UNIVERSITY OF THE FRASER VALLEY

**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2002
**REVISED COURSE IMPLEMENTATION DATE:** January 2019
**COURSE TO BE REVIEWED: (six years after UEC approval)** January 2024
**Course outline form version: 09/15/14**

# OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

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|---|---|
| **Course Code and Number:** PHIL 318 | **Number of Credits:** 3 Course credit policy (105) |
| **Course Full Title:** Environmental Ethics<br>**Course Short Title (if title exceeds 30 characters):** | |
| **Faculty:** Faculty of Humanities | **Department (or program if no department):** Philosophy |

**Calendar Description:**

An exploration of ethical issues in the context of the environment. Topics include defining nature, animal rights and their use in scientific research, climate change and the politicization of science, pollution caused by human activities, and obligations to future generations.

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| **Prerequisites (or NONE):** | 45 university-level credits including 6 credits of PHIL. |
| **Corequisites (if applicable, or NONE):** | None |
| **Pre/corequisites (if applicable, or NONE):** | None |

**Equivalent Courses (cannot be taken for additional credit)**
Former course code/number:
Cross-listed with:
Equivalent course(s):
*Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.*

**Transfer Credit**
Transfer credit already exists: ☐ Yes ☒ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☒ No
To find out how this course transfers, see **bctransferguide.ca**.

**Total Hours: 45**
**Typical structure of instructional hours:**

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|---|---|
| Lecture hours | 15 |
| Seminars/tutorials/workshops | 30 |
| Laboratory hours | |
| Field experience hours | |
| Experiential (practicum, internship, etc.) | |
| Online learning activities | |
| Other contact hours: | |
| **Total** | **45** |

**Special Topics**
Will the course be offered with different topics?
☐ Yes ☒ No
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
*Note: The specific topic will be recorded when offered.*

**Maximum enrolment (for information only):** 28

**Expected frequency of course offerings (every semester, annually, every other year, etc.):** Once every 2 years.

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| **Department / Program Head or Director:** Wayne Henry | **Date approved:** | May 2017 |
| **Faculty Council approval** | **Date approved:** | June 2, 2017 |
| **Campus-Wide Consultation (CWC)** | **Date of posting:** | September 15, 2017 |
| **Dean/Associate VP:** Jacqueline Nolte | **Date approved:** | June 2, 2017 |
| **Undergraduate Education Committee (UEC) approval** | **Date of meeting:** | January 26, 2018 |

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

- Analyze environmental issues in the context of various cultural conceptual frameworks.
- Use philosophical and theoretical frameworks for making moral and policy decisions.
- Apply moral and axiological theories to environmental issues that often involve social dilemmas, non-humans and non-sentients, and very long-term effects.
- Examine various strategies for managing global and environmental issues as they are manifested locally in order to generate policy recommendations and recommendations for individual action.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

The instructor introduces frameworks for examining issues and the major alternative positions on the issues, placing them in their historical context. Students then investigate and develop these frameworks and alternatives, and make presentations to the class. Students then attempt to refine the frameworks and reach their own resolutions of the issues. Students work cooperatively and individually to research and make presentations, write exams and essays.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

| | Author (surname, initials) | Title (article, book, journal, etc.) | Current ed. | Publisher | Year |
|---|---|---|---|---|---|
| **1.** | Donald VanDeVeer & Christine Pierce | *The Environmental Ethics and Policy Book* | ☐ | Wadsworth | 2002 |
| **2.** | Byron Williston | *Environmental Ethics for Canadians* | ☐ | Oxford | 2016 |
| **3.** | Christine Pierce & Donald VanDeVeer | *People, Penguins, and Plastic Trees* | ☐ | Wadsworth | 1995 |
| **4.** | Louis P. Pojman | *Envrionmental Ethics: Readings in Theory and Application* | ☐ | Wadsworth | 2015 |
| **5.** | Elizabeth Willott | *Environmental Philosophy*: *From Animal Rights to Environmental Ethics: What Really Matters* | ☐ | Oxford | 2011 |

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

**Typical Evaluation Methods and Weighting**

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| Final exam: | 30% | Assignments: | 30% | Midterm exam: | 20% | Practicum: | 0% |
| Quizzes/tests: | **20**% | Lab work: | 0% | Field experience: | 0% | Shop work: | 0% |
| Other: | 0% | Other: | 0% | Other: | 0% | Total: | 100% |

**Details (if necessary):**

Evaluation procedures will vary, but students are evaluated on a variety of performances that may include essays, contribution to class, interviews, practicums, journals, presentation of reports, papers and projects. A typical distribution of work would assign 20% to in-class presentations and contributions, 20% to research assignments, 30% to essays and 30% to projects which connect the work of this course to areas of interest in the students' career, major field of study, or social context.

**Typical Course Content and Topics**

Weeks 1-2: Diagnostic quiz on basic moral theories to check for students' background knowledge. Students having difficulty with the quiz will be expected to review a basic introduction to moral philosophy.
Defining environmental issues: humans, non-humans, non-sentients; social dilemmas; very long-term effects.

Week 3: Attitudes towards nature of various historical and cultural conceptual frameworks (e.g., Classical, Christian, medieval, scientific, romantic, Native North American)

Week 4: Frameworks for making moral and policy decisions

Weeks 5-7: Axiological perspectives on environmental issues, e.g., anthropocentric, ecocentric, biocentric, classical economic.
Moral perspectives on environmental issues, e.g., utilitarianism, deontology, virtue ethics, communitarianism, feminism

Weeks 8-9: Strategies for resolving environmental issues, e.g., deep ecology, social ecology, spiritual ecology, ecofeminism, pragmatism

Weeks 10-11: Applying strategies to local examples of global environmental issues in order to generate policy recommendations and recommendations for individual action

Weeks 12-13: Final preparation and presentations of three or four group projects