

Environment & Values (37-262)

Environmental Ethics (87-262)

Fall 2000 Interim (held January 2001)

Environmental Studies Program

The University of Wisconsin, Oshkosh

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Course Description

As concern over the well-being of the planet spreads, people frequently find themselves in conflict over how to balance conservation with the use of natural resources, about visions for our common future, and the wisdom of development. Such conflict stems in important ways from varying understandings of values and responsibilities, of what is good and right. In this course we will examine a wide range of intellectual efforts to address the problem of our obligations to Earth and its living systems. Although we will focus on contemporary *philosophical* environmental ethics we will also introduce *religious* environmental ethics, examine ideas about nature prevalent in American culture and history, and examine how individuals involved in contemporary environmental movements express and endeavor to implement their environmental values.

Role of the Seminar in the General Education and Environmental Studies Curricula

This course serves as a core course for the 24 credit Environmental Studies Minor and provides three credits toward the University's General Education (Humanities) requirement. A second environmental ethics course, *Religion and Earth Ethics* (87-362) focuses on *religious* environmental ethics, providing elective credit under the *Environment and Values* category of the Environmental Studies program.

Required Texts

Susan Armstrong and Richard Botzler, *Environmental Ethics: Divergence and Convergence* (second edition).

Daniel Quinn, *Ishmael*

Bron Taylor, *Ecological Resistance Movements: the Global Emergence of Radical and Popular Environmentalism*

* Students will also purchase the designated journal

Recommended Texts (books on reserve)

Joseph Des Jardins, *Environmental Ethics: An Introduction to Environmental Philosophy*
W. Alverson, W. Kuhlmann and D. Waller, *Wild Forests: Conservation Biology and Public Policy*

Course Objectives

1. To provide students with an understanding of the range of perspectives on human responsibility to the environment.
2. To enable students to examine critically moral arguments about environmental obligations.
3. To acquaint students with the social movements which correlate with and carry various perspectives on human responsibility toward the environment.
4. To promote the intellectual skills necessary for reflective capability: reading, writing, critical and constructive thinking.

Format

Introductory lectures; careful reading, analysis, journal preparation, and discussion of texts; debates and forums; guest presentations.

Requirements and Evaluation

1. **Journals.** It is essential with this project that you *strictly* observe the following guidelines. Students will purchase the designated notebook at the University bookstore (or continue using the one purchased for other ES core courses). Each week/day, write three things in your journal: (1) Using one sheet of paper for each reading in which the author is named in the assignments box, write a narrative summary of the major argument(s) made by these authors. Answer these sorts of questions (do not use these as a formula or write as though you are answering three questions!): *What are the central arguments?*, *How do the author(s) build their argument(s)?*, and *What evidence do they cite?* If you wish, you may also (not instead of) outline the major argument(s) and evidence cited, but if you outline, you must use complete sentences. Cryptic phrases that provide no understanding to the reader are unacceptable. If you wish, you may also discuss the key presuppositions, strengths or weaknesses of the articles. (This part of the journal is worth up to 7 points); (2) On another sheet of paper, write a personal reaction to the present week/day's readings. Answer questions such as: *What surprised you? What did you hear or learn for the first time? What made sense to you or disturbed you, and why? With whom did you agree more than the others, and why?* (worth 1 point); (3) On one or two sheets of paper, focusing on the present week's readings, but also relating them to previous readings and class-room presentations, compare and contrast the central claims made and issues illuminated. Answer questions such as: *What are the central issues being debated or discussed? On what points do the authors agree and disagree? What are the differing assumptions and the evidence upon which the positions are based? What are the differences (and what is at stake) between this week/day's readings and in the positions read in previous weeks/days?* In other words, show that you are making connections between the present readings and other things you are learning in the course (worth 2 points).

These notebooks will prepare you for your exams as well as for classroom discussions. They must be brought to each class session, for they may be collected and

graded at any time. I will collect them between 5 and ten times during the course.

2. **Three, in-class examinations.** These will have multiple-choice questions and usually essay questions. They are open note: you may use your journals and classroom notes while taking these exams. Study your notes because there will be limited time for these exams.
3. **Essay Review and Extra Credit.** You will write an essay review of *Ishmael*. Environmental Studies minors or others especially interested in Conservation Biology may choose to review *Wild Forests* instead. In about two double-spaced word-processed pages, analyze the book, describing its overall moral perspective and the kind of evidence provided related to this perspective. Make an argument about what you take to be the strengths and/or weaknesses in the book's assertions. Extra credit can be earned by reviewing both books.
4. **Attendance and participation.** Students are expected to attend and participate in class -- this is part of the learning process. **Students who miss the equivalent of three weeks of class will suffer a one-grade reduction; those missing more than this will fail the course.** Students who distinguish themselves by contributing significantly to classroom discussions may receive extra points for doing so. I will be looking for the following: Do you demonstrate that you have read and understood the course readings and can you engage in discussions in an informed and civil manner? Do you regularly commit "fallacies of moral reasoning" as discussed early in the course? How well do you integrate what you are learning in this course with information gathered elsewhere?
 We will regularly arrange forums and debates and hold them in class. Although I will not award points based on the *quantity* of participation, regular participation will insure that I have enough experience of you to evaluate. Do not miss class.
5. **Monitoring email and participation in email discussions.** Routine course logistics will be updated through email. I will also send you short supplementary materials to read and about which you may be questioned on exams. All students will be expected to check weekly their email accounts. Students may ask questions via email and I will respond either privately or to the class, as appropriate. It is critical to check your email because, *as the course progresses, the list of assignments and the readings are subject to modification.*

Points Possible for Required Assignments

Assignment	Points per Assignment	Total Possible Points
Weekly Journals	up to 10 points (or more if less than 10 are collected)	100
Exams	50,50,100	200
Essay/Review of <i>Ishmael</i> or <i>Wild Forests</i>	50 (25 possible for extra-credit)	50
	Total Possible Points:	350

Comment [BT1]: Deleted extra credit possibilities from this place; see earlier syllabi to re-insert

Calculating Grades

At the end of the semester, the total number of points earned by each student will be divided by the total number earned by the highest-scoring student. The resulting percentage will be used to calculate each student's grade for the course. Put in a formula, it looks like this:

the score of each individual student (your score)
(divided by) the highest score earned by a student

The percentage arrived at by means of this formula will be evaluated according to the following scale:

95%	A
90%	A/B
85%	B
80%	B/C
70%	C
65%	C/D
60%	D
59%	F

This kind of scoring is fairer than many other forms of grading because: (1) It is based on what students actually achieve rather than some preconceived standard held by the professor; (2) Each student can receive a high grade; (3) Hard-working students will not be penalized for staying in a demanding course full of equally industrious students. With a traditional curve, demanding courses that “weed out” less industrious students, leaving hard-working ones, can unintentionally harm good students putting them in competition with each other. This will not occur in this course. To further insure fairness, any extra credit points will be added to the individual student’s score, *only after the highest score earned by a student has been established*. This ensures that the extra credit earned will not increase the difficulty of the grading scale. *I reserve the right to lower or raise course grades based on classroom contributions or upon absences. I also reserve the right to change course requirements.*

Late or Missing Assignments. Students who do not turn in a journal assignment in class on the day they are collected will not receive points. The total number of points *possible* for the review essay will be reduced by 20% for each day it is late.

Returned Assignments. Assignments will usually be returned to students during the class session subsequent to the one in which they were due. At the end of the semester, unreturned course work will be available for six weeks in the sociology department office on the third floor of Swart hall. After this time, it will be recycled.

Appointments and Office Hours. I will be available for office hours every day after class, and before class, by making an appointment. Please make an appointment, preferably prior to the day you would like to meet. This can be easily done by telephone or e-mail. Alternately, you may call or email me with your questions and concerns.

Academic Dishonesty. Students engaged in any form of academic dishonesty, as defined under the “Academic Misconduct” section of the Student Discipline Code, will fail the course, and may be subject to other disciplinary measures.

Course Schedule

Dates	Topic	Readings and Assignment	
2 Jan	<p>Topics: “Basic Facts and Environmental Ethics” “Values, Science, and Environmental Ethics” “Understanding Normative and Non-Normative Ethics”</p> <p>Powerpoint presentation: The Environmental State of the World</p>	<p>EEDC 9-12; 24-30 on Values and Science (Stevenson) EEDC 53-85 on Ethics (Regan, Weston, Rolston)</p> <p>Strongly Recommend: EE ch. 1 on Ethics, Science, and the Environment and EE, ch. 2 on Ethical Theory</p>	41
3 Jan	<p>Topics: “Applied Ethics & the Fallacies of Ethical Reasoning” and “Issues in Environmental Ethics: from Metaphysics to Social Philosophy”</p> <p>Discussion: What are the historical causes of environmental decline? Can environmental degradation be traced to Western cultural roots? Is Anthropocentrism an adequate resource for environmental ethics? What <u>is</u> the nature of nature, and how are humans related to <u>it</u>?</p> <p>Possible Video: Battle for Wilderness (56m/bt)</p>	<p>EEDC 157-184 on the Historical Context (Hughes, & Hughes and Swan, Hargrove)</p> <p>EEDC 312-323 on Anthropocentrism (Kant, Murdy)</p> <p>ERM 1-6 introduction to Ecological Resistance Movements</p> <p>“On the Streets of Seattle” by Paul Hawkin [Downloadable article from the <i>Amicus Journal</i>]</p> <p>Recommend: EE, ch. 5 on Duties to the Natural World</p>	<p>Comment [COMMENT2]: Possible audio-tape: Bill Cronon & Jim Mason on the idea of nature and on agriculture and the exploitation of nature</p>
4 Jan	<p>Topic: Mainstreams of Ethics: the Strengths and Weaknesses of Normative Theories based on Rights or Justice or Utility.</p> <p>Discussion: Individualism: Who is morally considerable? Does individualism provide a basis for “hard cases” in environmental ethics? What are the weaknesses and strengths of individualistic environmental ethics?</p> <p>Video: Peter Singer at UWO (60m/bt)</p>	<p>EEDC 346-379, 390-399 on Individualism and ‘Moral Considerability’ (Regan, Singer, P. Taylor, Varner)</p> <p>ERM 11-27 on Earth First! (Taylor)</p> <p>Recommended: EE, ch. 6 on Duties to Animals.</p>	<p>Comment [COMMENT3]: Also recommended reading: Bill Cronon, ed., <u>Uncommon Ground: Toward Reinventing Nature</u>, 23-90 (Cronon), 171-185 (White), 256-268 (Ellis); cf. Soule & Lease, eds., <u>Reinventing Nature</u>, esp. 137-62 (Soule) and Burkes, ed., <u>The Place of the Wild</u>.</p>
5 Jan	<p>Topic: Holism versus Individualism in Environmental Ethics</p> <p>Discussion: Biocentrism/Ecocentrism and the Land Ethic. Is Holism a form of utilitarian eco-fascism? What are the strengths and weaknesses of holistic versus individualistic environmental ethics?</p> <p>Case studies: Can Animal Liberation and Environmental Ethics fit? Hunting Whales in Washington and Pigs in Hawaii</p> <p>Video: 60 Minutes “Animal Liberation Front Anti-Fur Campaign” (22m/bt) and/or “To Wake up One Day Different” (35m/bt)</p>	<p>Read on Ecocentrism</p> <p>EEDC 408-462 (Leopold, Callicott, Naess, Foreman)</p> <p>“Holists and Fascists and Paper Tigers-Oh My” by Michael Nelson [Downloadable article]</p> <p>Recommended: EE, ch. 7 & 9 on Biocentric Ethics and Leopold’s Land Ethic</p>	<p>Comment [COMMENT4]: Possible Video: Wild By Law</p>
8 Jan	<p>EXAM 1 (details to be announced; to be taken in testing center during afternoon hours)</p> <p>Topics: (1) The moral extension of Liberalism’s “rights” to nature, and (2) Environmental Aesthetics.</p> <p>Discussion: Applying notions like “rights” and perceptions of “beauty” in Environmental Ethics</p> <p>Video: The Faithkeeper (Oren Lyons) (56m/EMC E98.p5 L9 1991)</p>	<p>EEDC 95-121; 132-151. On Aesthetics as Environmental Ethics (Thoreau, Muir, Dillard, Callicott, Nabhan, Mills)</p>	45

9 Jan	<p>Topic: Religious Environmental Ethics</p> <p>Discussion: (1) Can Monotheism be green? (2) Indigenous Worldviews and Environmental Ethics</p> <p>Case Study: Environmentalist & Native alliances in environmental conflicts Video: Keepers of the Water (38m/emc)</p>	<p>EEDC 199-209;221-234 on Christianity (Francis, White. W. Berry, Fox) EEDC 248-270 on Native Americans and nature (Momaday, Booth & Jacobs, Nabhan) EEDC 284-95 on Buddhism and Taoism (Silva, Ip) 11+13+22+11=57</p> <p>Recommended: EEDC 271-283 on Australian "Biocomunitarianism"</p>	
10 Jan	<p>Topic: Ecofeminism and the "Logic of Domination"</p> <p>Discussion questions: What is the "logic of domination" that ecofeminists critique? How are women and nature linked, and how does this impact them both? Is this a "natural" or "cultural" phenomenon? What is the implication of such theory for environmental activism? Is Ecofeminism plausible/compelling?</p> <p>Video: "Riverkeeper" - Robert Kennedy at UWO, Spring 98</p>	<p>EEDC: 467-513 on Ecofeminism: (Warren, Lorentzen, Miles/Shiva, Spretnak, Adams)</p> <p>"A Critique of Ecofeminism" by Margarita Garcia Levin [Downloadable article]</p>	60
	<p>Topics: Ecological Resistance Movements – Environmental Action and Environmental Ethics, with case studies:</p> <ul style="list-style-type: none"> - Indigenous and Peasant movements - Environmental Justice Movements in the United States. - Resisting Deforestation in Amazonia - Liberationist Christianity and eco-resistance <p>Videos: Video: Halting the Fires (52m/BT?+emc:SD 418.3.B6 H351990) [and/or] Environment Under Fire: Ecology and Politics in Central America (28m/bt)</p>	<p>ERM 35-52 (Edwards) ERM 56-69 (Lorentzen) ERM 70-83 (Hadsell) ERM 89-107 (Gedicks)</p> <p>Recommended: ERM 146-58 (Porio & Taylor)</p>	64
12 Jan	<p>Topic: Commons Regimes and the Process of Enclosure</p> <p>Discussion: Are commons regimes "tragedies" to be overturned in favor of private property regimes, or rather, should we defend and emulate those that exist, and restore those that have been overturned by the extension of market capitalism through the "enclosure" process?</p> <p>Case Study: The Zapatistas of Mexico: Can insurrection ever be justified in environment-related social struggles? (26m/bt) Video: Lacandona: The Zapatistas and the rainforest of Chiapas, Mexico (26m/bt)</p> <p>EXAM 2 (in testing center this afternoon, details to be announced in class)</p>	<p>EEDC, 520-23 (Hardin) ERM 109-126 (Lohmann) ERM 127-144 (Akula) ERM 241-256 (Hill/Freeman/McIntosh) Feeny et al., "The Tragedy of the Commons: Twenty-Two Years Later" in <i>Green Planet Blues</i>, 53-62 [downloadable article]</p> <p>Strongly recommended: <i>The Ecologist, Whose Common Future?: Reclaiming the Commons</i> (on reserve) esp. chapters 1-2 & 6</p>	62
16 Jan	<p>Topic: Public Policy and Forest Management: Learning to see the forest and the trees.</p> <p>Discussion: Integrating Principles of Conservation Biology and the best of Bioregional Thought into Contemporary Wildlands Management</p> <p>Video: the Wildlands Project (55m/bt)</p>	<p>Begin reading <i>Ishmael</i> [If you can, rent the video "Basic Instinct"]</p> <p>Option: <i>Wild Forests</i></p> <p>WF 1-34 (carefully); 35-75 (pretty carefully)</p>	75
17 Jan	<p>Topic: Public Policy and Forest Management: Learning to see the forest and the trees (continued)</p>	<p>Finish <i>Ishmael</i> and write the review.</p>	

	Case Studies: The USFS, Forest Management, and Environmental Laws. Life and Death in the Headwaters Forest Possible Videos: "Road Use Restricted," (28m/bt) "Luna" the Death of David Chain & "Beyond Borders: Wildlands of the Northern Rockies"	Option: WF 76-178 (skim) then 180-255 (carefully)
18 Jan	BOOK REVIEW(S) DUE IN CLASS Topics: Clashing Radical Ecologies: "Deep" and "Social" and "Socialist" Ecology Discussion: What are "Eco-Socialism," and "Social Ecology" and the tensions between these and "Deep Ecology"? What are their intellectual antecedents? In what ways do these differing green ideologies converge and diverge? What are their premises, strengths and weaknesses? Is Earth mysticism regressive, or an appropriate ground for environmental ethics? Are animism and pantheism intellectually defensible? Can Earth religion provide resources for a global, green politics? Video: "Thinking Like a Watershed" (26m/bt) and/or "Ecopsychology" (35m/bt)	ERM 201-218 on Deep Ecology (Rothenberg) "What is Social Ecology" and "Social versus Deep Ecology" by Murray Bookchin [downloadable articles] ERM 282-299 defending Earth Religion (Deudney) "Reinhabiting California" by Dassmann & Berg, "Totem Salmon" by Freeman House, and "Future Primitive" by J. Gorsline [downloadable articles] 52 Recommended: ERM 161-176 (Tandon)
19 Jan	Topics: (1) Are the means justified by the ends? (A perennial problem applied to environmental issues.) (2) Utopian alternatives: Bioregionalism and Revolutionary Ecology. Discussion: How do we evaluate the ethics of civil disobedience and ecotage? What are the results of such tactics? Are the ethics to be judged by the ends pursued, or by other moral standards, or both? Can there be a just environmental war or insurgency, or a permissible citizen defense of declared bioregional "liberated zones"? Or should we work toward consensus-based decision making among all stakeholders, including those who are traditionally adversaries? Case Studies: the Environmental Rangers and Direct Action at Cove Mallard; Revolutionary Ecology of Rudolph Baro, Judi Bari, and Theodore Kaczynski Video: "Green Plans" Powerpoint Presentation: Types of Bioregionalism	ERM 300-14 (Wapner), 334-54 (Taylor) Read Taylor's article, "Deep Ecology as Social Philosophy" [downloadable article] EEDC 571-577 (Stone) Recommended (on reserve) Michael Martin, "Ecosabotage and Civil Disobedience" from <i>Environmental Ethics</i> 12 (Winter 1990), pp. 291-310 Also abridged in P. List's <i>Radical Environmentalism</i> 255-63 Ric Valois, "Environmental Rangers: Biodiversity Defense" in <i>Wild Rockies Review</i> 8 (1) 16-17. Edwin Hettinger, "Ecological sabotage and the ethics of radical environmentalism" in W. Michael Hoffman, et al., <i>T Corporation, Ethics, and the Environment</i> (NY: Quorum Books, 1990) (on reserve) Ullrich Melle, "How deep is deep enough" in <i>Environmental Philosophy and Environmental Activism</i> , eds. Marietta / Embree, 99-123; Dave Foreman, <i>Ecodefense</i> , 7-24
22 Jan	Concluding Discussion: Utopian Dreams and Ecological Politics -- Toward a Pragmatic and Visionary Environmental Ethics, or, ethics with five billion years to go. THIRD EXAM TODAY (Details to be announced in class)	EEDC 527-570 on ethics and environmental economics (Anderson, Sagoff, Goodland and Ledec, Cahn) EEDC 581-89 (Katz, Stein) 51 Recommended (on reserve): Herman Daly's <i>Economics, Ecology, and Ethics</i> 44-48, 49-81 Robert Paelke's <i>Environmentalism and the Future of Progressive Politics</i> (Yale U.P, 1989), 273-283 (on reserve) Sandy Irvine, "The Cornucopia Scam: Contradictions of Sustainable Development" in <i>Wild Earth</i> 4 (4):72-82, Winter 94/95, Martin Lewis, <i>Green Delusions</i> (Duke U.P., 1992), p. 150-90 & 242-51.

Comment [COMMENT5]: Recommended, on social ecology: M. Bookchin's "Society and Ecology" in *Remaking Society* (on reserve), (19-39 skim); "From Here to There" in *Remaking Society* (p. 159-204) to broadly discern Bookchin's strategy, and "What is Social Ecology" in J. Sterba's *Earth Ethics* (on reserve), or in M. E. Zimmerman, ed., *Environmental Philosophy*, 354-73. Also recommended: the rest of *Remaking Society*; "Social Ecology Versus Deep Ecology" in *Socialist Review*. Steve Chase, ed., *Defending the Earth: a Dialogue Between Murray Bookchin & Dave Foreman* (Boston: South End, 1991) (on reserve) Recommended, on spiritual deep ecology: David Abram, "The ecology of Magic" and "Coda: Turning inside out" in *The Spell of the Sensuous* (on reserve) 3-29 & 261-274

* Assignments are to be prepared before the date assigned. Key: EEDC=Environmental Ethics, Divergence and Convergence; ERM=Taylor's *Ecological Resistance Movements*; EE=DesJardine's *Environmental Ethics*; WF= Alverson's *Wild Forests*.

Outline of Topics Introduced

1. Introduction to Ethics
 1. Normative and Non-Normative (Descriptive) Ethics
 2. Applied Ethics & fallacies of ethical reasoning.
 3. Principles of normative ethics: Rights, Justice, Beneficence
2. Competing theories about the roots of environmental degradation, blaming
 1. advent of agriculture and or the forsaking of foraging lifeways
 2. western philosophy and/or religion
 3. scientific reductionism (the scientific method)
 4. socialism, capitalism and/or industrialism (& corporate power)
 5. energy intensive agriculture
 6. hierarchy, anthropocentrism, patriarchy
 7. overpopulation and/or consumerism
3. North American Environmental History, esp.
 1. the land upon European contact & subsequent changes
 2. Resource distribution history (esp. land & water)
 3. popular movements and resulting environmental health and conservation law (woven in with #4)
4. The emergence and types of environmental ethics (linking these with their social carriers in different environmental groups and movements worldwide).
 1. wholism and individualism, bio- and eco-centrist (the land ethic v. animal rights).
 2. Liberal and Conservative approaches to environmental ethics and economics.
 3. Philosophical liberalism and efforts to extend rights to nature.
 4. The 'intrinsic' or 'inherent' value of nature--contemporary debates.
 5. Religious Environmentalism and Ethics
 1. Western
 2. Eastern
 3. Indigenous (especially Native American)
5. Radical Ecologies in theory and practice.
 1. Social Ecology & ecological anarchism: hierarchy as the origin of ecocide
 2. Deep Ecology: anti-anthropocentrism, eco-psychology, and nature religion.
 3. Ecofeminism: anti-patriarchal logics of domination.
6. Attacks on the foundations of contemporary Environmental Ethics (and rejoinders).
 1. The Wise Use movement
 2. The 'Social Construction of Nature' and its challenge to 100 years of 'wilderness' activism.
 3. Postmodernism and its assault on science, reason, and on the idea of 'nature' itself.
 4. Key issue: The role of science in environmental ethics.
7. Social Philosophy and perspectives on the prerequisites for sustainable societies.
 1. Ecological Anarchism
 2. Eco-Socialism
 3. Green Capitalism (and 'ecological economics')
 4. Likely Case Studies & Issues:
 1. Economic Growth: compatible with environmental sustainability and social justice?
 2. HCPs (habitat conservation plans) and ecosystem management.
 3. The economic value of standing forests v. their extractive value.
 4. Enclosure and the what follows the extension of market capitalism
8. Means and Ends: How can we evaluate what strategies and tactics are morally permissible? What ends are achievable (utopias, dystopias, and ecological apocalypse). What ends should we pursue (green utopias or pragmatic reform)?
 1. Case studies: from social movements globally.
 2. Lifestyle and environmental ethics

3. The question of 'right livelihood': what career?
4. Conundrums of consumption.

Readings and Web Services Via Class Map

Materials for Environmental Ethics/Environment and Values are available on my web site, which is powered by ClassMap (<http://www.classmap.com>).

Registration on the ClassMap site takes about 5 minutes and each student should complete this registration during the first day of class. The ClassMap web site will contain the follow information that you can access anytime throughout the semester:

- Class Syllabus and Lecture Schedule
- An on-line version of your course packet that you can:
 - Read on-line*
 - Download and print on a local printer
 - Order a home delivered hard copy for your reference**
- Calendar of events for this course and other courses available through ClassMap
- Bulletin Board for classroom and project discussions
- On-line grades, quizzes and surveys
- Class handouts and additional course materials

I have negotiated a reduced fee for this class of \$5.00 per student, which you will pay when you register at the class map site. This will be cheaper than paying for a photocopied packet of the course supplemental course readings.

* Reading the course packet on-line will save you money, but it may take additional time to download, especially with slower connections.

** Hardcopy versions require an additional, yet discounted charge. Check actual pricing on the ClassMap site.