# A nice image of green ivy hanging down the pageBellevue College Logo

# Phil 122 Environment Ethics Syllabus

Instructor: Monica Aufrecht

E-mail: [monica.aufrecht@bellevuecollege.edu](mailto:monica.aufrecht@bellevuecollege.edu)

Office Hours: Mondays 3-5pm, Fridays 3-5pm and by appointment

During office hours, I meet with students by video chat or phone. Send me a message on Canvas when you plan to attend office hours.

Online Course: No set meeting times. Log onto [Canvas](http://www.bellevuecollege.edu/canvas/) every 24-48 hours.

## Icon of the inbox messaging tool on CanvasContact the instructor

Please use the Canvas messaging tool to contact me when possible.   
If you cannot access Canvas, you can always email me. For instance, if you have no power or internet and you are trying to submit an assignment, you can take a picture of it and email it to me. I recommend you write down my email now in case you cannot access Canvas later*.*

## COURSE INFORMATION Course Outcomes

After completing this course, students should be able to:

* Formulate, clarify, and evaluate arguments.
* Define the basic concepts of environmental studies.
* Explain the available theories of the value of the environment.
* Assess theories of the value of nature by evaluating arguments in support of those theories, or providing counterexamples to those theories.
* Apply theories of value in support of or against environmental policy proposals.
* Explain some specific environmental problems, and how to go about formulating and supporting policies that address those problems.

### How Outcomes Will be Met

* Reading, watching videos, listening to radio shows
* Discussing and analyzing with other students on course discussion boards
* Synthesizing and reflecting via exams essays and projects
* Topics include: Non-Anthropocentrism, Individualism v. holism, Objective v. Subjective value, Deep Ecology, Ecofeminism, and current issues.

### Grading

ASSIGNMENTS **Points**

Weekly Discussions 90  
Participation 30   
3 Unit Exams 180   
3 Unit Essays 180  
Final Essay or Project 135

Total points available: 615

### Books and Materials Required

**No Required Books**

We will read articles and watch videos online.

**Recommended Books**

* Writing Philosophy by Lewis **Vaughn**ISBN: 978-0-195-17956-9
* Dr. Aufrecht’s Pocket Guide to Critical Thinking by Monica Aufrecht **ISBN-13:** 978-1-492-23391-6

### Catalogue Course Description

“Provides an introduction to the ethical and epistemological issues pertaining to our interaction with the environment. Students study the various conceptions of the value of the environment and how these bear on environmental policy debates. Topics may include the intrinsic and instrumental value of wilderness, animal rights, pollution, over-population and more specific applied topics such as global warming or saving salmon in the Pacific Northwest. Fulfills social science or humanities course requirement, not both, at BC.” -BC course catalogue

### Instructor Course Description

The field of American Environmental Ethics is driven by the recognition that we are in an environmental crisis. The main questions of the field ask how we got into this crisis, and how we can get out of it. In this course, we use philosophical tools to ask practical, urgent questions, including: What makes nature valuable, and how should we understand our place in the natural world? Should we actively manage wilderness areas or leave them alone? How can we balance human, animal, and ecosystems' interests; when do these conflict, when do they converge? How might non-Western, feminist, and justice-based ethics reveal hidden assumptions and point toward solutions? This course is well suited for students interested in engaging critically and passionately with these sorts of environmental ethics questions.

### Classroom Learning Atmosphere

### WHAT TO EXPECT FROM A PHILOSOPHY COURSE

This course has no prerequisite. It is suitable for all students willing to explore philosophy and ethical issues thoughtfully, respectfully, and with an open mind.

So what is philosophy? Philosophy is a conversation. We read conversations by philosophers, historians, scientists, forest rangers, resource managers, and activists grappling with our environmental challenges. Classical philosophical conversations are our guide. You contribute to these conversations through the discussion board, essay exams, and your paper or project.

Philosophy is also a skill, with four basic components:

First, you will practice the skill of reading. Reading these conversations is challenging, and also very rich and rewarding. Research shows that our brains are like muscles. The more we “work out,” the smarter we get. So when you are thinking so hard that your brain hurts, and you feel like you don’t understand anything, that is when you are learning the most and your brain is growing new connections between neurons. (See [*Khan Academy’s Video How to Grow Your Brain*](https://www.youtube.com/watch?v=GWSZ1DKjNzY)) So, basically, reading philosophy makes you smarter, especially when it is challenging and doesn’t make sense (yet!). Reading the text twice actually takes less time in the long run -- because you will be able to organize what you are learning . But reading it twice takes more effort (and thus more learning)!

Ultimately, this course is not about faithfully repeating what other people have said (though we do that). Rather, you will develop your own responses to what has been said.

So, second crucially, you will practice the skill of articulating your thoughts and communicating them to others, both in speaking and in writing**.**

Third, philosophy is the skill of questioning your most basic beliefs and assumptions, and then,

fourth, using the tools of ethical frameworks, critical thinking, and logic *to* evaluate the answers you find.

The goal of this course is not to end up with certain answers to ethical dilemmas. Rather, the goal is to learn how to use philosophical tools to reflect on deeply held beliefs, and to emerge with a richer appreciation of the complexities of Environmental Ethics. - Monica

### Course Policies

### Late Policy

Students are expected to complete all assignments at least two days before the final “due time.” This gives you flexibility in case something goes wrong. Assignments turned in after the due time are subject to late penalties, even in the case of technical failure. However, each student gets a total of 3 “free passes” for the quarter*.* You may use a free pass to submit an assignment late for full credit. **To redeem your pass, you must send me a message** **via Canvas or email before the assignment is due** stating that you are using up your “free pass” and telling me the date and time you plan to submit the assignment, typically within 48 hours of the due time. No explanations are needed. Submissions after that time will lose points. If you submit an assignment late, but you do not send me an email *before the assignment is due* telling me that you are using up a free pass, then the assignment might not get full credit, even if you haven’t used all your free passes yet**.**

Students are expected to plan for technical failures and other emergencies. For example, planning could mean completing assignments early and having multiple back up plans. For instance, if Canvas is unavailable, assignments can be emailed directly to me at [monica.aufrecht@bellevuecollege.edu](mailto:monica.aufrecht@bellevuecollege.edu). In case you lose power or internet, have a back-up plan for accessing the internet (public library, friend, etc.). This is why early submission is recommended.

In cases of sudden and unexecpected extreme weather, late penalties will be waived. If extreme weather and/or poweroutages occur during the final exam period, incompletes may be granted so that students can complete the course when Canvas access has returned.

If you anticipate any challenges in completing the assignments on time, you must contact me *before* they are due and as soon as you are aware of the problem so that we can solve it together. Exceptions may be made to the late policy at my discretion if you contact me *before* the due date. **If you encounter an emergency or situation lasting more than three weeks, contact me immediately** so we can make arrangements that work for you and best facilitate your learning. I look forward to hearing from you. - Monica

### Student Code of Conduct and Academic Integrity

You are required to follow the [Bellevue College Student Code](http://www.bellevuecollege.edu/policies/id-2050/) regarding proper student conduct. Failure to properly cite may result in a zero for the assignment, and possibly an F for the course. Breaches of Academic Integrity, such as cheating and plagiarism, will be reported. It is considered a serious offense to present someone else’s words or ideas as if they were your own. All quotations, paraphrasing, and references must be properly cited. This means that if you use any materials or people when preparing the assignment (including the textbook), you must provide a list of these materials with your assignment. For any words that you did not write, you must put quotation marks around them (“ ”) and cite them (write down who wrote them). If you have any questions about whether your work will be interpreted as cheating or academic plagiarism, contact me before turning in the assignment. I am more than happy to work with you to make sure all of your sources are properly cited. For more information on what plagiarism is, see Indiana University’s page on [Plagiarism: What It is and How to Recognize and Avoid It](http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml) - Monica

### Accessibility

“The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.” – Bellevue College Accesibiliy Policy

“If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. [Contact Autism Spectrum Navigators](https://www.bellevuecollege.edu/autismspectrumnavigators/) (ASN). Email and phone number is on the web page. ASN is located in the Library Media Center in D125.

The DRC office is located in building B Room 132. You can contact the DRC by stopping by B132, calling our desk at 425-564-2498, emailing [drc@bellevuecollege.edu](mailto:drc@bellevuecollege.edu), and Deaf students can reach us by Skype (account name DRCatBC). For more information about the services we offer, including our Initial Access Application, visit our website at [www.bellevuecollege.edu/drc](http://www.bellevuecollege.edu/drc).” – Disasbility Resource Center (DRC)

Monica’s note: I am dedicated to including all students, and making sure everyone can participate fully in all course activities and materials.I welcome discussions with me and the [Disability Resource Center](http://www.bellevuecollege.edu/drc/) early in the quarter. I am happy to collaborate with you to come up with a plan that works for you!– Monica

### Affirmation of Inclusion

“Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.” - [Affirmation of Inclusion](https://www.bellevuecollege.edu/inclusion/) (https://www.bellevuecollege.edu/inclusion/)

### Religious Holidays

“Students who expect to miss classes, examinations, or any other assignments because of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.” - [Policy 2950 Accommodations for Reasons of Faith or Conscience](http://www.bellevuecollege.edu/policies/id-2950p-2/) (<http://www.bellevuecollege.edu/policies/id-2950p-2/>).

Monica’s note: Students may request up to two days of accommodation for religious reasons. Send an email to the Vice President of Student Affairs, Ata Karim [ata.karim@bellevuecollege.edu](mailto:ata.karim@bellevuecollege.edu). Include:

* Student name & ID#
* Description of accommodation being requested
* Class (or classes) affected
* Date(s) of absence from class
* Name of instructor(s) to notify

Please also contact me directly. - Monica

### College Anti-Discrimination Statement

“Bellevue College does not discriminate on the basis of race or ethnicity; creed; color; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; or veteran status in educational programs and activities which it operates. Bellevue College is prohibited from discriminating in such a manner by college policy and by state and federal law. All college personnel and persons, vendors, and organizations with whom the college does business are required to comply with applicable federal and state statutes and regulations designed to promote affirmative action and equal opportunity.” - [Equal Opportunity](http://www.bellevuecollege.edu/equal/) (http://www.bellevuecollege.edu/equal/)

Bellevue College no discrimina por motivos de raza u origen étnico, credo, color, origen nacional, sexo, estado civil, orientación sexual, edad, religión, información genética, presencia de cualquier discapacidad sensorial, mental o física o condición de veterano en sus programas educativos ni en las actividades que administra. De acuerdo con políticas de la universidad y de leyes estatales y federales, Bellevue College tiene prohibido incurrir en tales actos de discriminación. Todo el personal y las personas que hacen vida en la institución, los proveedores y las organizaciones con las cuales trabaja Bellevue College deben acatar los estatutos y normativas federales y estatales vigentes creados con el fin de promover la discriminación positiva y la igualdad de oportunidades.

贝尔维学院 (Bellevue College) 不会因种族或民族、信仰、肤色、国籍、性别、婚姻状况、性取向、年龄、宗教、遗传信息，患有任何感官、精神或肢体残疾，或在其经营的教育计划和活动中的退伍军人身份而歧视任何人。根据学院政策以及州政府和联邦法律，禁止贝尔维学院 (Bellevue College) 以这种方式歧视他人。所有与学院开展业务的学院工作人员和个人、供应商，以及组织机构，都必须遵守旨在促进平权行动和平等机会所适用的联邦和州政府法规和条例。

### Confidentiality and Mandatory Reporting

“As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share with the Title IX Coordinator any and all information regarding sexual assault and other forms of sexual misconduct (e.g. dating violence, domestic violence, stalking) that may have occurred on campus or that impacts someone on campus. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-2212. The Title IX Office can be contacted at 425-564-2641 and more information can be found at [Title IX](http://www.bellevuecollege.edu/titleix/) (http://www.bellevuecollege.edu/titleix/).

If you have any concerns, you may report to: [Report Concerns](https://www.bellevuecollege.edu/reportconcerns/) (<https://www.bellevuecollege.edu/reportconcerns/>).” - Title IX statement

## Division Statements

“The college's "Affirmation of Inclusion” is posted in each classroom and sets forth the expectation that **we will all treat one another with respect and dignity** regardless of whether or not we agree philosophically. This expectation is in line with the principle of free speech in a free society: we have the right to express unpopular ideas as long as we don't show disrespect for reasonable people who might believe otherwise. In an on-line course, you will be expressing ideas through the medium of the course site rather than face to face in the classroom. In that case, these expectations refer to the courtesy with which you communicate with one another through e-mails and e-discussions. Part of this respect involves professional behavior toward the instructor, colleagues, readings, and the class itself. “ Students are required to be familiar with the entire statement. - From the Arts and Humanities Division’s [expectations of student conduct](http://s.bellevuecollege.edu/wp/sites/59/2014/10/STUDENT-PROCEDURES-AND-EXPECTATIONS.pdf):

### RESOURCES FOR STUDENTS

## Important Links

[See "Important Links” page online](https://bellevuec.sharepoint.com/sites/elearningcenter/_layouts/15/guestaccess.aspx?guestaccesstoken=2TFggQLCl3P%2fRXyM93VDTWKUErTndDMRqrbvKWw62D0%3d&docid=2_0a409e7295a6c4b24a3ce40a6bd56f98b&rev=1) for more information about BC E-mail, access to MyBC, the Disability Resource Center (DRC), Public Safety, the Academic Calendar, the Academic Success Center, and more.

### Help with Canvas

Students will need regular access to a computer and the internet to complete this course.

Students are expected to log on to the Canvas site every 24-48 hours for announcements and to post to discussion boards. Bellevue College provides several [**computer labs**](http://depts.bellevuecollege.edu/helpdesk/students/computerlabs/) for students, including the [N250 Open Lab](http://depts.bellevuecollege.edu/helpdesk/students/n250-open-lab/), which is open daily to all students. Headphones are recommended.

If you have any technical difficulties, you can submit a ticket to the Bellevue College [ITS service desk](http://depts.bellevuecollege.edu/helpdesk/) or call 425-564-HELP Mon-Fri 10am – 2pm. Also, let the instructor know right away. For help accessing Canvas, use [Canvas Help for students](http://depts.bellevuecollege.edu/helpdesk/students/canvas/).

The ability to make a video (camera and microphone) are required for presentation of the final essay and/or project. It is also recommended for communicating with the instructor, through phone calls are also acceptable.

**Academic Assistance & Student Services**

All students are encouraged to use the [Academic Success Center](http://www.bellevuecollege.edu/asc/), especially the **Writing Lab.** Several other services are available to [Bellevue College Students](https://www.bellevuecollege.edu/resources/services/). [Multicultural Services](http://www.bellevuecollege.edu/mcs/) is open to all students, and is a great resource for academic support, as well.



**Environmentalism might not be what you’d expect:   
Taking a Second Look**

Ivy is a pretty plant, but Pieter Bohen of the Cascade Land Conservancy estimates that without human intervention, ivy would take over Discovery Park in Seattle, Washington in twenty years, eliminating native species in the park and creating an “ivy desert”. (Seattle PI, June 16, 2004)

It can be emotionally difficult to see animals in captivity. However, this fence is helping to protect an endangered species. This baby elephant is living in the Chitwan Breeding Center in Nepal, designed to protect and foster elephants. (Photo by Gemma Dickens, June 2006)

## Environmental Ethics Overview

Module 1: Introduction to Ethics

## Unit I Money

Non-Anthropocentrism: Would nature be valuable even if it didn’t help us?

Module 2: Aldo Leopold, The Land Ethic

Module 3: Singer and Regan, Value of Animals, Ecosystem Value

## Unit II Power

Control: What is the relationship between humans and nature? Between different humans?

Module 4. Wilderness deabtes

Module 5. Karen Warren, Eco feminism, Environmental Justice

## Unit III Life

Sustainability: What does it mean for life on Earth to be sustained?

Module 6: What is sustainability? What are some barriers to sustainability in theory?

Module 7: What cycles do life depend on? What projects are there to stabilize these cycles?

## Action

Project presentations and discussion