

1. Title of the Proposal

2. Description of the Proposal

3. Justification for the Proposal

4. Budget

5. Evaluation

6. Approval

7. Signature

8. Date

9. Other (e.g. Women's Studies, African Studies)

10. Comments

11. Approval

12. Signature

13. Date

14. Other (e.g. Women's Studies, African Studies)

15. Comments

16. Approval

17. Signature

18. Date

19. Other (e.g. Women's Studies, African Studies)

20. Comments

21. Approval

22. Signature

23. Date

24. Other (e.g. Women's Studies, African Studies)

25. Comments

26. Approval

27. Signature

28. Date

29. Other (e.g. Women's Studies, African Studies)

30. Comments

Syllabus of Record: PHIL 270 Ethics and the Environment

I. Catalog Description

PHIL 270 Ethics and the Environment

3 class hours, 0 lab hours, 3 credits (3c- 0l-3cr)

Prerequisites: None

Applies ethical theory to environmental issues, including resource depletion, animal rights,

Considers arguments by which human caused environmental destruction is intrinsically wrong

arguments and their implications for environmental policy. This objective specifically meets the Informed and Responsible Learning Outcomes as a Global Citizenship elective by

Critically assess anthropocentric and non-anthropocentric theories of intrinsic value and implications of these theories for environmental policy

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2. Peter Singer's "Animal Liberation"
3. Tom Regan's deontological argument for animal rights
4. Carl Cohen's deontological reply to Regan
5. Animal liberation and environmentalism in conflict

In Class Examination on Units A. - B.

1 hour [16]

1. Biotic communities as loci of value -- Aldo Leopold's and J. Baird Callicott's Land Ethics
2. Land Ethics as totalitarian?

D. Deep Ecology

6 hours [28]

1. Arne Næss *contra* "shallow ecology"
2. Biospheric egalitarianism: all living things as possessed of equal intrinsic value
3. Næss' conception of the "Ecological Self"
4. Deep Ecology as misanthropic: Tom Regan's objections
5. "Green missionaries": Ramachandra Guha's objections

E. Ecofeminism

3 hours [31]

1. Gender oppression as fundamental; oppression of nature as derivative
2. Non-reductionist ecofeminism
3. Deep Ecology as disguised colonialism: feminist objections

In Class Examination on Units C. - E.

1 hour [22]

G. Taking Action

3 hours [42]

1. Sustainable living

2. Activism

Cumulative Final Exam

2 Hours [44]

Evaluation methods will vary among instructors. A sample evaluation method is given for the syllabus above:

| | |
|-------------------------------------|-----|
| Multiple, short, in-class writings: | 10% |
| Two Short Papers (2 pages): | 20% |
| Group Project: | 10% |
| Two Mid-Term Examinations: | 35% |
| Final (Comprehensive) Exam: | 25% |

V. Example Grading Scale

90-100% A, 80-89% B, 70-79% C, 60-69% D, 59% or less F.

VI. Undergraduate Course Attendance Policy

Attendance policy is in conformity with standards set by the University Senate, as outlined in

the Undergraduate Catalog: it will be distributed in writing to students during the first week of the course; it will recognize students' need to miss class because of illness or personal emergency; and, it will define some limited level of allowable absence.

VII. Required Textbooks, Supplemental Books and Readings.

Required text: Pojman, L. and Pojman, P., eds., 2010. *Environmental Ethics: Readings in Theory and Application*, 6th ed., Wadsworth.

Alternate text: Light, A. and Rolston, H. III, eds., 2002. *Environmental Ethics: An Anthology*, 1st

Bookchin, M., 1996. *Toward an Ecological Society*, Montreal: Black Rose Books.

—, 1987. "Social Ecology Versus Deep Ecology", *Green Perspectives: Newsletter of the Green Program Project*, numbers 4-5, reprinted in *Wittman and Brennan 1999*, pp. 281-301.

—, 1990. *The Philosophy of Social Ecology*, Montreal: Black Rose Books.

Brennan, A., 1998. "Poverty, Puritanism and Environmental Conflict" *Environmental Values* 7:

305-31.

Callinich, J. R., 1999. *In Defense of the Land Ethic: Essays in Environmental Philosophy*. Albany:

Oxford: Clarendon Press.

Kant, Immanuel. "Duties to Animals and Spirits", in Louis Infield trans., *Lectures on Ethics*, New York: Harper and Row, 1963.

Katz, Eric, 1991. "Restoration and Redesign: The Ethical Significance of Human Intervention in Nature", *Restoration and Management Notes* 9: 90-6.

—, 1997. *Nature as Subject*, New York: Rowman and Littlefield.

King, Y., 1989. "The Ecology of Feminism and the Feminism of Ecology", in J. Plant (ed.), *Healing the Wounds*, Philadelphia: New Society Publishers: 18-28.

King, Y., 1989. "Healing the Wounds: Feminism, Ecology, and Nature/Culture Dualism", in A. M. Jaggar and S. R. Bordo (eds.) *Gender/Body/Knowledge: Feminist Reconstruction of Being and*

Knowing, New Brunswick: Rutgers University Press, pp. 115-41.

Leopold, A., 2013. *A Sand County Almanac and Other Writings on Conservation and Ecology*,
New York: Library of America

Light, Andrew and Rolston, Holmes (eds.), 2003. *Environmental Ethics: An Anthology*, Oxford: Blackwell.

Næss, A., 1973. "The Shallow and the Deep, Long-Range Ecology Movement", *Inquiry* 16, reprinted in *Sessions* 1995, pp. 151-5.

—, 1988. *Environmental Ethics: Duties to and Values in the Natural World*, Indiana: Temple University Press.

2011 *New Environmental Ethics: The Next Millennium for Life on Earth*, London:

Routledge.

Routley, R., 1973. "Is there a need for a new, an environmental ethic?" *Proceedings of the 15th World congress of Philosophy*, vol. 1 pp. 205-10, Sophia: Sophia Press (see also Sylvan, R.).

Routley, R. and Routley, V., 1980. "Human Chauvinism and Environmental Ethics" in Mannison, D., McRobbie, M. A., and Routley, R. (eds.) *Environmental Philosophy*, Canberra: Australian National University, Research School of Social Sciences, pp. 96-189.

COURSE ANALYSIS QUESTIONNAIRE

A. Details of the Course

How does this course fit into the program of the department? For which students is the

course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

The course will be open to all IUP undergraduate students.

A2. Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

This course does not require changes in any existing Philosophy courses or programs.

A3. Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

The content and skills of the proposed course must be in the Association's Curriculum Guide.

Association (APA). In general the APA does not provide recommendations for undergraduate curriculum content.

B. Interdisciplinary Implications

B1. Will this course be taught by instructors from more than one department or team taught

C2. What other resources will be needed to teach this course and how adequate are the

current resources? If not adequate, what plans exist for achieving adequacy?

No additional space, equipment, supplies, or library materials are needed.

C3. Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired?

None of the resources for this course are funded by a grant.

C4. How frequently do you expect this course to be offered? Is this course particularly designed

for or restricted to certain seasonal semesters?

The course will usually be offered once every three semesters.

Liberal Studies Course Approval Questions

1. Typically there will be one section offered per semester. Will there be a second section offered in the second semester?

members teaching the course in different semesters. By relying on the syllabus of record, as

well as through regular meetings and discussions about the needs of students, the

introductory type courses will be able to ensure curricular consistency and content

SAMPLE ASSIGNMENT 1 FOR LIBERAL STUDIES COURSE: PHIL 270 (Ethics and the Environment)

PHIL 270 Short Essay

Explain the main points in the debate between Tom Regan and Carl Cohen regarding our treatment of non-human animals. Then defend your own stance on the use of animals in factory farming and medical experimentation. I recommend that you structure your essay around the following three tasks, organized as you choose.

- a. Each author defends a different stance on the question of whether animals have moral status. Explain this debate.
- b. Each author derives different conclusions concerning the status of factory farming and/or medical experimentation. Explain these differences.
- c. State your position on the moral status of non-human animals and implications for our treatment of them, explaining how your stance on status is consistent with your position on treatment.

7-8: Moral Status /10

9 - 10: Very clear and complete on the Regan/Cohen bar-setting debate about capacities relevant to moral status

8 or 8.5: Clear and correct on this debate.

7 or 7.5: Somewhat unclear or sometimes incorrect on this debate.

6 or 6.5: Debate discussed but very incompletely.

5: Debate not discussed.

b. Implications for Treatment of Animals /10

9 - 10: Very clear and complete on the implications of the bar-setting debate for factory farming

Environment)

PHIL 270 Group Project on Environmentally Sustainable Practices

Many of us have little idea what changes we might make in our own lives to promote

environmentally sensitive practices. Your group will select a practice to research. You'll get my approval for that choice and then begin your research. I want you to find out all you can about how your chosen practice might be implemented locally - such as minimizing fuel

consumption, making changes in food or apparel purchases, or promoting sustainable

4. Based on your comparison with the other groups' presentations, what grade should your

group receive?

5. What individual grade do you deserve as a group member? Why?