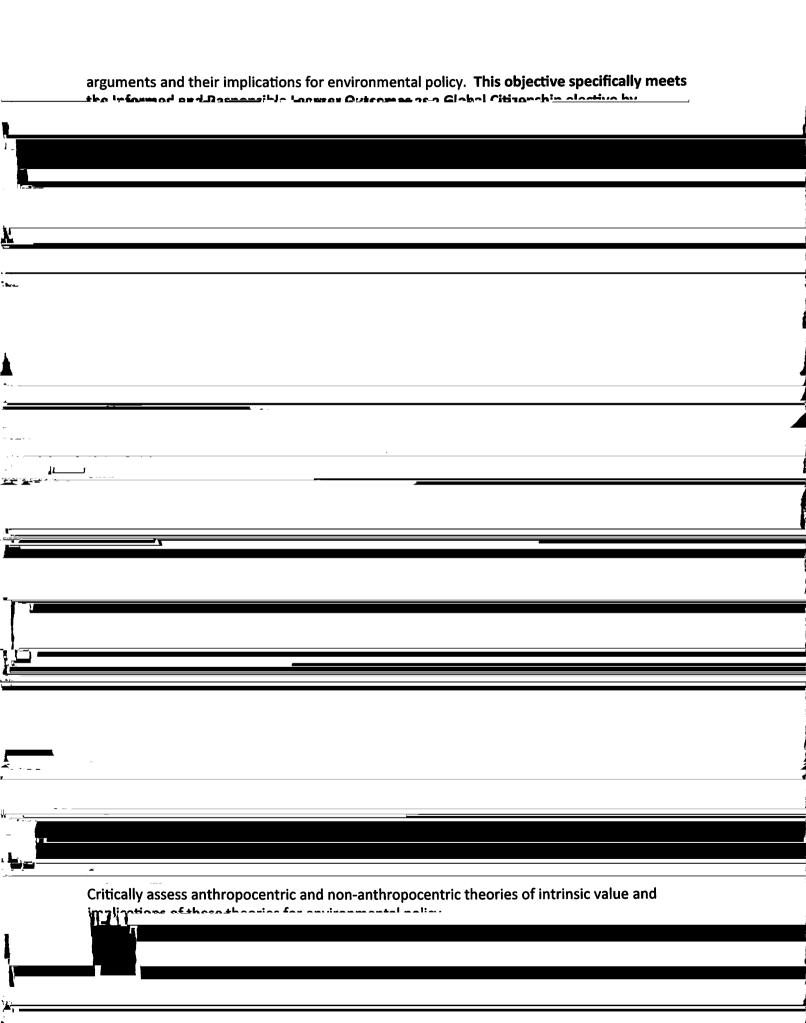
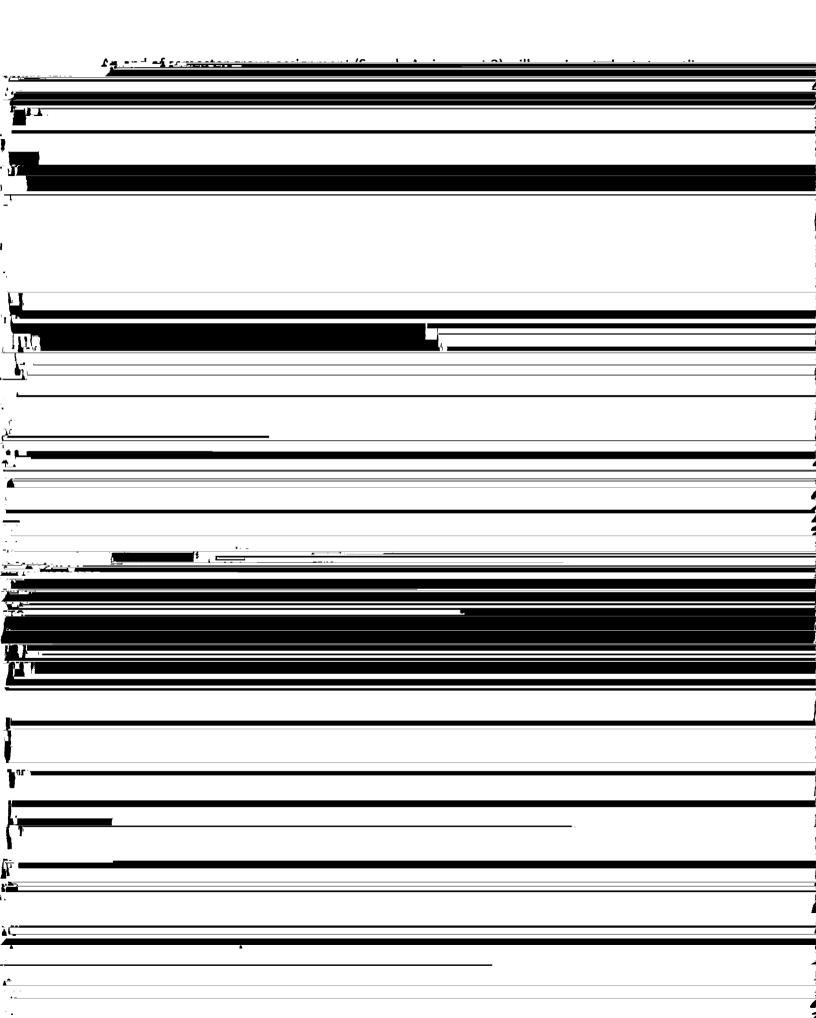


	I. Catalog Description	
	PHIL 270 Ethics and the Environment	3 class hours, 0 lab hours, 3 credits (3c- 0l-3cr)
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	Applies ethical theory to environmental issue	es, including resource depletion, animal rights,
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Syllabus of Record: PHIL 270 Ethics and the Environment

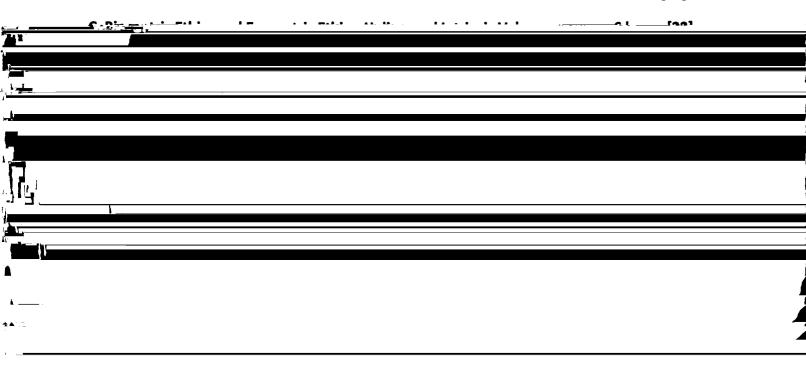




- 2. Peter Singer's "Animal Liberation"
- 3. Tom Regan's deontological argument for animal rights
- 4. Carl Cohen's deontological reply to Regan
- 5. Animal liberation and environmentalism in conflict

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 Evamination on Units C

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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

Attandance relievie in appformituryith regulately for the University Secreta or exclined 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

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	Bookchin, M., 1996. <i>Toward an Ecological Society</i> , Montreal: Black Rose Books.
	—, 1987. "Social Ecology Versus Deep Ecology", Green Perspectives: Newsletter of the Green
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	1990 The Philosophy of Social Ecology Montroal: Black Pose Books
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	Brennan, A., 1998_ "Poverty Puritanism and Environmental Conflict" Environmental Values 7:
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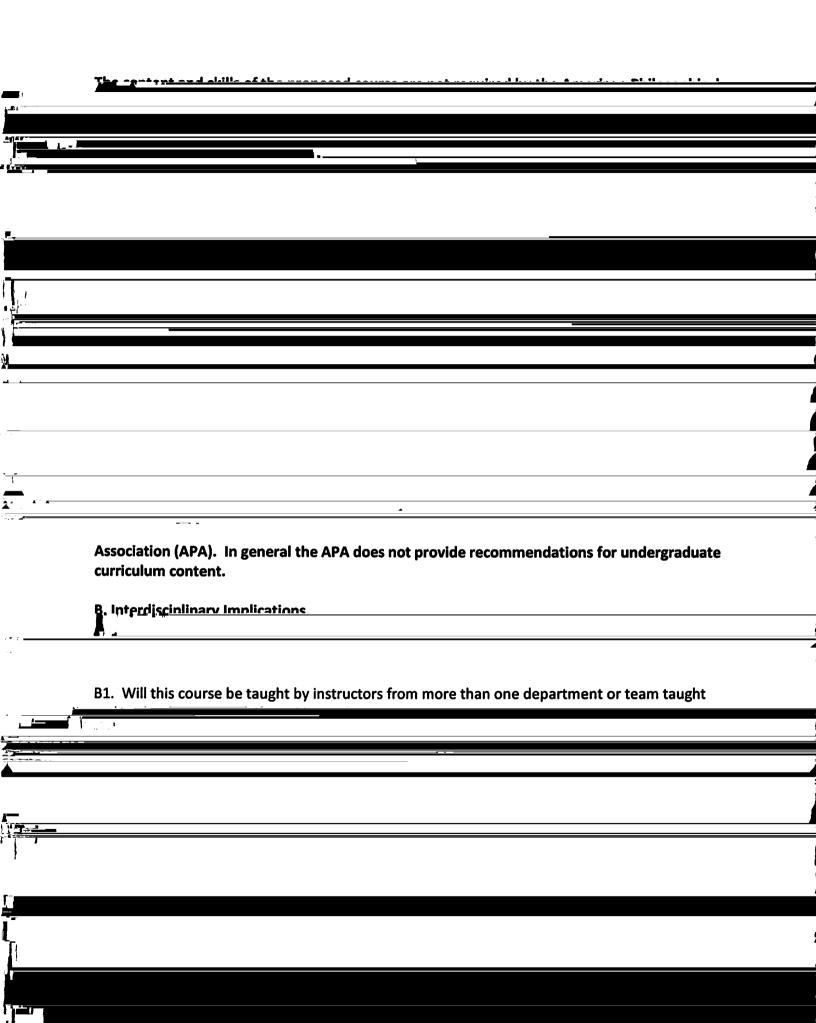
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	Oxford: Clarendon Press.
	Kant, Immanuel. "Duties to Animals and Spirits", in Louis Infield trans., <i>Lectures on Ethics</i> , New York: Harper and Row, 1963.
	Katz, Eric, 1991. "Restoration and Redesign: The Ethical Significance of Human Intervention 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.), <i>Healing the Wounds</i> , 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.) <i>Gender/Bodv/Knowledge: Feminist Reconstruction of Being and</i>
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	Knowing, New Brunswick: Rutgers University Press, pp. 115-41.
	Leopold, A., 2013. A Sand County Almanac and Other Writings on Conservation and Ecology,
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	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", <i>Inquiry</i> 16, reprinted in Sessions 1995, pp. 151-5.

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COURSE ANALYSIS QUESTIONNAIRE

A. Details of the Course

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	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).



C2. What of	her resources wi	ill he needed to	teach this course	and how aden	liate are the	
current reso	urces? If not ade	equate, what pia	ns exist for achie	eving adequacy:	,	
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Liberal Studies Course Approval Questions

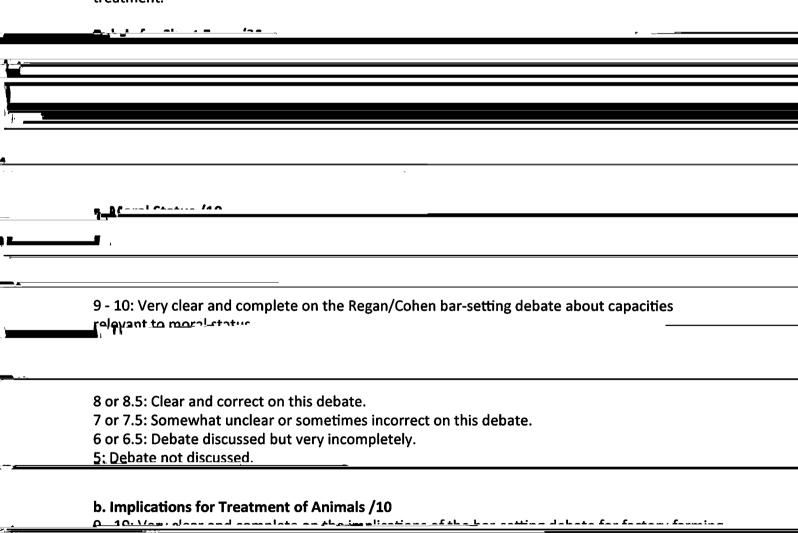
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SAMPLE ASSIGNMENT 1 FOR LIBERAL STUDIES COURSE: PHIL 270 (Ethics and the Environment)

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.



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	PHIL 270 Group Project on Environmentally Sustainable Practices
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	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
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	group receive?
	5. What individual grade do you deserve as a group member? Why?