

**Fond du Lac Tribal and Community College**  
**COURSE OUTLINE FORM**

Updated 11/25/14

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: \_\_\_\_\_

2. Date submitted: \_\_\_\_\_

3. Date approved: 05/09/08 Date revised 02/04/15

4. Department/discipline: Philosophy

5. Department(s) endorsement(s): \_\_\_\_\_

(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Environmental Ethics

Abbreviated course title (25 characters or less): \_\_\_\_\_

7. Course Designator: PHIL

8. Course Level: 2070

9. Number of Credits: Lecture 3

Lab \_\_\_\_\_

10. Control Number (on site) 35

Control Number (online) \_\_\_\_\_

11. Catalog/Course description:

This course is an overview of ethical issues relevant to our ecological environment. The student will be introduced to traditional ethical theories as well as those theories directly relating to the environment. Core discussions will focus on possible answers to the question, "How does what we value influence our moral choices?" (Meets MnTC goal areas 6 and 9).

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): None

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

A textbook such as:

Joseph R. DesJardins, Environmental Ethics: An Introduction to Environmental Philosophy, 4<sup>th</sup> Edition. Thomson Wadsworth, 2006.

Videos, guest lecturers, and supplemental readings should be implemented where appropriate.

14. **Course Content** (Provide an outline of major topics covered in course)

1. What is environmental ethics?
2. Introduction to values
  - a. Instrumental values
  - b. Intrinsic values
  - c. Historical, social, and cultural values
3. Relationship of Ecology and Ethics
4. Deontological theories

- a. Divine command
- b. Kantian theory
- c. Social Contract
- 5. Teleological theories
  - a. Utilitarianism
  - b. Egoism
- 6. Environmental Virtue Ethics (EVE)
- 7. The Land Ethic
  - a. Aldo Leopold
- 8. Deep Ecology
- 9. Ecofeminism
- 10. Sustainability
  - a. Seven generations thinking
- 11. Creative thinking in environmental ethics
  - a. Practical Applications

### 15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

*Course Learning Outcomes will fulfill the identified competencies.*

*Course Learning Outcomes.*

Upon completion of this course, the student will be able to:

- 1. Demonstrate the ability to search for and use credible print and on-line materials. (A, C)
- 2. Apply knowledge of environmental ethical theories and related terminology. (B)
- 3. Articulate an informed personal reaction to current issues as they relate to identified environmental ethical theories. (B, C)
- 4. Illustrate the relationship between the ethical dimensions of legal, social, and scientific issues (the responsibilities of a good citizen) and ones interaction with the environment. (C)
- 5. Examine the impact of historical, social, and cultural values on the development of environmental ethical theories.
- 6. Compare their personal views with identified environmental ethical theories. (B, C)
- 7. Synthesize the relationship between values, assumptions, and culture, and the development of alternative solutions for environmental ethical issues. (A, B, C, D)

16. **Minnesota Transfer Curriculum (MnTC):** If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): 6 & 9

Goal and Outcomes:

Goal 6: Humanities & Fine Arts

Goal 9: Ethical and Civic Responsibility