CIEE Global Institute – Copenhagen

Course name:	Environmental Ethics
Course number:	(GI) ENVI 2001 CPDK
Programs offering course:	Copenhagen Open Campus
Open Campus track:	STEM and Society
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Fall 2019

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 be able to:

- 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. Short Answer Written Assignments (2)	20%
2. Essay	20%
3. Midterm Exam	20%
4. Final Exam	20%
5. Participation	20%

Course Requirements

Short Answer Written Assignment

Students are expected to write two essays (minimum 700 words each) answering questions about the weekly subjects. Essays should present, discuss, analyze, and develop the topics with references to the readings, visits, lectures, discussions, and other sources when applicable. The essays should use Chicago citation style in referencing sources.

Long Answer Written Assignment

Students are expected to write one 1500 word essay critically examining an author's argument on the ethics of global climate change. The essay should present, discuss, analyze, and develop the topic with references to the readings, visits, lectures, discussions, and other sources when applicable. The essays should use Chicago citation style in referencing sources.

Midterm Exam

A midterm exam will be administered at the end of Week 3. The test will include information from lectures, case studies, guest speakers, business visits, readings, video clips, etc. The test will be open-book, so students are asked to bring all of their relevant notes and materials on the day of the test and consist of both short and long answer essay questions.

Final Exam

A final exam will be administered on the last day of class. The test will include information from lectures, case studies, guest speakers, business visits, readings, video

clips, student presentations, etc. The test will be open-book, so students are asked to bring all of their relevant notes and materials during the day of the test.

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 Policy

Regular class attendance is required throughout the program, and all unexcused 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, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Unexcused absences can impact the final grade.

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 Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. 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.

Unexcused absences will lead to the following penalties:

Percentage of Total Course Hours Missed	*Equivalent Number of Open Campus Semester classes*	*Minimum Penalty*
Up to 10%	1 content class, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; **written warning**
More than 20%	3 content classes, or 5 language classes	Automatic **course failure**, and possible expulsion

Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

Week 1	**Orientation Week**
Class 1:1	Introduction Discussion will focus on the intersection of environmental and ethical problems. Students will engage in a guided tour of Copenhagen to discuss conditions associated with socioeconomic inequality.

Week 2

Class 2.1

Anthropocentrism: Population, Consumption and Sustainability

During this class, students will talk about the Metaethics and the environment: Are there objective answers to environmental ethical questions?

Reading:
Jamieson Chapter 1; Brennan and Lo (2008) Chapters 3 & 4

Feikis, et al. (2014) "Ethics and values: A comparison between four countries (United States, Brazil, United Kingdom and Canada)" http://www.emeraldinsight.com/doi/abs/10.1108/JTMC-08-20140053?af=R&

Class 2.2

Biocentrism, Biodiversity and Species Loss: Ecocentrism and Deep Ecology.

We address the framing of a choice between feeding people vs. saving nature. We examine the challenge to anthropocentrism posed by the animal liberation movement. We further investigate radical forms of environmentalism before switching to a lecture introducing the GIS mapping and the value of spatial analysis for approaching ecocentrism and deep ecology.

Reading:
Jamieson Chapter 5 & 6; Hardin (1968); Golding (1972); Sarkar (2012) Chapter 7; Russow (1981)

Reading:
Stone D., *Should Trees Have Standing? Law, Morality, and the Environment*. (1972)

University of Wisconsin-Madison. “Mapping and Geographic Information Systems: What is GIS?” http://researchguides.library.wisc.edu/GIS

GrindGIS. “67 Important GIS Applications and Use” http://grindgis.com/blog/gis-applications-uses

- ❖ Short Answer Written Assignment 1 due: Metaethics vs. normative ethics, as well as a comparison of ethics between the United Kingdom and the United States

Week 3

Class 3.1 Environmental Justice Theory & Practice

We will discuss race, class and environmental inequality; nature conservation as social exclusion. Mapping green spaces in and around Copenhagen.

Reading:
From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement, Cole and Foster (2001); Race, Class and the Global Politics of Environmental Inequality, Newell (2005)

Class 3.2 Environmental Justice and the Economy

Students will discuss who bears the brunt of environmental degradation.

Reading:
Environmental justice: Human health and environmental inequalities, Brulle and Pellow (2006);

Environmental justice, capabilities, and the theorization of well-being, Colin and Colin (2015)

Environmental Justice and the City, Simin Davoudi and Elizabeth Brooks 2012
http://www.ncl.ac.uk/media/wwwnclacuk/socialrenewal/files/environmental-justice-and-the-city-final.pdf

- ❖ Midterm Exam

Week 4

Class 4.1 Ethics and Global Environmental Change: Owning your Ecological

Footprint

We try to answer common questions such as: Is it all your fault? Is climate change a “perfect moral storm”?

Reading

Climate Ethics. Essential readings, Sinnot-Armstrong in Gardiner et al. (2010);

Destructive Storms in European Forests: Past and Forthcoming Impacts, Gardiner in Gardiner et al. (2010)

Class 4.2 Ethics of Water Use, Land Transformation, and Biotic Extinctions

Among the questions debated are: Do non-human species have a right to exist? We will also welcome a guest speaker to discuss ecology and conservation.

Reading:
Jamieson. “Essential readings”, in Gardiner et al. (2010) *Climate Ethics*.

Shue. “Essential readings”, in Gardiner et al. (2010) *Climate Ethics.*

Collins. (2008) “From environmental to ecological ethics: toward a practical ethics for ecologists and conservationists.”

Ceratti. (2016) “Brazil may be the owner of 20% of the World’s water supply but is still very thirsty”.
http://www.worldbank.org/en/news/feature/2016/07/27/how-brazilmanaging-water-resources-new-report-scd

❖ Short Answer Written Assignment 2 due

Week 5

Class 5.1	Animal Ethics and Industry Animal well-being in health and food industries. An animal rights expert will visit the class as a guest speaker (TBC). Reading: Sandøe, et. al., 2008, Ethics of Animal Use, The Changing Face of Animal Ethics (ch. 1) & What Is a Good Animal Life? (ch. 3)
Class 5.2	Doing the Right Thing Human standard of living vs. environmental well-being. What ethical drivers will protect the environment? GIS Mapping discussion. Reading: Jamieson. (2008) “Ethics and the Environment: An Introduction”, Chapter 7.

Week 6

Class 6.1	Site Visit Students will go on a guided tour of an environmental management and licensing company (TBC).
Class 6.2	Final Exam

Course Materials

Readings

Brennan, A. and Y. Lo "Stanford encyclopedia of philosophy." (2008).

Brulle, Robert J., and David N. Pellow. "Environmental justice: human health and environmental inequalities." *Annu. Rev. Public Health* 27 (2006): 103-124.

Cohen, Carl. "The case for the use of animals in biomedical research." (1986).

Cole, Luke W., and Sheila R. Foster. *From the ground up: Environmental racism and the rise of the environmental justice movement*. NYU Press, 2001.

Collin, Robert William, and Robin Morris Collin. "Environmental justice and sustainability." *Routledge International Handbook of Sustainable Development* (2015): 209.

Estrella-Luna, Neenah. "Public participation and communicative interaction: The structural mechanisms of institutional bias." *Environmental Justice* 3.4 (2010): 135-140.

Gardiner, S.M. et al. eds. 2010. *Climate Ethics: Essential Readings*. New York: Oxford University Press.

Golding, Martin P. "Obligations to future generations." *The Monist* 56.1 (1972): 85-99.

Hardin, Garrett. "The Tragedy of the Commons." *Journal of Natural Resources Policy Research* 1.3 (2009): 243-253.

Jamieson, D. 2008. *Ethics and the Environment: an Introduction*. New York: Cambridge University Press.

Minteer, Ben A., and James P. Collins. "From environmental to ecological ethics: toward a practical ethics for ecologists and conservationists." *Science and engineering ethics* 14.4 (2008): 483-501.

Russow, Lilly-Marlene. "Why do species matter?" *Environmental Ethics* 3.2 (1981): 101112.

Sarkar, Sahotra. *Environmental philosophy: From theory to practice*. John Wiley & Sons, 2012.

Stone, Christopher D. "Should Trees Have Standing--Toward Legal Rights for Natural Objects." *S. CAl. l. rev.* 45 (1972):

Online Resources

Feikis, J., McHugh, A., Lane, S. (2014) "Ethics and values: A comparison between four countries (United States, Brazil, United Kingdom and Canada)", *Journal of Technology Management in China, Vol. 9 Issue: 2*, pp.108-122, Retrieved from: http://www.emeraldinsight.com/doi/abs/10.1108/JTMC-08-2014-0053?af=R&

University of Wisconsin-Madison. *Mapping and Geographic Information Systems: What is GIS?* Retrieved from: http://researchguides.library.wisc.edu/GIS

GrindGIS. (2015 June 14). *67 Important GIS Applications and Use.* (Web log post). Retrieved from: http://grindgis.com/blog/gis-applications-uses

Weber E., Hasenack H., Flores C., Pötter R., Fasolo P. (2008) “GIS as a Support to Soil Mapping in Southern Brazil”. In: Hartemink A.E., McBratney A., Mendonça-Santos M.. (eds) *Digital Soil Mapping with Limited Data*. Retrieved from: https://link.springer.com/chapter/10.1007/978-1-4020-8592-5_9

Davoudi, S and Brooks, E. 2012. *Environmental Justice and the City* http://www.ncl.ac.uk/media/wwwnclacuk/socialrenewal/files/environmental-justice-andthe-city-final.pdf