

A. Division: ACADEMIC Date: November 23, 1992

B. Department: ARTS & HUMANITIES New Course
 Revision of Course Information Form:
 Dated: _____

C. PHILOSOPHY 123 D. ENVIRONMENTAL ETHICS E. 3
 Subject & Course No. Descriptive Title Semester Credits

F. Calendar Description

How important is the environment? How significant are the various components of the environment-- forests, land, wilderness, species, ecosystems? Is the value they have directly dependent upon human needs and interests? How important are the interests of the generations of unborn humans, and of non human animals? How high of a priority should the developing global community make the protection of the environment? How much should world concerns about the environment be allowed to interfere with a competitive international economic market, or with the socio-economic progress of the developing economies of the world? In the face of these concerns, how much economic growth is still viable for the more economically developed countries? How much might socio-economic systems have to be changed, and in what direction? These are the types of questions that this course will consider. It will attempt to understand the fundamental assumptions involved in the various stances taken on these questions; and it will explore ethical perspectives and theories which may help us to more adequately answer these questions.

Summary of Revisions:
 (Enter date & Section Revised)
 e.g. 1982-08-25
 Section C, E, F, & R

G. Type of Instruction		Hours Per Week/ Per Semester	H. Course Prerequisite: None	
I. Course Corequisite: None		Lecture <u>2</u> Hrs Laboratory <u> </u> Hrs Seminar <u>2</u> Hrs Clinical Experience <u> </u> Hrs Field Experience <u> </u> Hrs Practicum <u> </u> Hrs Shop <u> </u> Hrs Studio <u> </u> Hrs Student Directed Learning <u> </u> Hrs Other (Specify) <u> </u> Hrs	J. Courses for which this course is a Prerequisite: None	
K. Maximum Class Size 35		Total <u>4</u> Hrs	M. Transfer Credit Requested <input type="checkbox"/> Granted <input type="checkbox"/> (Specify Course Equivalents or Unassigned Credit as Appropriate) U.B.C. S.F.U. U. Vic. Other	
L. College Credit Transfer <input checked="" type="checkbox"/> College Credit Non-Transfer <input type="checkbox"/> Non-Credit <input type="checkbox"/>				

Brian E. Daines (a. Doug Simak)
 Course Designer(s)

[Signature]
 Divisional Dept

[Signature]
 Director / Chairperson

[Signature]
 Registrar

N. Textbooks and Materials to be Purchased by Students (Use Bibliographic Form):

SAMPLE TEXT (A similar text may be used with permission of the discipline)

VanDeveer, Donald, & Christine Pierce (edited by). *People, Penguins, and Plastic Trees: Basic Issues In Environmental Ethics*, (Wadsworth, 1986).

Complete Form with Entries Under the Following Headings: O. Course Objectives; P. Course Content;
Q. Method of Instruction; R. Course Evaluation.

O. COURSE OBJECTIVES

General

The main purposes of the course are:

1. to introduce students to the basics of ethical theory;
2. to encourage students to reflect in a critical way about the moral issues concerning the environment; and
3. to enable students to develop more effective methods for making up their minds about moral issues pertaining to the environment.

Specific

Students will be able to demonstrate:

1. a systematic understanding of the ethical theories and concepts covered in the course;
2. the ability to apply ethical theory to the resolution of moral issues concerning the environment;
3. an understanding of the moral controversies covered in the course;
4. the ability to explain the moral reasoning involved in viewpoints directly opposed to one another; and
5. the ability to develop their own reasoning about the moral controversies.

P. COURSE CONTENT

Instruction in this course will cover the following seven areas:

1. The nature of ethics-- including the relation between ethics & morality, and morality & law. A simple introduction to the basic types of ethical theories: such as, consequentialism (e.g. utilitarianism), deontological theories (e.g. Kantian ethics); natural law theory, ethical egoism, social contract theories, and rights theories. The development of ethical frameworks for the resolution of moral issues concerning the environment (to be developed in greater depth in #4 below);
2. The value of the environment as it pertains to existing people, unborn humans and to nonhuman animals. A consideration of the duties we may have to such individuals and the implications such duties would have for our treatment of the environment. This may include a consideration of the moral foundations for such duties, of the question of whether people have a right to a liveable environment, and of the question of whether animals are merely or mainly an environmental resource to be used by human beings. It will not involve an in-depth discussion of the animal rights issue *per se*, as this is generally a component in another course (Philosophy 102);

Continued. . .

(P. Course Content Continued)

3. Value in Natural Objects and in the Broader Environment Generally-- Land, Trees, Species, Wilderness, Ecosystems, Biosphere. A consideration of their moral and possible legal status, and of specific viewpoints on their value, emphasizing the reasoning for why they may or may not have value which should be respected. This may include such topics as the development of cultural awareness about their importance, deep ecology, and other environmental perspectives;
4. Foundations for an Environmental Ethics-- Ethical traditions in western thought, their critiques and alternative ethical perspectives. A consideration of utilitarianism, rights theories, contractarianism, natural law theory, libertarianism, etc. Critiques of western ethics as involving (anthropocentric) moral humanism, human moralism (moral extentionism), moral atomism, misplaced reverence-for-life ethics, environmental fascism, and other hierarchical ethical frameworks. Land ethics, deep ecology, holism, first-nations' perspectives, etc., and their critiques;
5. Ethical concerns pertaining to economics and ecology-- A consideration of the extent to which the free market should decide the fate of the environment and the extent to which there are legitimate environmental concerns for interfering with the free market; and an ethical consideration of the cost-benefit analysis approach to economic activity. This may also include a discussion of our duties to limit consumption and economic growth in order to protect the environment, and of duties of social justice, e.g. how our duties to people and countries less well off weigh against our duties to the environment;
6. Ends and means-- A consideration of which ends are more important for us to focus our individual and societal resources on, of which means are appropriate for achieving these ends, and of what our responsibilities might be. This may include a consideration of the morality of lying, deception, violence, civil disobedience, etc. to attain environmental goals, as well as the topic of the type of socio-economic system we should advocate (e.g. bioregionalism), and type of individual life-style we should adopt, in order to sustain the environment;
7. A consideration of the ethical dimensions of one or two specific environmental problems in the lower mainland, the Province, or the world. E.g. Pesticides and chemical pollution, Nuclear energy and radioactive pollution, Population and economic growth and the destruction of the earth's ecosystems, the destruction of the ozone layer.... [Rather than focusing on one or two problems directly, some course sections may discuss a variety of problems interspersed throughout the other content areas.]

All seven of these general areas will be covered, but some of #2- 5 may be emphasized more heavily than the others.

Q. METHOD OF INSTRUCTION

A combination of lecture and discussion (possibly including student presentations). Some class sessions may involve formal lectures for the entire time (allowing time for questions), in which case a later class session will allow discussion of the lecture and reading material. Other class sessions may involve a combination of informal lecture and structured discussion.

R. COURSE EVALUATION [At least five factors, with no single factor counting more than 30%]

Any Combination of the following Totaling 100% (To Be Specified the First Day of Class)

Essays (two to four).....	30- 60%
Tests (two or more)	20- 50%
Instructor's General Evaluation	10- 20%
(Participation, improvement, quizzes, short assignments, etc.)	_____
	100%