COMMON COURSE OUTLINE: Course discipline/number/title: PHIL 1130: Environmental Ethics

A. CATALOG DESCRIPTION
1. Credits: 3
2. Hours/Week: 3
3. Prerequisites (Course discipline/number): College level reading and writing, as determined by assessment test or passage of ENGL 1117.
4. Co-requisites (Course discipline/number): None

This course provides background ethical theories, principles and concepts necessary to grasp the ethical issues of environment, sustainability, globalization and scarcity. Specific attention will be given to personal responsibility and the interconnectedness of human activity and the natural world. A special emphasis will be placed on critical reasoning and justification. Special topics that may be discussed include: nature and environment, conservation and preservation, the socio-economic justice, responsibility for future generations, consumption, eco-feminism, eco-racism, eco-terrorism, over population and animal rights.

B. DATE LAST REVISED (Month, year): January, 2012

C. OUTLINE OF MAJOR CONTENT AREAS:
1. Background Ethical Theories and Concepts
   a) Relativism
   b) Deontological Ethics
   c) Utilitarianism
   d) Teleology and Virtue
   e) Care
   f) Science and Technology

2. Critical Concepts of Environment
   a) Conservation and Preservation
   b) Natural Spaces, Environment, Ecology
   c) Biodiversity
   d) Pollution and Economics
   e) Decisional Capacity
   f) Social Justice/Poverty

3. Responsibilities to Future Generations
   a) Population
   b) Consumption
   c) Responsibility to Future Generations?
   d) Sustainable Development

4. Environmental Ethical Theories
   a) Historical Development of Discipline
   b) Deep Ecology/Eco-philosophy
   c) Land Ethic
   d) Anthropocentrism/Biocentrism
   e) Inherent Value
   f) Reverence
   g) Non-Western Traditions

5. Responsibilities to the Natural World
   a) Extinction and Endangerment
   b) Critical Links
   c) Wilderness and Obligation
   d) Animal Research/Factory Farming
C. OUTLINE OF MAJOR CONTENT AREAS: Continued.
   e) Animal Liberation

6. Environmental/Social Justice
   a) Toxic Waste/NIMBYism
   b) Eco-Feminism
   c) Environmental Racism
   d) Property Rights
   e) Globalization
   f) Biomedical Research
   g) The Developing World

D. LEARNING OUTCOMES (GENERAL): The student will be able to:
1. Identify major ways of thinking ethically with regard to the environment and will be able to apply major theoretical approaches to concrete issues.
2. Social awareness of and major concepts and terminology in environmental ethics will be established.
3. A concept of personal responsibility will emerge.

E. LEARNING OUTCOMES (MNTC):
Goal 2/Critical Thinking: The student will be able to:
1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.
3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
4. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

Goal 6/Humanities - the Arts, Literature and Philosophy: The student will be able to:
1. Demonstrate awareness of the scope and variety of works in the arts and humanities.
2. Understand those works as expressions of individual and human values within an historical and social context.
3. Respond critically to works in the arts and humanities.

Goal 10/People and the Environment: The student will be able to:
1. Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
2. Discern patterns and interrelationships of bio-physical and socio-cultural systems.
3. Describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
4. Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, eco systems, and institutions.
5. Propose and assess alternative solutions to environmental issues.
6. Articulate and defend the actions they would take on various environmental issues.

F. METHODS FOR EVALUATION OF STUDENT LEARNING:
1. A series of short (3-5 page) papers
2. Essay tests and quizzes
3. Objective tests and quizzes
4. Journals
5. Term papers
6. Community service projects
7. In-class presentations
G. RCTC CORE OUTCOME(S) ADDRESSED:
- Communication
- Critical Thinking
- Global Awareness/Diversity
- Civic Responsibility
- Personal/Professional Accountability
- Aesthetic Response

H. SPECIAL INFORMATION (if any): None