

**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, 10/13/21
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/SUST      8. Course Level: 2070
9. Number of Credits: Lecture 3      Lab \_\_\_\_\_
10. Control Number (on site) 35      Control Number (online) 25
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 and sustainability. (Meets MnTC goal areas 6 and 9).

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses  
Prerequisite(s):  
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. Kantian theory
  - b. Social Contract

5. Teleological theories
  - a. Utilitarianism
  - b. Egoism
6. The Land Ethic
  - a. Aldo Leopold
7. Deep Ecology
8. Political Ecology
9. Ecofeminism
10. Sustainability
  - a. Seven generations thinking
  - b. True Cost Accounting
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 one's 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: To expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought.

Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

Students will be able to:

- Demonstrate awareness of the scope and variety of works in the arts and humanities.
- Understand those works as expressions of individual and human values within a historical and social context.
- Respond critically to works in the arts and humanities.
- Engage in the creative process or interpretive performance.
- Articulate an informed personal reaction to works in the arts and humanities.

**Goal 9: Ethical and Civic Responsibility**

Goal: To develop students' capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship. While there are diverse views of social justice or the common good in a pluralistic society, students should learn that responsible citizenship requires them to develop skills to understand their own and others' positions, be part of the free exchange of ideas, and function as public-minded citizens.

Students will be able to:

- Examine, articulate, and apply their own ethical views.
- Understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues.
- Analyze and reflect on the ethical dimensions of legal, social, and scientific issues.
- Recognize the diversity of political motivations and interests of others.
- Identify ways to exercise the rights and responsibilities of citizenship.