COURSE INFORMATION

COURSE TITLE:

PHI218 Environmental Ethics: GT-AH3

COURSE DESCRIPTION:

Analyzes theories of the value of the natural world. Topics may include the relation between scientific and moral principles; theories of the moral worth of persons, animals, plants, and other natural objects; historical, religious, and cultural influences on conceptions of nature; alternative accounts of human relationships and responsibilities to nature; and the connection between moral and political values and economic policies. This is a statewide Guaranteed Transfer course in the GT-AH3 category.

GUARANTEED TRANSFER (GT) PATHWAYS COURSE STATEMENT:

The Colorado Commission on Higher Education has approved PHI218 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-AH3 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to https://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html.

This course is one of the Statewide Guaranteed Transfer courses.

- PHI-218_Required-Syllabi-Info-AH3.pdf

CREDIT HOURS:

This course carries 3 semester credits. You can normally expect to put in 8–10 hours per week on this course.

SUGGESTED PREREQUISITE KNOWLEDGE:

None
The CCCOnline Course Policies page contains information about the student's role in the classroom, grading policies, and rights and responsibilities.
COURSE MATERIALS

MINIMUM COMPUTER REQUIREMENTS

To complete this course, you will need **regular** access to a computer from which you can get to the Internet and use email. In order to ensure that your course functions properly, you must run the System Check. This is a CRITICAL STEP, and taking time to do it now will eliminate a tremendous amount of frustration for you later. To run the System Check, click Tools in the course NavBar and then click System Check.

REQUIRED TEXT:


DIGITAL MATERIALS ACCESS AND SETUP

This course integrates the eText directly into the course site.

- Visit the Vital Course Start page for details on first access of the materials.

To make sure your computer is set up correctly to access the e-Text and other digital content, review the Vital Source Technical Support page, also linked in the Technical Support Module.
COURSE COMPETENCIES AND OBJECTIVES

GENERAL COMPETENCIES

GT-AH3: Ways of Thinking Content Criteria

Students should be able to:

Respond analytically and critically to ways of thinking, by addressing one or more of the following:

a. Logic
b. Ethics
c. The different questions dealt with by leading philosophers and/or theologians and their positions on those questions

GT-AH3 Competency & Student Learning Outcomes

Competency: Critical Thinking:

Students should be able to:

1. Explain an Issue
   a. Use information to describe a problem or issue and/or articulate a question related to the topic.

2. Utilize Context
   a. Evaluate the relevance of context when presenting a position
   b. Identify assumptions.
   c. Analyze one’s own and others’ assumptions.

5. Understand Implications and Make Conclusions
   a. Establish a conclusion that is tied to the range of information presented
   b. Reflect on implications and consequences of stated conclusion

REQUIRED COURSE LEARNING OUTCOMES:

The competencies you will demonstrate in this course are as follows:

A. Explain major ethical concepts and the problems/issues in clarifying them that are used to comprehend and express moral or ethical problems.
B. Analyze major ethical theories.
C. Explain various cultural, philosophical and religious perspectives on the environment.
D. Analyze the connections between science and technology as they relate to environmental ethics.
E. Analyze various types of environmental activism from an ethical perspective.
F. Analyze the implications and consequences from the conclusions of moral theories within different contexts of environmental ethics.
G. Demonstrate logical thinking through writing and other forms of assessment.

REQUIRED TOPICAL OUTLINE

I. Definitions
   a. Ethics
   b. Environment
   c. Nature

II. The historical progression from anthropocentrism to deep ecology

III. Brief introduction to major ethical theories, both Western and non-Western

IV. Religion, science, technology, and the environment
   a. History
   b. Issues

V. Major environmental philosophies
   a. Deep Ecology
   b. Eco-Feminism
   c. Social Ecology
   d. The Land Ethic
   e. Ecocentric Ethics
   f. Biocentric Ethics

VI. Major environmental issues

VII. Application of ethical theories to specific environmental issues

VIII. Ethical evaluation of various types of environmental activism

The module objectives that will permit students to demonstrate course competencies are:
**Module 1**

**Outcomes**
1. Identify the fundamentals of philosophical and environmental ethics
2. Explain how science, technology, and politics impact environmental ethics
3. Identify ethical reasoning, including moral relativism
4. Explain teleological tradition (virtue ethics), utilitarianism, and deontology
5. Describe religious ethics and its connections to environmental ethics
6. Identify the components of philosophical arguments, including premises, logical fallacies, and thesis statements
7. Develop a theory-based argument on an environmental ethics topic

**Competencies**

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**Module 2**

**Outcomes**
1. Explain how economic interests affect the environment
2. Differentiate conservationism from preservationism
3. Describe economic analysis, cost-benefit analysis, and the ethical problems raised by each
4. Apply economic analysis, cost-benefit analysis, and other ethical questions to the environmental issue of pollution
5. Describe sustainability and its ethics of responsibility
6. Explain the theories for and against the concept that today’s population has ethical obligations to tomorrow’s population, such as safeguarding the environment
7. Describe the sustainable development model
8. Describe anthropocentric and nonanthropocentric ethics, including anthropocentric extensionism and nonanthropocentric extensions
9. Explain moral standing (moral rights) and its incorporation in environmental ethics
10. Apply environmental ethics concerning the natural world’s rights, animal liberation, and animal rights
11. Develop a theory-based argument on an environmental ethics topic

**Competencies**

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**Module 3**

**Outcomes**
1. Differentiate between instrumental and intrinsic value
2. Describe biocentric ethics
3. Use biocentric ethics and normative ethics to analyze environmental topics
4. Describe ecocentrism and ecological ethics
5. Describe the wilderness ideal and the wilderness myth
6. Identify the organic and ecological models
7. Describe the moral ethics of food production, food scarcity, and vegetarianism
8. Develop a theory-based argument on an environmental ethics topic

**Competencies**

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## Module 4

**Outcomes**

1. Describe the principles of the land ethic and the biotic community theorized by Aldo Leopold
2. Apply the principles of holism in analysis
3. Explain the theoretical perspectives that critique the land ethic
4. Describe the major concepts of deep ecology and metaphysical ecology, including self-interest, self-realization, and individualism
5. Apply ecofeminist theory to environmental topics
6. Apply ethical theories to acts of environmental activism
7. Describe the environmental ethics of topics related to the human population and its growth, including lifeboat ethics
8. Develop a theory-based argument on an environmental ethics topic

**Competencies**

|---|------------|---------------|------------|------------|------------------|----------------|------------|------------|

## Module 5

**Outcomes**

1. Describe social justice, fairness, and environmental justice
2. Assess issues of environmental racism
3. Apply the theory of social ecology to environmental topics
4. Compare moral monism and moral pluralism
5. Describe environmental pragmatism
6. Use ethical theories to evaluate climate change
7. Develop a theory-based argument on an environmental ethics topic

**Competencies**

|---|---------------|---------|------------|---------|------------|----------------|----------------|
GRADING AND EVALUATION

METHODS:

Evaluation includes a combination of discussion participation, assignments, and other evaluation. Rubrics will be provided for assignments and discussions.

GRADING POLICIES:

Mark all Module due dates on your calendar for this class. You may submit assignments AHEAD of schedule.

Late Work: Late essays may be submitted for up to two weeks after their due dates, but a late penalty will be applied. The penalty for submitting late work is 5% off for each day after the assignment is due.

Late essays must be submitted to the relevant assignment folder, and may not be submitted via email. Note that late essays may not be graded until the end of the semester. Note also that no late essays will be accepted during the final week of the course, or after the course has closed, without exception.

Emergencies: In the rare event that you cannot submit a particular assignment due to a true emergency (e.g., a serious medical problem), please contact me in advance of the assignment deadline, so that we can discuss strategies for completing the assignment. Please be prepared to provide concrete documentation of your situation, and please note that emergencies are considered only when they are conveyed to me in advance of the assignment being due.

SUMMARY OF GRADING

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<td>Discussions (10 @ 20 points each)</td>
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<td>Quizzes (1 @ 30 points each)</td>
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<tr>
<td>Essay Assignments (2 @ 150 points each)</td>
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<td>Research Paper Deliverable 1 (1 @ 30 points each)</td>
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<td>Research Paper Deliverable 5 (1 @ 300 points each)</td>
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Grading Scale

A = 90 to 100%   B = 80 to 89%   C = 70 to 79%   D = 60 to 69%   F = 59% and below
DISCUSSION GUIDELINES

For each module, access the Discussions by clicking on the links found in the course Content map. Discussions are where we will hold our "virtual classroom." If you have questions that are of a personal nature rather than of general interest to the class, then an email is a more appropriate medium. In general, your postings must meet the following criteria:

1. The initial post must answer the questions or expand on the topics in the discussion forum instructions.
2. If you duplicate the work or responses of another student, you will not earn credit (so please read your fellow students' postings when applicable).
3. Please don’t use text-messaging language or poor English. Please use appropriate capitalization, minimal use of acronyms, correct spelling, correct grammar and appropriate punctuation. Do not leave on CAPS when typing. It is hard to read and is considered yelling in blogs and discussion forums.
4. Please see information in each unit’s individual discussion forum under the discussion link for details about what is expected to receive course credit.
5. Be respectful of other’s views and posts. For more information on rules of courtesy, please view the “Mutual Respect in CCCOnline Communications” portion of the Student Handbook.
6. If asked to find information and present it, cite the information using the APA format.

QUIZ

You will take a quiz at the end of Module 1. The quiz consists of 15 multiple-choice questions that will test your understanding of basic logical concepts such as argument and fallacies.

ESSAYS

You will write two essays during this course. These essays will require you to demonstrate the ability to think critically and write clearly about the concepts covered in the course. For help constructing your essays, consult the Essay Writing Guide.

RESEARCH PAPER

During this course, you will prepare a 2,000- to 2,500-word research paper on an environmental subject with ethical and philosophical implications. Each Module contains an assignment that builds up to the final paper draft, due in Module 5.
COURSE SCHEDULE

The Schedule is subject to change as needed.

This page summarizes all of the graded assignments, exams, and reading assignments for the course. If you want, you can print it out and post it somewhere handy.

All assignments are described in detail on the Module assignment pages. If you have questions check there and/or send me an e-mail.

This course is not self-paced and is not open-exit. All assignments, papers, quizzes, discussions, etc., are to be completed by no later than midnight of the due date.

NOTE: Important CCCOnline semester dates (e.g., drop/withdraw/term end) appear on the CCCOnline calendar (link opens in a new window).

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**Module 3**

**Reading/Assignments/Exams**

- **Due Dates**

**Required Readings**
- Desjardins, Chapters 6 and 7
- Pojman, Readings 47-49 and 52
- Module 3 Exploration

**Optional Readings:** Pojman, Readings 17-20 and 55

**Discussions**

**Research Paper Deliverable 3**

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**Module 4**

**Reading/Assignments/Exams**

- **Due Dates**

**Required Readings**
- Desjardins, Chapters 8 and 9
- Pojman, Readings 24, 64, and 66-68
- Module 4 Exploration

**Optional Readings:** Pojman, Readings 21-23, 25, 36, and 37

**Discussions**

**Research Paper Deliverable 4**

**Essay 2**

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**Module 5**

**Reading/Assignments/Exams**

- **Due Dates**

**Required Readings**
- Desjardins, Chapters 10 and 11
- Pojman, Readings 56-58
- Module 5 Exploration

**Optional Readings:** Pojman, Readings 30-32, 59, and 60

**Discussions**

**Research Paper Deliverable 5**

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