

Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

03/19/19

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 5/6/25

4. Department/discipline: Sustainability

5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Environmental Ethics
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: 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. Students will be introduced to ethical theories and writings related to the environment and sustainability. They will examine the roots of their own environmental values and place them in the context of modern environmental ethics.

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).

Instructor's choice to meet course learning outcomes, including a textbook such as:
Schmidt, David and Dan C. Shahr. Environmental Ethics: What Really Matters, What Really Works. 4th Edition. 2025. Oxford University Press.

And/or supplemental readings, videos, guest lecturers, etc. where appropriate.

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

1. What are environmental ethics?

2. Introduction to environmental values

a. Examine intrinsic values

b. Compare historical, social, cultural and personal values through class discussion and examination of Indigenous, Western, and Eastern environmental texts

3. Foundations of environmental ethics

a. Examine and interpret philosophical texts from different timeframes and cultures to understand the evolution of environmental ethics

- b. Compare historical and current theories of environmental ethics through an examination of philosophical literature.
- c. Relate personal values to theories of environmental ethics
- 4. Sustainability and environmental ethics
- 5. Social justice and environmental ethics
- 6. Creative thinking in environmental ethics

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.)

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

Learning Outcomes	Competencies (CAC)	Cultural Standards
1. Articulate an informed personal reaction to current issues as they relate to identified environmental ethical theories from philosophical literature.	B, C	2
2. Illustrate the relationship between the ethical dimensions of legal, social, cultural and scientific issues and one's interaction with the environment.	C, D	7
3. Describe the impact of historical, social, and cultural values on the development of environmental ethical theories by examining philosophical texts.	D	2
4. Compare personal views with identified environmental ethical theories from current and historical philosophical texts.	B, C	
5. Synthesize the relationship between	A, B, C, D	1, 7

values, assumptions, and culture, and the development of alternative solutions for environmental ethical issues		
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WINHEC Cultural Standards:

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
 2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
 3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
 4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
 5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
 6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
 7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.
16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): 9 & 10

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.

Goal 10: People and the Environment

Goal: To improve students' understanding of today's complex environmental challenges. Students will examine the inter-relatedness of human society and the natural environment. Knowledge of both bio-physical principles and socio-cultural systems is the foundation for integrative and critical thinking about environmental issues.

Students will be able to:

- Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
- Discern patterns and interrelationships of bio-physical and socio-cultural systems.
- Describe the basic institutional arrangements (social, legal, political, economic, and religious) that are evolving to deal with environmental and natural resource challenges.
- Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
- Propose and assess alternative solutions to environmental problems.
- Articulate and defend the actions they would take on various environmental issues.

17. Are there any additional licensing/certification requirements involved?

_____ Yes X No

Provide the required documentation to show course meets required licensing/certification standards.

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