## I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>VIII - Ethics and Human Values</th>
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<tbody>
<tr>
<td>Dept/Program</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Course Title</td>
<td>Ethics and the Environment</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>None</td>
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</tbody>
</table>

## II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Instructor</td>
<td></td>
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<tr>
<td>Christopher Preston</td>
<td></td>
<td>9/16/08</td>
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<tr>
<td>Deborah Slicer</td>
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<tr>
<td>Phone / Email</td>
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<tr>
<td><a href="mailto:deborah.slicer@umt.edu">deborah.slicer@umt.edu</a></td>
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<tr>
<td>Program Chair</td>
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<tr>
<td>David Sherman</td>
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<td>9/16/08</td>
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<td>Dean</td>
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<tr>
<td>Jon Tompkins</td>
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<td>9/16/08</td>
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## III. Description and purpose of the course

General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness, and relate course content to students' future lives. See Preamble:

http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm

Ethics 202 is primarily an introduction to the three western traditions in ethics—virtue theory, Kant, and utilitarianism. In this particular course we attempt to apply these basic theories and such key moral concepts as rights, justice, inherent worth, consequentialism, and virtue to very contemporary environmental issues that students confront on a daily basis.

## IV. Criteria

Briefly explain how this course meets the criteria for the group. See:

http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm
Group VIII Criteria

1. Courses focus on one or more of the specific traditions of ethical thought (either Western or non-Western), on basic ethical topics such as justice or the good life as seen through the lens of one or more traditions of ethical thought, or on a professional practice within a particular tradition of ethical thought.

2. Courses provide a rigorous analysis of the basic concepts and forms of reasoning which define the traditions, the ethical topics, or the professional practices that are being studied.

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V. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: http://www.unr.edu/faculty senate/ASCRCX/Ad documents/GE_Criteria5-1-08.htm

Philosophy 202 is an introduction to ethics in the western tradition. More specifically, our study examines if and how the tradition has given adequate attention to our moral obligations to animals and the rest of the natural environment. We study utilitarianism, Kant, and virtue theory in some depth, and then assess their relevance to our moral obligations to nonhuman nature. Among other ideas, we study the relevance of Kant’s categorical imperative to our duties to animals, how the utilitarian calculus is relevant to management of populations, species, and ecosystems, and what Aristotle’s virtue theory might have to say about animal cloning and about our careless treatment of the natural environment more generally.

Students should be able to apply basic ethical concepts as utility, rights, justice, social contract theory, and virtue to such issues as trapping, vegetarianism, endangered species recovery, both human and nonhuman cloning, and ecosystem management. In short weekly papers students are required not only to apply such concepts but also to critique some of the traditions’ possible shortcomings, for example Kant’s view that nonhumans are means, mere things, rather than valuable ends in themselves.
<table>
<thead>
<tr>
<th><strong>Group VIII Learning goals</strong></th>
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<tbody>
<tr>
<td>Upon completion of an Ethics and Human Values course, students will be able to:</td>
<td></td>
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<tr>
<td>1. correctly apply the basic concepts and forms of reasoning from the tradition or professional practice they studied to ethical issues that arise within those traditions or practices;</td>
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<tr>
<td>2. analyze and critically evaluate the basic concepts and forms of reasoning from the tradition or professional practice they studied.</td>
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VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html.
ETHICS AND THE ENVIRONMENT
PHIL 202E

Professor: Christopher J. Preston
Classroom: Forestry 301
Class time: M, W, F: 12.10 p.m – 1 p.m.
Office: LA 157
Office hours: M. 1-3 p.m., F. 10 a.m, and by appt.
Phone: 243-2937
E-mail: Christopher.Preston@mso.umt.edu

1. Course Introduction:

This class is an introduction to ethics in the western tradition. Our study is directed towards the question of the consideration this tradition has given to animals and to the natural environment. We will look carefully at the ideas of a number of leading thinkers (including Aristotle, Kant, and Mill) and then reflect on whether their theories gave adequate attention to the natural world. We will consider a number of the arguments recently offered for why the natural environment deserves moral consideration.

You will find some of the ideas and concepts discussed to be straightforward and intuitive. Others you will find extremely challenging! Even after studying philosophy for years, some of the texts remain difficult. Do not get demoralized when you are working through a reading. We will use the class time to highlight the important points and to discuss their significance. Think deeply about what these authors say. Many of the historical texts are an integral part of our intellectual heritage.

Please note that the course requires the use of both Blackboard and E-Res at the Library. Please familiarize yourself with the use of these two digital services.

2. Reading Material:

*Ethics and the Environment (EE) (Thompson South-Western, 2008)*

*Materials on E-Reserve at the Mansfield Library* (PHIL 202E) (Password: ETHICS)

(*The materials on E-Res are required reading as much as the materials in the text book. Please be sure you know how to access these readings.*)
3. Reading Assignments (provisional):

**Week 1** (Jan 23-25): Relativism, Subjectivism, and Fallacies in Argument (EE 1-12)

**Week 2** (Jan 28 - Feb 1): Egoism (CR, Rachels) and Utilitarianism (EE, 13-28)

***Ethical autobiography due (Jan 28th)***

**Week 3** (Feb 4-8): Utilitarianism (EE 29-39), Assisted Suicide movie.

**Week 4** (Feb 11-15): Kantianism (EE 53-73)

**Week 5** (Feb 20-22): Kantianism (EE 73-90), (CR, Kant)

**Week 6** (Feb 25-29): Non-human animals (CR Singer, CR Regan), Trapping movie

**Week 7** (Mar 3-7): Non-human animals (EE Frey, CR Scruton, EE White).

**Week 8** (Mar 10-14): Species and Ecosystems (EE Schweitzer, CR Rolston)

**Week 9** (Mar 17-21): Species and Ecosystems (CR Leopold, CR Callicott)

***SPRING BREAK***

**Week 10** (Mar 31 – Apr 4): Aristotle and Virtue (EE 103-144)

**Week 11** (Apr 7-11): Aristotle and Virtue (EE 145-168, CR Hill)

**Week 12** (Apr 14-18): Social Contract and Feminist Ethics (CR Rachels x 2)

**Week 13** (April 21-25): Cloning and Gene Pools (CR Goering, CR Pence)

**Week 14** (April 28 – May 2): Religion and Ethics (CR Lockwood, EE 169-185)

***Deadline for submission of campus talk, Friday, May 2nd ***

*** Final Exam 10.10 a.m – 12.10 p.m., Tuesday May 6th ***

4. General Expectations:

I expect you to come to class having carefully read the material assigned for that week. I will be posting study questions on Blackboard every Saturday under “course materials” to help focus our attention on the main issues. As we talk about the reading, I will seek opinions on various topics and may call upon individuals to answer questions relevant to
the reading and lecture. Please be prepared to discuss the issues and to bring your own questions and concerns to everyone’s attention.

I also expect everyone to contribute **positively** to a community of learning. This means being respectful of those around you in the class at all times, including myself. You are expected to attend every class, to not disrupt those around you unnecessarily, and to **stay for the duration of each class period**.

I also expect complete academic integrity at every point of the course. Any academic dishonesty will lead to an automatic F for your semester grade and a meeting with the appropriate academic authorities. There will be no exceptions to this zero tolerance policy on academic dishonesty.

4. **Course Requirements:**

a) **Attendance and participation** (20 points). Attendance and participation are required in this class. Attendance will be measured in part by unannounced in-class assignments that cannot be made up.

b) **Ethical autobiography** (5 points). On Monday, January 28th you must turn in a three page (typed, double-spaced) ethical autobiography detailing the source of your current views on matters of right and wrong. Think back to your early influences and identify all the main sources of the values, principles, and ethical considerations you have incorporated into your life.

c) **Campus talk** (5 points). UM offers a range of extra-curricular lectures, conferences, and talks touching on ethics and/or the environment. You are required to attend one of these events during the semester on your own initiative and to turn in a two-page summary of the content and quality of the talk. You should also include some analysis that reflects the ethics we have been studying. You may not use an event that you are required to attend for another class. Suitable events are regularly announced in the Kaimen, the Missoulian, the Independent, posted on flyers around campus, and on the website [www.umt.edu/news](http://www.umt.edu/news). Please note that I will not be providing you with a list of talks. You must find a talk with an ethical dimension on your own initiative. The deadline for submission of a campus talk is Friday, May 2nd.

d) **Weekly Essay** (40 points). On Saturday every week, I will post study questions on Blackboard directed towards the week’s reading. During class the following week, you must turn in a 1-2 page essay (double-spaced) on one of the study questions. You may answer whichever study question you choose and you may turn it in on whichever day you choose. The later in the week you turn in your essay, the more will be expected of your answer. No essays will be accepted after the end of class on Friday. Your answers will be graded “excellent” (3), “good” (2), “acceptable” (1), and “unacceptable” (0). The essay in Week 9 must be 4-5 pages long, will be worth up to 7 points, and must be turned in on March 21st.
e) Final Exam (30 points). There will be a final exam on Tuesday, May 6th at 10.10 a.m. that will test your knowledge of the reading and lecture. It will be heavily weighted towards the study questions posted each week on Blackboard. This exam may only be taken on the date and time specified.

Extra Credit:

i) Office visit: I encourage you to use both my own and the TA’s office hours as much as you can. We are both being paid to help you with this class! You will get two extra credit points for coming to one of our office hours to discuss issues related to the ethical theory we study this semester.

ii) Campus talks: There is enormous value in taking yourself to extra-curricular talks offered on campus. The speakers are often highly motivated and interesting people. After you graduate from college, it is unlikely you will have access to such people on a regular basis again. You will get 2 extra credit points (up to a limit of 6) for every additional campus talk on subjects related to ethics and/or the environment you attend during the semester. To get this credit, you must turn in a two page summary of the talk (as instructed above).

6. Additional remarks:

If you have any physical or learning disability that may make it hard for you to complete the requirements of this class as stated, let me know right away and I will be happy to make appropriate accommodating arrangements.

Finally, I ask you to contribute to the best learning environment possible as we share time together this semester. Large classes such as this one require commitments from both instructors and students. Please do your part to make our time together as productive and enjoyable as possible. I guarantee you that I will be doing the same.

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.*