Course title: Environmental Ethics  
Course code: (GI) ENVI 2001 CPDK  
Programs offering course: Copenhagen Open Campus Block  
Open Campus Track: STEM and Society  
Language of instruction: English  
U.S. semester credits: 3.00  
Contact hours: 45.00  
Term: Fall Block I 2020

Course Description

This course introduces philosophical ethics in the context of environmental such as population growth, resource use, sustainability, non-human animal welfare, biodiversity loss, environmental justice, and global climate change. No prior experience with philosophy is required. The two main goals of the course are to provide students with a more sophisticated understanding and vocabulary to make and evaluate ethical arguments and to engage students' ethical reasoning and reflection on environmental issues.

Learning Objectives

By completing this course, students will:

- Demonstrate important concepts and vocabulary related to ethics
- Exhibit ethical literacy and its application to environmental issues
- Use critical thinking to critique how environmental problems relate to ethical consideration
- Differentiate between normative and meta-ethics and how they relate to how humans react with the environment
- Relate how biocentrism, eco-centrism and anthropocentrism impact environmental justice and conservation

Comprehend the intersection of environmental ethics and culture

Course Prerequisites

None.

Methods of Instruction

This course is taught through lecture, guest lecture, discussions and small group or individual assignments. Audiovisual material and site visits will augment the in-class learning experience. The student may at any time seek additional guidance in office hours or by scheduling an appointment with the instructor via Canvas.

Assessment and Final Grade

1. Research Paper 25%
2. Animal Ethics Case Studies 10%
3. Group Project 20%
4. Final Exam 25%
5. Participation 20%
TOTAL 100%

Course Requirements

Research Paper

Students are expected to write a 2,000-word research paper that fulfills one of the following requirements:

- analysis of an environmental issue through the application of contrasting ethical perspectives from the course
comparative analysis of environmental ethics in two different countries

In each case, the essay must include additional research, with a bibliography of at least five relevant books or articles. Your description of ethical perspectives from the course should be brief (not more than two paragraphs), the core of the essay should consist of original analysis, critical and comparative evaluation, etc.

Animal Ethics Case Studies

Students will work in small groups of 2-3 students on a case study regarding an animal-human issue. Each group will answer to a list of questions provided by the instructor and will then search and suggest another case study that offer a different solution to the issue.

Group Project

The project consists in examining and analyzing a current environmental issue in groups of 3-4 students. Students are expected to carry out both background research and fieldwork, including interviews, on the issue and on the people most directly affected by it. The project will include a written proposal (of 250 words), a written report (of 500 words), and a class presentation.

Final Exam

A final exam will be administered in the last class session. The exam will include information from lectures, case studies, guest speakers, business visits, readings, and video clips. The exam will be an essay-based exam, with students expected to complete three questions within the allotted time. Essays should present, analyze, discuss the topics using, when possible, references from readings, lectures and discussions.

Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers and attentiveness on co-curricular and outside-of-classroom activities.

Attendance

Regular class attendance is required throughout the program, and all absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent.

Attendance policies also apply to any required co-curricular class excursion or event, as well as to any required field placement. Students may not miss placement/work hours at an internship or service learning site unless approved in advance by the Academic Director and placement supervisor. All students must complete all of the requisite 100 minimum work hours on site at the internship or service learning placement to be eligible for academic credit.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Absences for classes will lead to the following penalties:

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Weekly Schedule

Week 1

Class: 1.1 Overview of ethics

We will explore the definition of ethics and basic ethic concepts, we will compare absolute, intrinsic and instrumental values and we will discuss about the difference between ethics and moral.

Class: 1.2 Environmental ethics

We will explore the development of environmental ethics and the relationship between beliefs and action.

Reading:


Week 2

Class: 2.1 Environmental Ethics Approaches and World Views

Anthropocentric vs. Non anthropocentric environmental ethics: during this class will be discussed the major approaches to environmental ethics and how they seek a balance between human prosperity and environmental sustainability. Students will explore the spectrum of views from utilitarian conservation (looking at the value of our natural resources for human consumption) through biocentric preservation (the protection of nature because all life deserves respect). We will talk about the Gaia hypothesis.

Class: 2.2 Environmental Ethics Approaches and World Views

We will discuss about some religious views about the environment. We will compare and contrast the different viewpoints discussed during class 2.1 and class 2.2.

Reading:


Week 3
Class: 3.1 Animal Ethics
Humans kill, eat, hunt, experiment on, 'use', etc. a wide range of animals. Also, humans have destroyed large parts of the natural environment depriving animals of a place in which to live. The main questions are: does any of this matter morally? do animals have moral rights? We will explore the field that studies human and animal relations (zooanthropology).

Reading:

Class: 3.2 Animal Ethics
We will discuss the consequences of the different relationships between humans and animals and the moral challenge of animal rights.

Reading:

Week 4
Class: 4.1 Ethics of sustainability and climate change
We will discuss ethical issues related to climate change such as: Why is climate change an ethical issue? What would constitute a just allocation of the burdens of climate change? In what ways does uncertainty challenge our ability to understand what we should do about climate change? What are we individually required to do about climate change? We will explore the definitions of sustainability.

Reading:
UNESCO (2010). The Ethical Implications of Global Climate Change.

Class: 4.2 Ethics of sustainability and climate change
We will discuss climate science and the problem of trust and we will explore the possible future scenarios.

Reading:

Week 5
Class: 5.1 Environmental Justice
We will discuss how prejudice throughout the world can form the basis for environmental injustice. In all walks of life, environmental justice strives to provide equal and fair treatment for all people regardless of race, color, sex, national origin, or income, with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies.

Reading:

Class: 5.2 Environmental Justice
We will explore the links between environmental rights and human rights. How to integrate the personal and the political? Can ecological culture solve the problems?

Reading:

Group project (review)

**Course Materials**

**Readings**

There is no required textbook. Additional readings will be assigned in class as needed.


