



EFFECTIVE: SEPTEMBER 2004

CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL** Effective Date: **SEPTEMBER 2004**
B: Department / **PHILOSOPHY & HUMANITIES** Revision New Course
 Program Area: **FACULTY OF HUMANITIES & SOCIAL SCIENCES**
 If Revision, Section(s) Revised: **A,B,C,F,M,N,O,P,Q,R**
 Date of Previous Revision: **NOVEMBER 1992**
 Date of Current Revision: **APRIL 2004**
C: PHIL 1123 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. This course will attempt to understand the fundamental assumptions involved in the various stances taken on these questions.							
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings	H: Course Prerequisites: NONE						
	Primary Methods of Instructional Delivery and/or Learning Settings: Lecture and Seminar	I: Course Corequisites: NONE						
	Number of Contact Hours: (per week /semester for each descriptor) Lecture: 2 hrs. per week / semester Seminar: 2 hrs. per week / semester	J: Course for which this Course is a Prerequisite NONE						
	Number of Weeks per Semester: 15	K: Maximum Class Size: 35						
L: PLEASE INDICATE:								
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M: Course Objectives / Learning Outcomes

Successful students will be able to:

1. Explain the ethical theories and concepts covered in the course.
2. Demonstrate an understanding of the moral controversies covered in the course.
3. Reflect in a critical way about moral issues which arise concerning the environment.
4. Develop more effective methods for making up their minds about moral issues pertaining to the environment.
5. Apply ethical theory to the resolution of moral issues concerning the environment.
6. Explain the moral reasoning involved in viewpoints directly opposed to one another.
7. Develop their own reasoning about the moral controversies.

N: Course Content

Instruction in this course will cover the following seven areas:

1. The Nature of Ethics – Including the relation between ethics and morality, and morality and 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, future generations and 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 animals' rights issue per se, as this is generally a component in another course (Philosophy 1102).
3. Value in Natural Objects and in the Broader Environment – generally land, trees, species, wilderness, ecosystems, the 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 hierarchial 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.

Course Content (cont'd)

- 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, etc. (Rather than focusing on one or two problems directly, some course sections may discuss a variety of problems interspersed through the other content areas).

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

O: Methods of Instruction

The course will employ a variety of instructional methods to accomplish its objectives, including some of the following:

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.

P: Textbooks and Materials to be Purchased by Students

Texts will be updated periodically. Typical examples are:

Pojman, Louis P. (2005). Environmental Ethics – Readings in Theory and Application, (4th ed.). Belmont, CA: Wadsworth.

Cragg, Wesley, Greenbaum, Allan, & Wellington, Alex (Eds.). (1997). Canadian Issues in Environmental Ethics. Toronto, ON: McGraw-Hill Ryerson.

Zimmerman, Michael E., J. Baird Callicot, George Sessions, Karen J. Warren; & John Clar. (2001). Environmental Philosophy: From Animal Rights to Radical Ecology, 3rd ed. Toronton, ON: Prentice-Hall.

Q: Means of Assessment

Evaluation will be based on course objectives and will be carried out in accordance with Douglas College policy. The instructor will provide a written course outline with specific criteria during the first week of classes.

Any possible combination of the following which equals 100%:
(No one evaluation component within each category may exceed 40%)

	<u>Percent Range</u>	<u>Example</u>	
Tests, Quizzes, Short Written Assignments	20 – 50%	Three 10% Tests	30%
Written Class Presentations, Essays, Essay Exams	30 – 60%	Two 30% Essays	60%
Instructor’s General Evaluation (may include attendance class participation, group work, homework, etc.)	0 – 20%	Attend/Participation	<u>10%</u>
			100%

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No.

Course Designer(s): Brian Davies and Doug Simak

Education Council / Curriculum Committee Representative

Dean / Director

Registrar