General Description

The course is an investigation into the relationships between leadership moral values and Eco Ethics. We will focus on the influence of Edmund Husserl’s and Martin Heidegger’s phenomenological method on ep ecology and eco ethics. We will read and discuss key essays on eco ethics influenced by phenomenology.

Booklist


*Philosophy and the Crisis of European Man*, Edmund Husserl, trans. Lauer. Found in [http://www.users.cloud9.net/~bradmcc/husserl_philcris.html](http://www.users.cloud9.net/~bradmcc/husserl_philcris.html) (A hardcopy will be provided at the first meeting.) You may also find this document in a Harper Torchbook publication.

Desired Course Outcome

The desired outcome of the course is a significant grasp of leadership values that are morally appropriate to the natural environment; this includes an understanding of the phenomenological method as well as the leadership values that are implied by a specific topic in eco ethics.

The desired outcome is demonstrated by satisfactory completion of course assignments:

1. Written and oral reflections on Zimmerman (*Rethinking Nature*, p. 207) Anderson’s *Introduction* and Heidegger’s *Memorial Address* (*Discourse on Thinking*, p. 11 and p. 43) for the second class session. Specific requirements regarding these reflections will be explained during the first class session.

2. A written report on an assigned article from *Rethinking Nature* presented orally, including responding to questions and comments from the class during the third, fourth, or fifth class sessions.

3. Careful reading of each assigned article and preparation of written comments and questions for discussion during the third, fourth, and fifth class session.

3. Final paper (due on May 10)
Reports

In addition to the written and oral reflections for the second session (see desired course outcome, above) each student is responsible for one written report that is shared with the class on a specific date.

The report is a clear and detailed description of the assigned article that facilitates an informed discussion of the significant contributions the article provides to eco ethics. That is, the report should provide the article’s conclusions, insights, and rationale. The report should clarify any terminology, allusions, and/or metaphors that contribute to a more thorough grasp of its meaning. In addition, the report should address the article’s implications for leadership decision-making in regard to eco ethics. Finally, the report may point out connections between the article and the phenomenological method as described by Husserl and Heidegger. Rather than engaging in negative criticisms of the article, the report should present a complete description of the article and its implications for leadership. This is not to imply that the article is above criticism from a variety of points of view; it is merely to focus on the article’s contributions to the desired outcome of the course.

About four reports will take place during sessions three, four, and five; each report and discussion period is limited to 50 minutes’ duration.

A hard copy of the report is passed out to each person. Once everyone has a copy, the reporter reads the complete report aloud to the group. Questions and comments follow. The reporter is responsible for responding in ways that further understanding of the article.

Each student is responsible for a careful reading of each article that is being reported on during the class session; in addition, each student has relevant questions and/or comments on each reported article. These comments and questions are shared in discussion.

The Final Papers

The final paper is a development of the report. The paper goes beyond the report in three ways: First, it provides more detail, clarification and explanation, including explanations of background material (including material on the phenomenological method described by Husserl and Heidegger), that the limited time frame of the report did not allow. Second, it addresses important questions and comments fielded from the class discussion following the report, as well as questions and comments the reporter has come up with since the report was presented. Third, the paper expands on the article’s implications for leadership.

The paper should be between 15 and 18 pages, in APA format. Secondary sources should be used sparingly, and only if they assist in the paper’s explanations and clarifications.

The paper is due, in Word format, to the email address on this syllabus by May 10. Please do not request an “extension.”
Schedule

Session One-March 8
  Introductions, review of syllabus, including explanation of deep ecology
  Lecture: What is phenomenology?
    Handout: The Vienna Lecture (Husserl)
  Lecture: Heidegger - five important ideas (informal questions follow)

Assignment due at beginning of second session
  3. “Memorial Address” (Heidegger, pp. 43-57 in Discourse on Thinking). Written assignment: Three important ideas Heidegger provides and three questions Heidegger provokes.

The second session will be a discussion of these assignments. Please bring two hard copies of the assignment to class; one for you and one for Dr. Stratton.

Session Two-March 22
  Share and discuss Zimmerman article, Anderson’s “Introduction” and Heidegger’s “Memorial Address”
  Assign reports (Handout)

Session Three-April 5
  Reports

Session Four-April 12 (Note the one week break)
  Reports

Session Five-April 26
  Reports