

# North Hennepin Community College

## PHIL 1200: Environmental Philosophy

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: \*.\*

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 06 - Humanities/Fine Arts, Goal 10 - People/Environment

Environmental Philosophy is concerned with developing rational and moral theories of dealing with our environmental concerns and discussing ways of putting them into practice. Using a variety of specific philosophical perspectives, we will examine the effects of population growth, ecosystem destruction, species extinction, pollution, climate change, resource extraction, agriculture, etc. on humans and the environment. We will develop ways of understanding relationships between humans and the environment and ways of acting on our responsibilities to the natural world and its inhabitants.

**B. COURSE EFFECTIVE DATES:** 09/10/1997 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Introduction to key environmental ethical theory, practice and issues. Issues such as tropical forests, animal rights, garbage issues, endangered species, land practices, forest management may be studied. Issues are examined from several ethical and theoretical perspectives: Utilitarian ethics, Kantian ethics, Native American ethics, feminist ethics, the land ethic, economic and sustainability ethics and others. Governmental, legal and private environmental groups involvements and positions may be discussed.

### D. LEARNING OUTCOMES (General)

1. Gain a solid understanding of major environmental challenges in many areas and from many perspectives. (MnTC G10, comps. a, b, c, f; NHCC ELO 1)
2. Understand the interconnections between U.S. and global environmental issues. (MnTC G9, comps. c, d, e; NHCC ELOs 1, 2, 4)
3. Understand, compare and evaluate personal behavioral strategies for mitigation of environmental harms and for integration of environmentally aware lifestyles. (MnTC G9, comp. e, MnTC G10, comp. f; NHCC ELO 3)
4. Critically evaluate an issue, take a position and write a well supported convincing argument for the positions. (MnTC G9, comps. a, c, e; NHCC ELOs 1, 2, 3, 4)
5. Learning about and apply specific ethical approaches to environmental issues. (MnTC 9, comp. a; NHCC ELOs 1, 2, 3, 4)

## **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

### Goal 06 - Humanities/Fine Arts

1. Demonstrate awareness of the scope and variety of works in the arts and humanities.
2. Understand those works as expressions of individual and human values within an historical and social context.
3. Respond critically to works in the arts and humanities.
4. Articulate an informed personal reaction to works in the arts and humanities.

### Goal 10 - People/Environment

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

## **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

## **G. SPECIAL INFORMATION**

1. Knowledge of Human Cultures and the Physical and Natural World--Through study in the sciences, mathematics, social sciences, humanities, histories, languages, the arts, technology and professions.
2. Intellectual and Practical Skills--Including: Inquiry and analysis; Critical and creative thinking; Written and oral communication; Quantitative literacy; Information literacy; Teamwork and problem solving.
3. Personal and Social Responsibility and Engagement--Including: Civic knowledge and involvement--campus, local and global; Intercultural knowledge and competence; Ethical reasoning and action; Foundations and skills for lifelong learning.
4. Integrative and Applied Learning--Including: Synthesis and advanced accomplishment across general education, liberal studies, specialized studies and activities in the broader campus community.