

## New/Revised Course Proposal Form

### Instructions:

- Prepare your proposal according to the following outline.
- Attach a proposed syllabus and/or course guidelines that include a list of measurable student learning outcomes and how they will be assessed.
- Have your proposal reviewed by the appropriate department and school/college committee.
- Submit the signed proposal to the Office of Academic Affairs. All forms must be completed in full with appropriate signatures. You will be contacted by the Curriculum Committee Coordinator with a date and time to present the proposal.

Please  
contact  
Kate  
Parsons

### Form information:

1. Department: Center for Interdisciplinary Studies

2. Program: Center for Ethics

3. Course Information: New  Revised \_\_\_\_\_

ETHC / 3000 / Advanced Issues  
Prefix Number Title

3 / none / \_\_\_\_\_  
Credit Hours Prerequisites

4. Catalog Description for the catalog: (This description should briefly describe the basic content of the course as it will be offered.)

**3000** This is an advanced level course designed to explore issues and topics in ethics. The course may be taught from more than one disciplinary perspective. When content differs, course may be repeated once for credit.

5. May students repeat this course for credit?  Yes  No  
If there are limits, please explain?

When content differs, course may be repeated once for credit.

6. What is the Rationale for the new/revised course?

The Center for Ethics Steering Committee has received numerous requests, from faculty and students, for three-credit courses in ethics. Some request an interdisciplinary prefix to offer ethics courses that don't quite fit, in content or scope, into one particular discipline. Others request a

vehicle for cross listing courses at the 2000 and 3000 levels, for the sake of generating interest among students of ethics and for the sake of building the Certificate in Practical and Interdisciplinary Ethics.

7. Should this new course be considered for General Education coding?  Yes  No  
If yes, attach the Application for General Education Coding Form.
8. Staffing requirements:
- a. Qualifications necessary for instructor: M.A. or terminal degree
  - b. What staffing changes, if any, will be necessary to offer this additional course?  
none
9. When will this course be initiated? Spring 2011 How often will it be taught? Once per semester What campus(es) are likely to offer this course? WEBG
10. Does this course affect degree requirements in your, or any other department/program's major, emphasis, minor or certificate?  Yes  No  
If yes, please attach corrected catalog copy for approval, with the Deans of that School/College's approval.
- Please see attached, changes in bold
11. List any existing University course(s), which are similar in title and/or subject matter and explain how this course differs.

Please find attached a syllabus that serves as an example of the type of course that might fall under ETHC 3000.

12. Are University resources adequate to support this course? (Library holdings, space, specialized, equipment, etc.)  Yes  No  
If not, what additions are necessary? \_\_\_\_\_
13. Will any course be dropped as a result of this new course? Yes  No  
If so, please list what course(s).

Endorsements and Approvals:

\_\_\_\_\_  
Petitioner (Director, Center for Ethics)

12-9-09  
Date

Pat Pava (Chair, Interdisciplinary  
Department/ Program Chairperson Studies)

12-9-09  
Date

Janice Cuyas  
Dean of College/School

12-15-09  
Date

Barbara Cook  
Chair/Curriculum Committee

1-26-10  
Date

## Center for Ethics

### Certificate in Practical and Interdisciplinary Ethics

#### Description

\* 18 credit hours

The undergraduate certificate in practical and interdisciplinary ethics provides students the opportunity to identify a concentration in the study of ethics. The program allows students to analyze the moral issues that arise in various disciplines, fields, and professions, and sharpens their analytical skills by providing them with a solid foundation in ethical theory. The certificate program is open to any Webster University student, as well as to individuals not currently enrolled who meet the general requirements for admission to the University.

The certificate program is administered by the Director of the Center for Ethics and requires a 3-credit-hour core course, plus 15 credit hours chosen from the courses listed. A maximum of 12 credit hours may be taken within a departmental prefix.

Students are also encouraged to engage in some appropriate practical experience. Up to 3 credit hours earned in this manner may be substituted for coursework; the Director must approve substituted credit hours. Students will register their work either through the Individualized Learning Experiences program (INDZ) or PHIL 4400 (Practicum in Philosophy).

#### Course Requirements

Completion of the core course (3 credit hours)

PHIL 2320 Contemporary Moral Problems                      3 hours

Completion of two courses from the following group (6 credit hours)

At least one of these must be at the 3000 level

PHIL 2110 Introduction to Ethics                              3 hours

POLT 1070/PHIL 2300 Intro to Political  
Theory/Social and Political Philosophy                      3 hours

PHIL 3350 Philosophical Ethics                              3 hours

POLT/PHIL 3590 Theories of Human Rights                      3 hours

Completion of 9 credit hours from the following group

ETHC 1000 Issues and Problems in Ethics	3 hours
HRTS 1100 Introduction to Human Rights	3 hours
MEDC 2200 Ethics in the Media	3 hours
<b>ETHC 2000 Intermediate Issues</b>	<b>3 hours</b>
PHIL 2340 Ethics, Health Care, and Technology	3 hours
PHIL 2360 Environmental Ethics	3 hours
PHIL 2390 Philosophy of Sex and Love	3 hours
<b>ETHC 3000 Advanced Issues</b>	<b>3 hours</b>
PHIL 3360 Ethics for Cyberspace	3 hours
PHIL 3380 Ethics in Social Research	3 hours
BUSN 4300/RELG 4310 Business Ethics	3 hours
NURS 4350 Ethical Dilemmas in Nursing Practice	2-3 hours
MNGT 5910 Ethical and Legal Issues in Management	3 hours
LEGL 3000 Legal Ethics	3 hours

### Course Descriptions

#### ETHC 1000 Issues and Problems in Ethics (1)

This is a one-credit-hour course in applied/practical ethics designed to explore the moral issues and/or dilemmas pertinent to a specific discipline, profession, or topic. The course is designed to increase student awareness of ethical issues and to develop critical thinking skills. May be repeated two times, total 3 credit hours.

#### **ETHC 2000 Intermediate Issues (3)**

**This is an intermediate level course designed to explore issues and topics in ethics. The course may be taught from more than one disciplinary perspective. When content differs, course may be repeated for credit two times, total 6 credit hours.**

#### **ETHC 3000 Advanced Issues (3)**

**This is an advanced level course designed to explore issues and topics in ethics. The course may be taught from more than one disciplinary perspective. When content differs, course may be repeated for credit two times, total 6 credit hours.**

#### Steering Committee of the Center for Ethics:

- Kate Parsons, Director; Philosophy
- Barrett Baebler, Management
- Bill Barrett, Electronic and Photographic Media
- James Evans, Management
- Anne Geraghty-Rathert, Legal Studies
- Michael Hulsizer, Behavioral and Social Sciences
- Thomas Janke, Academic Affairs
- Don Morse, Philosophy
- Bruce Umbaugh, Philosophy

# Environmental Ethics

Philosophy 2360, Section 01  
Kate Parsons  
Pearson House, Room 2  
Fall Semester 2009  
Tuesdays and Thursdays 1:30-2:50 p.m.

**Professor:** Kate Parsons, Ph.D.  
**Office:** Pearson House, Second floor  
**Phone:** (314) 246-7887  
**E-mail:** kparsons@webster.edu  
**Office hours:** Mondays 2:30-3:30 p.m., Tuesdays 3:00-4:00 p.m., and by appointment

## Text:

VanDeVeer, Donald and Christine Pierce, eds. *The Environmental Ethics and Policy Book*, Third Edition. Wadsworth, 2003.

Course Packet (P)

## Course Description:

The food we eat, the clothes we wear, and the modes of transportation we use affect our relationships with the environment in various ways. This course will examine human relationships with nature and animals while considering the philosophical concepts of rights, responsibilities, care, empathy, and freedom. We will explore topics such as population growth, corporate responsibility, food production and consumption, and environmental activism. Special attention will be paid to the ways in which gender, race, ethnicity, class, and nationality inform and shape our environmental choices. This course counts toward the programs in Practical and Interdisciplinary Ethics, International Human Rights, and Environmental Studies.

Environmental Ethics is a course in Philosophy—a discipline I love and believe is profoundly important. Philosophical thinking requires examination of core beliefs, and a willingness to shatter assumptions that might be comfortable and familiar. It is not for the faint of heart, and doing it well requires a kind of intellectual and emotional courage. My hope is that this course inspires you to think in a more sophisticated manner, and simultaneously evokes your childish impulses to ask “why?” even when no one else does.

### **Course Objectives:**

1. to promote critical, systematic and creative thinking about ethical standards relevant to the natural environment and nonhuman animals
2. to enhance awareness of ethical issues concerning the natural environment and nonhuman animals
3. to clarify the connection between philosophical analysis and responsible citizenship in one's local and global communities
4. to illuminate the influence of normative attitudes and assumptions on our daily habits and activities
5. to promote sophisticated discussions through which various positions can be discussed
6. to explore the relevance of moral theory to public policy and decision making
7. to help students identify and clarify their own positions on environmental law and policy

### **Learning Outcomes:**

Students who successfully complete this course will be able to:

1. analyze these ethical issues from various perspectives and cultures
2. explain the role of philosophical concepts in environmental decision making
3. recognize and articulate the normative standards that underlie legal and governmental policies
4. evaluate moral, religious and scientific arguments concerning the environment in a systematic manner
5. construct and defend positions of their own, both orally and in writing
6. formulate and anticipate possible objections and alternatives to their own positions

### **Requirements and Grading:**

Two Essays	25% each
One Exam	20%
Current events participation	5%
In-class writing assignments	10%
Video project	15%

1. The assigned reading *must* be completed before coming to class. Class lecture, discussion, and small group activities will always be based on the readings.
2. You will write two essays, each of which will be approximately four to five pages. I encourage you to bring me drafts of your papers and I will be happy to give you suggestions for improvement. You also have the opportunity to revise one of these papers to bring your essay grade up a maximum of one letter grade.

3. The exam will be taken in class during finals week and will require short essay answers. There will be an opportunity to review and ask questions before the exam.
4. On a specified date during the semester you will bring in a news article of environmental interest (from a reputable publication) to share with the group.
5. Throughout the course I will assign short writing assignments to be completed within the first ten to fifteen minutes of class. These will always be related to the readings assigned for that day.
6. Before or by November 19<sup>th</sup> you will complete a video project on your theory of activism. Separate instructions outlining my expectations for this project will be distributed early in the semester.
7. Class participation is worth five percent of your grade. Please note that active class participation does not require constant talking. I consider careful listening and responsiveness to the comments of others a crucial part of participation.

**Attendance:** Attendance is extremely important in this course and you are expected to attend every class. If you are ill, please notify me before class that you will be absent. Excessive absences may result in failure of the course, and even minimal absences will be reflected in your grade. Keep in mind that fifteen percent of your grade depends on class participation and completion of in-class assignments.

**Late assignments and exams:** Essays must be turned in at the beginning of class on the due date. You must give me a hard copy of your paper to meet this requirement. Please do not assume that an email with your paper attached will suffice. If you are simply unable to meet the deadline, I will consider accepting your essay, but it will automatically be graded down one letter grade for every 48-hour period past the due date.

**Academic Integrity:** The written work you do in this class will be your own. If you borrow ideas from another source you must cite the source. Failure to do this is plagiarism. Plagiarism will be taken very seriously, and may result in failure of the assignment or even failure of the course. When in doubt about whether something needs to be cited, come see me.

**Academic Resources:** Students with disabilities who might need accommodations in this class are encouraged to contact the Academic Resource Center as soon as possible to ensure that such accommodations can be implemented in a timely fashion.

## **SCHEDULE:**

### **August**

- 25 Introduction
- 27 Carson, "Silent Spring," pp. 595-598  
"Mosquitos, Disease, and DDT" (P)  
Film: "Rachel Carson's Silent Spring"

## September

- 1 White, Jr., "The Historical Roots of Our Ecological Crisis," pp. 52-58  
Attfield, "Stewardship Versus Exploitation," pp. 66-70  
Sylvan (Routley), "Is There a Need for a New Environmental, Ethic?" (P 16-23)
- 3 Rolston III, "Challenges in Environmental Ethics" (P 82-101)
- 8 Gould, "Can We Complete Darwin's Revolution?" (P 68-73)  
Rosenstand, "Everyone Needs a Stone: Alternative Views of Nature," pp. 99-107  
Johannes, "Traditional Ecological Knowledge," pp. 109-111
- 10 Wilson, "The Diversity of Life," pp. 459-465  
Gould, "What is a Species?" pp. 465-469  
De Waal, "Apes in the Family" (P 1-11)
- 15 Singer, "Animal Liberation," pp. 135-142  
Rachels, "Vegetarianism and 'the Other Weight Problem'" (P 367-373)  
"Gorrilla Rangers," "Tigers and Tourists," and "Yellowstone Wolves" (P)
- 17 VanDeVeer, "Interspecific Justice," pp. 150-161  
"Saving Mink, Killing Voles," "Have You Seen This Fish?"  
"Australian Cats," and "Hawaiian Feral Pigs" (P)
- 22 Varner, "The Prospects for Consensus and Convergence in the Animal Rights  
Debate," pp. 163-169  
Wilson, "The Little Things That Run the World," pp. 169-172  
Sidelight: "Parachuting Cats and Interconnectedness," pp. 172-173
- 24 Film: "Milking the Rhino"  
Pollan, *The Omnivore's Dilemma* (P 15-23, 41-56, 65-84)
- 29 Films: "Peaceable Kingdom" (excerpts) and "One More Dead Fish"  
Pollan, *The Omnivore's Dilemma* (P 123-133, 169-184)  
Coffin, "The World Food Supply: The Damage Done by Cattle-Raising"  
(P 374-376)

## October

- 1 Pollan, "A Plant's Eye View of the World," pp. 491-495  
Palumbi, "Brute-Force Genetic Engineering," pp. 498-501  
Lewontin, "Genes in the Food!" pp. 502-507  
Jackson, "Nature as the Measure for a Sustainable Agriculture," pp. 508-515  
"Golden Rice" (P)  
*First Essay Due*

- 6 Stone, "Should Trees Have Standing?" pp. 189-199
- 8 Taylor, "The Ethics of Respect for Nature," pp. 201-214
- 13 Leopold, "The Land Ethic," pp. 215-224  
Norse, "Marine Environmental Ethics," pp. 238-240  
"Leopold and Traps" (P)
- 15 Malthus, "An Essay on the Principle of Population," pp. 397-401  
Sidelight: "If Earth Could Speak," pp. 401-402  
Hardin, "Lifeboat Ethics," pp. 402-408
- 20 **No class (Fall Break)**
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- 27 Simon, "Can the Supply of Natural Resources Really Be Infinite? Yes!"  
pp. 408-413  
Dasgupta, "Population, Poverty, and the Local Environment," pp. 414-419  
Hawkins, "Reproductive Choices: The Ecological Dimension" (P 421-427)
- 29 Lecture by Ronnie Hawkins

## November

- 3 Camacho, "Consumption as a Theme in the North-South Dialogue," pp. 556-558  
Newton, "The Chainsaws of Greed: The Case of Pacific Lumber," pp. 559-570
- 5 Foreman, "Strategic Monkeywrenching," pp. 628-631  
Bari, "The Secret History of Tree-Spiking," "Monkeywrenching" (P 264-285)  
Scarce, "The Sea Shepherds: Bringing Justice to the High Seas," pp. 632-634
- 10 Shrader-Fréchette, "An Apologia for Activism: Global Responsibility, Ethical  
Advocacy, and Environmental Problems," pp. 634-642  
Claxton, "Involuntary Simplicity: Changing Dysfunctional Habits of  
Consumption," pp. 643-648  
Sidelight: "A Resistance Movement of One's Own," pp. 648-649  
*Second essay due*
- 12 Rawles, "The Missing Shade of Green" (P 535-545)  
Callicott, "Environmental Philosophy is Environmental Activism" (P 546-555)
- 17 Devall and Sessions, "Deep Ecology," pp. 263-268  
Naess, "Self-Realization: An Ecological Approach to Being in the World,"  
pp. 268-273

- 19 Bookchin, "Will Ecology Become 'The Dismal Science'?" pp. 273-277  
Sidelight: "Do What's Natural, You Say?" pp. 277-279  
Guha, "Radical American Environmentalism and Wilderness Preservation: A  
Third World Critique," pp. 521-527  
*Video projects due*
- 24 Krauss, "Blue-Collar Women and Toxic-Waste Protests," (P 107-117)  
Warren, "The Power and the Promise of Ecological Feminism," pp. 282-293
- 26 No class (Thanksgiving Holiday)

### December

- 1 Shiva, "Development, Ecology, and Women," pp. 296-302  
Davion, "How Feminist is Ecofeminism?" pp. 303-309
- 3 Grossman, "Environmental Racism," pp. 550-555  
Clarke and Gerlak, "Environmental Racism in Southern Arizona?" (P)
- 8 Share video projects
- 10 Discuss video projects  
Course wrap-up  
Optional revisions due

**Final Exam:** Thursday, December 17, 10:30 a.m. to 12:30 p.m.