

# North Hennepin Community College

## PHIL 1200: Environmental Ethics

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: \*.\*

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 09 - Ethical/Civic Resp, Goal 10 - People/Environment, Goal 09 - Ethical/Civic Resp, Goal 10 - People/Environment

Environmental ethics is concerned with developing rational and moral theories of dealing with our environmental concerns and with discussing ways of putting them into practice. Using a variety of specific philosophical and ethical perspectives, we will look at the effects of population growth, depletion of tropical rain forests, the extinction of vast numbers of species, effects of pollution, concern for future generations, etc. We will look at the effects of these changes on our own lives and the lives of third world peoples. We will discuss individual, social, and ethical responsibilities with regard to the environment and develop ways in which we can act on these responsibilities.

**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 09 - Ethical/Civic Resp

1. Examine, articulate, and apply their own ethical views.

### Goal 10 - People/Environment

1. Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.

### Goal 09 - Ethical/Civic Resp

1. Understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues.
2. Analyze and reflect on the ethical dimensions of legal, social, and scientific issues.
3. Recognize the diversity of political motivations and interests of others.
4. Identify ways to exercise the rights and responsibilities of citizenship.

### Goal 10 - People/Environment

1. Discern patterns and interrelationships of bio-physical and socio-cultural systems.
2. Describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
3. Propose and assess alternative solutions to environmental problems.
4. 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.