



Course: **ENSC 440W – Environmental Ethics**
 Time: TR 6:30-7:45pm

Credits: 3
 Semester: Spring 2016
 Campus: Toppenish

Instructor: Matthew Owen
 Office hours: TR 2:30-3:45pm (by appointment)

Telephone: (509) 480-0966
 E-mail: owen_m@heritage.edu

Course Description & Prerequisites: The study of our ethical relationships with the land and natural resources with applications to current environmental issues, different concepts of environmental ethics and problems in environmental ethics, multicultural perspectives on the environment and the relation of human values to the environment. Prerequisite: Junior or Senior standing. Offered alternate Fall semesters.

COURSE-SPECIFIC LEARNER OUTCOMES (KNOWLEDGE & SKILLS)	STUDENT LEARNING OUTCOMES: ALIGNMENT CODES*	PERFORMANCE INDICATORS (EVIDENCE: Products and Performance; Higher levels of Bloom's Taxonomy)	ASSESSMENT METHODS/ CODES**
Knowledge of epistemological & metaphysical foundations of environmental ethics (EE)	1b	In-class discussion, weekly annotated bibliography entries, completed annotated bibliography	PC, E
Knowledge of different cultural and religious perspectives regarding EE	1b	In-class discussion, weekly annotated bibliography entries, completed annotated bibliography, research papers, oral presentation	PC, E, P
Knowledge of how different historical/normative systems of ethics apply to EE	1b, 3b, 2b	In-class discussion, weekly annotated bibliography entries, completed annotated bibliography, research papers, oral presentation	PC, E, P
Knowledge of a variety of modern EE issues and relevant environmental facts	1a	In-class discussion, weekly annotated bibliography entries, completed annotated bibliography, research papers, oral presentation	PC, E, P
Skill of thinking logically, systematically and holistically about modern ethical issues	3b, 3c, 2b	In-class discussion, weekly annotated bibliography entries, completed annotated bibliography, research papers, oral presentation	PC, E, P
Skill/virtue of civil discourse about controversial & vital EE topics	4c, 3d	In-class discussion, oral presentation	PC, P
Skill of written and oral communication as well argumentation	1b, 2a, 3b, 2d	In-class discussion, weekly annotated bibliography entries, completed annotated bibliography, research papers	PC, E

*Student Learning Outcomes

1. Knowledge of the Physical World and of Human Cultures
2. Intellectual and Practical Skills
3. Personal and Social Responsibility
4. Integrative and Applied Learning

**Assessment Methods/Codes

Selected Response (constructed tests)	Code = SR
Essay—written	Code = E
Performance (skills, products, and presentations)	Code = P
Oral communication (interviews, conferences, oral examinations, formative questioning)	Code = PC
Self-reflection	Code =SRF

Course Guidelines

Course Assignments

Completed Annotated Bibliography (BE) – 20 points

An annotated bibliography is a compiled catalog of sources with a brief entry that gives a brief overview of the source and a brief evaluation of the source (see example on the course page of MyHeritage). For each required reading (i.e. source) the student must write a brief (75-100 word) annotated bibliography entry (i.e. overview and evaluation). These individual entries are due at the beginning of class on the Thursday the reading is going to be discussed in class during the symposium. Each individual submission (see below) will be graded and turned back to the student the same day. At the end of the semester the student is to turn in a final completed annotated bibliography consisting of all the entries and a title page (see example on MyHeritage). That completed annotated bibliography is worth twenty points total and it's due on the last day of class during finals week. Each student would do well to notice that if she does the individual weekly bibliography entries correctly (see below), then all she has to do is compile those entries, add a title page, and she is finished with twenty points to boot. However, if the student get's less than full credit (i.e. less than one point) on the individual weekly entries she can and should correct her entry so she'll get full credit for that entry in the final annotated bibliography. Since there are only nineteen readings and each reading is worth one point, each student get one free points. Each entry should be single-spaced and written in 12 point while follow the format of the example below following the next paragraph.

Weekly Annotated Bibliography Entries (WBE) – 1 point each / 20 points total

Each week the student is to turn in an *individual* bibliographic entry for *each* required reading. So if there are two or three readings for a particular week, the student must turn in two or three entries. However, it should be noted that these entries can and should be turned in on the same sheet of paper if all the entries can fit. Each entry should be between 100-125 words in length, no more and no less. Each entry will be worth one point. The student will get a full point if the entry is turned in on time and done correctly, half a point if it's turned in on time but not done correctly, and a zero if it's not turned in on-time (unless there is a valid reason). If an entry receives less than full credit, the student is strongly encouraged to correct any mistakes or write the entry in full for the final annotated bibliography. In that case (assuming it's correct the second time) she will receive a full point for that entry on her grade pertaining to the completed annotated bibliography. In a sense, each entry is worth two points: one point when you first turn it in, and another point when it's turned in as part of the complete annotated bibliography. Each entry should be single-spaced, written in 12-point font, and follow APA citation formatting. Please see the example below:

Papineau, D. (2011). The Causal Closure of the Physical and Naturalism In B. P. McLaughlin, A. Beckermann, & S. Walter (Eds.), *The Oxford Handbook of Philosophy of Mind* (pp. 53-65). Oxford Oxford University Press.

In this work Papineau articulates the causal closure principle. It seems that it is both a claim that is ontological and epistemological (see pp. 54, 60). He mentions some of the difficulties with proving causal closure, and seems to concede that we don't know it from Newtonian physics, but asserts that in the last two centuries we have seen it is true via physiology and microbiology (see p. 57). He also discusses how methodological naturalism hinges on causal closure (p. 60), and how causal closure entails metaphysical supervenience (p. 62). His argument suffers the fatal shortcoming of merely asserting his most controversial premise, that is: causal closure has been shown to be true via physiology and microbiology. Additionally, his point about methodological naturalism hinging on causal closure is only significant if one already accepts a naturalist view, so he may be committing the fallacy of begging the question.

Individual Research Paper: India and Global Warming (RP1) – 20 points

Each student is must write a ten-page research paper on the topic of global warming and international policy as such pertains to India. The student must do the following in corresponding sections of her research paper (see *Individual Research Paper Handout*). 1) Describe one way India has contributed to global warming and give outline the evidence suggesting that India is contributing to global warming in the way you claim it is. 2) Say what India can practically do to combat this specific contribution to global warming, with financial, cultural issues, and religious views aside. 3) Say what you think India ought to do in light of the country’s financial status, Indian culture, and their religious views. 4) Present a plan about that describes who should hold India accountable and how they should do so. It is vital that you follow the directions given in the *Individual Research Paper Handout* on the class page on MyHeritage.

Group Research Paper: Salmon (RP2) – 20 points

Each student should partner with two students to form a group of three. Each groups is to write fifteen-page research paper on an environmental ethical issue related to salmon in the Pacific Northwest. Furthermore, each group must present the material via an oral presentation at the end of the semester. For the directions pertaining to this assignment, see *Group Research Paper Handout* on the course page in MyHeritage.

In-Class Participation – 20 points

Gaining perspective and challenging one another’s views is invaluable when seeking to gain moral and ethical knowledge and learning to think thoroughly about such ethical issues. Class discussion will provide such opportunity. Thus attendance and participation are critical for success in this class. Attendance will regularly be taken and graded. No unexcused absences = 10 points. Each unexcused absence = 1 point deduction. (For example: Suppose a student would have a B for an overall grade, but they had five unexcused absences. Their grade would drop to a C+.) Moreover, regular participation in class = 5 points out of the 20 overall In-class participation grade. Lastly, each student must turn in a *Q&A Record Form* (see class page on MyHeritage) where the student records the questions she asked during the Q&A following the student oral presentations. A completed *Q&A Record Form (Q&A)* = 5 points.

Course Grading

Wkly Annotated Bib Entrees	20 points
Completed Annotated Bib	20 points
Ind. Research Paper	20 points
Group Research Paper	20 points
In-Class Participation	20 points
<i>Total</i>	<i>100 points</i>

- A = 93-100.0 points
- A- = 90-92.99 points
- B+ = 87-89.99 points
- B = 83-86.99 points
- B- = 80-82.99 points
- C+ = 77-79.99 points
- C = 73-76.99 points
- C- = 70-72.99 points
- D+ = 67-69.99 points
- D = 63-66.99 points
- D- = 60-62.99 points
- F = 0.0-59.99 points

Procedures for turning work in. *Weekly Annotated Bibliography Entry:* A hard copy containing all the entries for that week must be turned in at the beginning of the Thursday class session, during which we’ll discuss the readings. *Completed Annotated Bibliography:* An electronic copy is to email to the professor by the end of the day (11:59pm) it’s due. *Individual Research Paper:* A hard copy must be turned in at the beginning of class the day it’s due. *Group Research Paper:* A hard copy must be turned in at the beginning of class the day it’s due. *Q&A Record Form:* The student must print the form, fill it out during class, and turn in that hard copy the day it’s due at the end of class. each assignment is to be turned in at the beginning of class on the day it is due. *Argumentative Paper:* A hard copy of the argumentative paper is to be turned in at the beginning of class on the day it’s due and uploaded on Chalk & Wire by the end of that day. **Late work:**

Will receive a .5-point deduction for every day it's late (unless the student has a valid excuse and/or has discussed the situation previously with the instructor).

Academic Honesty: (excerpt from Heritage University Catalog) Heritage University students have the responsibility to adhere to academic honesty in all their educational endeavors. Faculty has the responsibility to model academic honesty and to prevent, detect, and confront students who violate it. Academic dishonesty is serious and will carry appropriate sanctions ranging from a written record of the violation being placed in the student's file, to course failure, and even to suspension or dismissal from the university. Academic dishonesty includes, but is not limited to, cheating, plagiarism, and all behavior inconsistent with academic integrity and honesty.

Course Sources

Textbooks

Desjardins. *Environmental Ethics: An Introduction to Environmental Philosophy*, 5th ed. (Wadsworth, 2013).
 Layzer. *The Environmental Case: Translating Values Into Policy*, 4th ed. (CQPress, 2016).

Additional Sources

Smith. 'Realism,' in *A Companion to Ethics*, ed. Singer (Blackwell, 1991).
Environmental Ethics: Readings In Theory & Application, ed. Pojman (Wadsworth, 2008), Ch. 1, 6.
 LaDuke, *All Our Relations: Native Struggles for Land & Life* (South End Press, 1999), Intro.
 Hardin, 'The Tragedy of the Commons'.
 Shafer-Landau, *The Fundamentals of Ethics* (Oxford University Press, 2013), Intro.

Course Schedule

*The professor reserves the right to modify the schedule & course content according to the needs of the class.

W	Class Sessions	Required Reading	Due Dates
1	1.12 Introduction & Prologue 1.14 The Significance of Environmental Ethics	Desjardins, Ch. 1: Science, Politics, and Ethics	1.14 WBE: Desjardin
META-ETHICS			
2	1.19 Moral Epistemology: The Possibility of Ethical Knowledge 1.24 Symposium: Shafer-Landau reading	Shafer-Landau, <i>The Fundamentals of Ethics</i> , Intro.	1.24 WBE: Shafer-Landau
3	1.26 Nature of Ethics: Realism vs. Anti-Realism 1.28 Symposium: Smith reading	Smith, 'Realism'	1.28 WBE: Smith
ETHICAL THEORY			
4	2.2 Aristotelian Ethics, Deontology, Consequentialism 2.4 Symposium: Desjardins reading	Desjardins, Ch. 2: Ethical Theories and the Environment	2.4 WBE: Desjardin
5	2.9 Cultural Pluralism, Religious Pluralism, & Environ. Ethics 2.11 Symposium: LaDuke & Pojman readings	LaDuke, Intro; Pojman, 'Perspectives' p.10-33, 'Non-Western' p.309-330; Hardin, 'Tragedy...Comm'	2.11 WBE: LaDuke, Pojman 'Persp.', Pojman 'Non-W', Harding

6	2.16 Environmental Ethics & the Role of Economics 2.18 Symposium: Desjardins reading	Desjardins, Ch. 3: Ethics & Economics; Desjardins, Ch. 4: Sustainability & Resp.	2.18 WBE: Desjardins
7	2.23 Ethical Theories, Pluralism, & Policymaking 2.25 Symposium: Desjardins & Layzer reading	Desjardins, Ch. 11: Pluralism, Pragmatism.. Layzer, Ch. 1: A Policy Framework: Defining...	2.25 WBE: Desjardins, Layzer
APPLIED ETHICS & POLICYMAKING			
8	3.1 Air/Water Pollution & Federal Intervention 3.3 Symposium: Layzer reading	Layzer, Ch. 2: The Nation Tackles Air and Water Pollution: The Env. Protection Agency	3.3 WBE: Layzer
	3.8 Spring Vacation 3.10 Spring Vacation		
9	3.15 Climate Change 3.17 Symposium: Layzer reading	Layzer, Ch. 12: Climate Change: The Challenge of International Policy Making	3.15 RP1 3.17 WBE: Layzer
10	3.22 Recreation & Environmental Protection 3.24 Symposium: Layzer reading	Layzer, Ch. 9: Playground or Paradise?	3.24 WBE: Layzer
11	3.29 The Northern Spotted Owl 3.31 Symposium: Layzer reading	Layzer, Ch. 8: Jobs vs. the Environment: Saving the Northern Spotted Owl	3.31 WBE: Layzer
12	4.5 Wildlife Refuge and Oil 4.7 Symposium: Layzer reading	Layzer, Ch. 6: Oil vs. Wilderness in the Arctic National Wildlife	4.7 WBE: Layzer
13	4.12 High-Volume Hydrofracking 4.14 Symposium: Layzer reading	Layzer, Ch. 14: Fracking Wars: Local and State Responses...	4.14 WBE: Layzer
14	4.19 Urban Sprawl 4.21 Symposium: Layzer reading	Layzer, Ch. 15: Making Trade-offs...Growth Management in Portland, Oregon	4.19 RP2 4.21 WBE: Layzer
15	4.26 Oral Presentations: Group 1 4.28 Oral Presentations: Group 2		
16	5.3/5 Finals Week *One 2 ¼ hour class session		5.3: AB; Q&A

Attendance

Regular attendance and participation in classes is expected and considered essential for successful academic work. Attendance will be documented every class period. If an unavoidable absence occurs, communication is essential. Contact me in advance to make arrangements, or as soon as possible for emergencies, and take responsibility for the class work missed. Remember that Heritage University Student Affairs is ready to help solve problems that interfere with attending class. Call them at 509-865-0440, ext. 2001, or email them at

studentaffairs@heritage.edu. However, if I do not hear from you, the *Heritage University Catalog* attendance policy states “a faculty member may recommend an administrative withdrawal [from a course] whenever a student misses two consecutive class sessions and does not contact the instructor.” Prior to any such action, I will submit a Faculty Advocacy request asking Student Affairs to contact you. Your success in this class is my primary goal, and I look forward to seeing you at every class session. (See also above section *In-Class Participation*).

Credit Hour Requirements*

Federal regulations require that all courses follow the Heritage University definition of a credit hour as described in HU Policy. **A credit hour** is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than: (1) **One hour** of classroom or direct faculty instruction **and a minimum of two hours** of out of class student work each week for approximately fifteen weeks for one semester, or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit. *NOTE: Given the highlighted words above, you should expect to devote three hours of work per week per unit to this class. Since this is a three-unit class, you should therefore expect to put in **9 hours of work per week** into this class. That’s your responsibility. Your grade will correspond to how well you meet that responsibility. Bonnie Dunbar said at the 2015 Heritage University commencement: learning is a covenant relationship, the teacher has the responsibility to teach, but the student has the responsibility to put in the work required to learn. Her main point is spot on. The instructor is eager to help you. However, ultimately you must put in the hard long hours that learning a subject at the collegiate level requires. ***Remember: It’s worth it!***

Tutorial Support

Heritage University has made a commitment to provide peer-tutoring learning communities. In the Academic Skills Center (ASC), you will find a tutor for writing, the sciences, and math. You will be paired with skilled tutors who know what it’s like to work hard to improve. Tutoring is available for nearly every subject and every skill level. In the ASC, students can find an energetic space to work, one-on-one tutoring, group sessions, and student-led workshops. We also partner with the Library to host several of these learning experiences. In the ASC, we all work together to improve skills, assignments, and even scholarship essays—whatever you are working on, you can find help. Most Heritage University tutors are students themselves and are here to exchange ideas with you. The ASC is located in the Kathleen Ross Building (near the Library). The ASC is open Monday-Thursday from 8 a.m.-8 p.m. and Fridays 8 a.m.-5 p.m. Call the ASC at (509) 865-8517 or visit <http://www.heritage.edu/CurrentStudents/AcademicSkillsCenter.aspx>.

Library

The Donald K. North library is dedicated to providing students and faculty with access to scholarly research resources. Students can access more than 90 databases to search articles from scholarly/academic journals, magazines, newspapers, and more. Two study rooms are available for student check-out, as well as technology loans (laptops, tablets, and cameras). The librarians are here to assist you! The librarians can help you locate, select, and cite appropriate sources for your research and assignments.

For research and general assistance, please contact reference librarian, Ron Hodge, by phone at (509) 865-8521, email at hodge_r@heritage.edu, through the chat widget on the library’s website, or stop by in-person!

The library is open Monday-Thursday from 8 a.m. – 8 p.m. and Fridays 8 a.m. – 5 p.m. and located in the Kathleen Ross, snjm Center. In order to access the online research databases from an off-campus location, you will be prompted to log-in with your MyHeritage account.

Campus Security & Safety: In an emergency, call 911.

Campus Security Services provides the following services to Heritage University staff, faculty and students: Employee training; Student training; Increased lighting and security camera systems; Jumpstarting batteries; Help with vehicle lockouts; Security escorts to vehicle; Tow truck assistance; Secure lost-and-found area. For these services, please call: 509-961-4674 or go to this link: <http://www.heritage.edu/About-Heritage/Safety-and-Security>

Important: The University has an emergency notification system that allows students to receive notifications via email and text message to inform students of on campus emergencies and campus closures. You are encouraged to enroll in Rave Mobile Safety program by logging into <https://www.getrave.com/login/Heritage>. Free to the student and standard text rates apply.

Disability Policy

The current law of the Americans with Disabilities Act of 1990, states that a “disability can be a physical or mental impairment that substantially limits one or more major life activities of an individual.” As an institution of higher education, Heritage University is committed to providing reasonable accommodations for students with disabilities.

If you believe you have a disability which may warrant an accommodation, the first step is to contact the Office of Ability Services to schedule an appointment at: 509-865-8515, 509-865-8544, or e-mail OfficeofAbilityServices@heritage.edu

For more information about disability services, please click on the links below:
<http://www.heritage.edu/Current-Students/Office-of-Ability-Services>

<http://www.heritage.edu/About-Heritage/Presidents-Welcome>