts:**

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Gibbs Smith (January 19, 2001)
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Aldo Leopold, Charles W. Schwartz, Robert Finch
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Oxford University Press, USA

*Buddhist Biology: Ancient Eastern Wisdom Meets Modern Western Science*
David Barrish
Oxford University Press
ISBN-10: 0199985561

**Attendance Policy:**
Attendance is absolutely required. Failure to attend will have negative and severe consequences on student grades.

**Electronic Devices Policy:**
Electronic devices should be turned off in class. The use of cell phones is strictly prohibited during class time. Students are welcome to use laptops for note-taking purposes only (no web
based activity is permitted). No recordings, of any kind, are allowed in class. Any violation of this policy will negatively affect students’ grades.

**Course Assessment:**
- Research Summaries 20%
- Presentation 20%
- Major Term-Paper 60%

***N.B. Late assignments will automatically receive a mark of zero, unless official medical documentation is provided.***

**Description of Assignments:**

**Research Summaries:** You are required to write 15 research summaries of secondary texts. Your research summaries should be formatted with double-spacing, 12 point Times New Roman font and one inch margins and follow the Chicago Manual of Style. You are required to write 600 words on a secondary source text related to your thesis, providing philosophical reflection and a detailed account on the thesis of the text and how it relates to your project. You are required to discuss and cite at least the primary reading selected and one secondary source. The essays are graded on a pass/fail basis in line with the following rubric:

**Essay Rubric**
1) Student has successfully identified and explained a significant point or argument in one of the appropriate readings
2) Student has adhered to the proper formatting regulations
   ➢ As outlined above
   ➢ Includes student name, number, course code, instructor name, date, and word count at beginning of essay (these do not count towards the word count)
3) Student has proofread the document for grammar and spelling
4) Student has cited at least one primary text
5) Student has provided a substantial reflection on the significant point or argument identified and explained using at least one secondary text (journal or book).

**Presentation:** All senior seminar students must deliver a presentation on April 28, 2016 in Social Science 5074. Presentations will provide a summary of your major research paper for PHIL 4499, and will be followed by a public Question and Answer Period. Failure to deliver a presentation will result in a failing grade for the course.

**Major Term-Paper:** Your major term-paper should be formatted with double-spacing, 12 point Times New Roman font and one inch margins and follow Chicago Style. You are required to write 15-25 pages on a topic of your choosing, which must be approved by the instructor no later than February 2. In order to receive approval, you must schedule a meeting with the instructor to take place no later than January 26 and submit the following: a title and thesis statement, along with a provisional bibliography that includes at least three legitimate secondary sources in
addition to at least one of the primary readings from class. The essays are graded according to the grading scale in line with the following rubric:

**Major-Term Paper Essay Rubric**

1) Student has successfully *identified and explained* a significant point or argument pertaining to the theme of the course and the material covered in class, which has been approved by the instructor no later than March 8 following a scheduled meeting for thesis approval no later than March 15.
2) Student has adhered to the proper formatting regulations
   - As outlined above
   - Includes student name, number, course code, instructor name, date, and word count on a cover page (these do not count towards the word count)
3) Student has proofread the document for grammar and spelling
4) Student has cited and engaged with at least one primary text that has been approved by the instructor
5) Student has supported (or critiqued) the significant point or argument identified and explained using at least three legitimate secondary texts (journals and/or books).

**Grading Scale:**
Students are evaluated on the following scale:
- A — 100 – 90
- B — 89 – 80
- C — 79 – 70
- D — 69 – 60
- F — <60

**Academic Integrity:**
Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5. C of the Student Code of Conduct addresses the university’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.

See also [https://web.kennesaw.edu/scai/content/ksu-student-code-conduct](https://web.kennesaw.edu/scai/content/ksu-student-code-conduct). Students suspected of violating the KSU statement of Academic Honesty will meet with the instructor to discuss the violation and will be reported to the Department of Student Conduct according to the process outlined at the following link:
[https://web.kennesaw.edu/scai/content/scai-misconduct-procedures](https://web.kennesaw.edu/scai/content/scai-misconduct-procedures).
To avoid plagiarizing, including unintentionally plagiarizing, please visit:
http://plagiarism.org/
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
http://www.library.arizona.edu/help/tutorials/plagiarism/index.html

**Resources for writing a philosophy paper:**

The KSU Writing Center
A free service offered to all KSU students. Experienced writing assistants work with you throughout the writing process (on concerns such as topic development, revision, research, documentation, grammar, and mechanics) although assistants cannot edit or proofread your paper for you. Appointments are strongly encouraged. For more information or to make an appointment, visit http://kennesaw.edu/writingcenter/, or stop by Room 242 in the English Building.

Your Professors and Instructors

**ADA Compliance:**
Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require “reasonable accommodation(s)” to complete the course may request those from Office of Student Disability Services. Students requiring such accommodations are required to work with the University’s Office of Student Disability Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. Student Disability Services is located in the Carmichael Student Center in Suite 267. Please visit the Student Disabilities Services website at www.kennesaw.edu/stu_dev/sds for more information or call the office at 470-578-6443.
Philosophies of Nature Syllabus

Topics and Readings are subject to change at the discretion of instructor. Changes to the syllabus may occur throughout the semester and will be announced in class. Students are responsible for announcements made in class whether absent or present.

**Ancient Conceptions**

**Week 1—January 12**
Introduction
The *Phusiologoi* (φυσιόλογοι) Philosophers
Thales, Anaximander, Anaximenes, Heraclitus, Empedocles, Democritus

Read appropriate selections on the above in:  
https://archive.org/details/presocraticphilo033229mbp

**Week 2—January 19**
Plato and Aristotle’s Responses to the φυσιόλογοι

Reading:
http://classics.mit.edu/Aristotle/physics.1.i.html (1, 5-9)  
http://classics.mit.edu/Aristotle/physics.2.ii.html (especially 6)

**Week 3—January 26**
Daoist Conceptions of Nature
Laozi and Zhuangzi

Readings:
http://terebess.hu/english/tao/lau.html  
http://www.indiana.edu/~p374/Zhuangzi.pdf

**Week 4—February 2**
Daoist Conceptions of Nature continued
“Self within World” (pdf)

**Buddhist Conceptions of Nature and Science**

**Week 5—February 9**

Readings:
http://www.dalailama.com/messages/environment/buddhist-concept-of-nature
*Buddhist Biology: Ancient Eastern Wisdom Meets Modern Western Science*  
“From Self to Sage” (pdf)  
“Self to No-Self to All-Self” (pdf)

**Week 5—February 9**
A Buddhist Conception of Nature Continued

**Modern Conceptions**

**Week 6—February 16**
Modern Concepts of Nature
Descartes and Hobbes

**Reflective Essay 1 due February 9**

Reading(s):

**Week 7—February 23**
Modern Concepts of Nature continued
Kant, Spinoza, Schelling
Tragedy of the Commons

Readings:
http://www.gutenberg.org/files/3800/3800-h/3800-h.htm
https://goo.gl/uQ6tYD (“Kant’s Early Dynamics”)
http://users.clas.ufl.edu/burt/spaceshotsairheads/Kantuniversalnaturalhistory.pdf
“Kant’s Early Cosmology” (pdf)
“Kant’s Physics and Philosophy of Nature: Anticipating the Standard Model” (pdf)
“Evolution” (pdf)

**Responses**

**Week 8—March 1**
A Critique of Modern Concepts of Nature
Nietzsche

Reading:
http://faculty.washington.edu/cbehler/teaching/coursenotes/Texts/selNietzGay.html
http://home.sandiego.edu/~janderso/360/genealogy2.htm
“Extinction” (pdf)

**Week 9—March 8**
Responses continued
Heidegger
Lynn White

Readings:
www.drexel.edu/.../HistoricalRoots_of_EcologicalCrisis or
Week 10—March 15
Responses continued
Aldo Leopold’s Land Ethic
**Research Summaries due March 15**

Readings: *Sand County Almanac: And Sketches Here and There*
Tragedy of the Commons, Garrett Hardin
https://www.sciencemag.org/content/162/3859/1243.full

**Indian Conceptions of Nature**

Week 11—March 22
Pre-Buddhist Indian Conceptions of Nature

Readings: TBA

**American Conceptions of Nature**

Week 12—March 29
American Conceptions of Nature
Emerson and Thoreau

Readings:
https://www.gutenberg.org/files/29433/29433-h/29433-h.htm
http://thoreau.eserver.org/walden00.html

**Spring Break—April 5**

Week 13—April 12
Responses continued
Deep Ecology

Reading:
*Deep Ecology: Living as if Nature Mattered*

Week 14—April 19
Responses continued
Deep Ecology and Gary Snyder

Reading:
*Practice of the Wild*
**Week 15—April 26**

Review and Discussion

**Major Term-Paper due April 26**

**Senior Seminar Student Presentations (April 28 SO 5074)**

**IMPORTANT DATES:**
- Last Day to Withdraw Without Academic Penalty: March 2, 2016
- Reflective Essay 1 Due Date: February 9, 2016
- Research Summaries Due Date: March 15, 2016
- Major Term-Paper Approval Consultation Deadline: March 8, 2016
- Major Term-Paper Approval Deadline: March 15, 2016
- Major Term-Paper Due Date: April 26, 2016
- Spring Break: April 2 – 8, 2016

**PHIL4499 Meetings (12:30)**
- January 26—Provisional Thesis and Bibliography
- February 16—General Consultation
- March 1—Final Thesis and Outline and 10 Research Summaries
- March 29—General Consultation
- April 12—Polished Draft
- April 19—General Consultation and Development of Presentation