

ENVIRONMENTAL ETHICS

Syllabus
Spring Semester, 2011

ENVS 3600

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ENS 272 Ph. 7948

COURSE DESCRIPTION:

An introductory study of ethical systems that address the relationship and responsibility of humankind toward the natural world. Emphasis will be upon the biblical environmental stewardship ethic and its application to contemporary environmental issues. Three lectures/week. Prerequisite: BIO 2600 and/or Junior Status

TEACHING AIMS:

1. To enable students to integrate what they have learned and are learning in the natural sciences and in the general education curriculum to develop an understanding of ethical systems and how a biblical environmental ethic can be used to advance the biblical worldview and resultant problem-solving approaches to environmental issues.
2. To advance comradery, mutual edification, and the concept of a "learning community" among ENVS students with emphasis on personalizing and applying the biblical and ethical content being studied.

LEARNING OBJECTIVES: Successful completion of this course of study will enable the student to achieve the following objectives:

Objective #1: (Cognitive-Evaluation)

Identify and explain the presuppositions and claims of the major ethical systems that address contemporary environmental issues and human behavior toward the natural world.

Approach: Readings, lectures, short writing assignments, group discussion

Assessment: Selected writing samples, quizzes, exams, short and extended oral presentations

Objective #2: (Cognitive-Synthesis)

Explain the basis for the biblical environmental stewardship ethic as derived from the biblical and natural revelation; and, compare this ethic with secular environmental ethics.

Approach: Readings, lectures, short writing assignments, group discussion

Assessment: Selected writing samples, quizzes, exams, short and extended oral presentations

Objective #3: (Affective-Application)

Contribute as a member of a "learning community," who acknowledge Christ as Creator and Lord of creation (Col. 1: 16 17; 2:3), and of their lives (Romans 12:1), and who manifest growing evidence of His lordship in their lives.

Approach: Assigned reading and writing, followed by settings in class that invite oral expression, group interpersonal discussion and application

Assessment: Evidence of commitment to class attendance, punctual and substantive completion of individual assignments, knowledgeable participation that demonstrates Christian character.

Objective #4: (Affective-Application)

Recognize and strive toward integration of the creation stewardship ethic as evidenced in both personal lifestyle and in attitudes and actions within social and political institutions.

Approach: Assigned reading /writing, group discussion, written expression, case studies for application

Assessment: Writing samples, quizzes, exams, short and extended oral presentations, personal environmental ethics statement, substantive participation demonstrating Christian character.

II. IMPLEMENTATION:**SCHEDULE:** Lecture: ENS 340 MWF 11:00am –11:50am**TEXTS:** DesJardins, Joseph R. 2006. *Environmental Ethics: An Introduction to Environmental Philosophy*. 4th ed. Thomson/Wadsworth. Belmont, CA.Northcott, Michael S. 1996. *The Environment and Christian Ethics*. Cambridge University Press. Cambridge, UKLeopold, Aldo. *A Sand County Almanac and Sketches Here and There*. Oxford U. Press. London, UK.**LECTURE-STUDY ASSIGNMENTS:** Available at the ENVS 3600 website at <http://www.cedarville.edu/personal/silvius/3600/3600main.htm>**INDIVIDUAL STEWARDSHIP:**

1. **Commitment** to God, to professor, and to the "learning community" of our class is emphasized
CHALLENGE: See Phil. 2:3-4 and Col. 3:23-24. A FRUIT of this commitment is a willingness to value the course objectives and accept personal responsibility to achieve them.
2. **Responsibility** as an active participant:
CHALLENGE: Consider how you will implement the following "quality factors" for learning:
 - a. Spatial – Come to class faithfully, having prepared to both give and receive. Find quiet places to read, study, reflect, and complete assignments. Visit my office when I can be of help.
 - b. Temporal – Commit to punctuality in arrival to class and in scheduling and meeting deadlines.
 - c. Cognitive:
 - i. Strive to achieve clear, accurate comprehension of assigned reading in which ethical theories and their critiques are presented.
 - ii. Develop an organized notebook ("ethics journal") in which you list major considerations, assertions, and principles. Add your personal reaction or commentary. Include assigned "Discussion Questions" accompanied by your responses and/or blog entries..
 - iii. Be willing to address real or apparent ambiguity or contradiction as an incentive to learn.
 - d. Spiritual – Maintain a regular devotional/prayer life so that God's Spirit can work to challenge your thinking and your personal ethics as you attempt to internalize the environmental ethics.
 - e. Interpersonal – Commit to demonstrating polite communication both orally and in writing; and, consciously develop the ability to listen with the intent to comprehend what others are saying.

APPROACHES: An elaboration of the "Approaches" noted on page 1:

1. Assigned Reading – will usually be accompanied by "Discussion Questions" to focus your study. Develop a plan to record your responses in your notes to develop a personal "ethics journal." As you read, write out significant claims, definitions, distinctions, questions, implications.
2. Short Writing Assignments – these are intended to allow you to formulate and express your responses to a given topic. Comments may be requested through a class blog or in printed form.
3. Personal Environmental Ethics Statement – to be critiqued periodically; reflects your developing environmental ethic in relation to the creation and your professional calling; major part of Exam III.
4. Group Discussion – a class setting provided so that I can assess your learning progress and so we can each present our understanding and questions for clarification, enhancement, or correction.
5. Short Oral Presentations – when asked in advance to provide a 5-min opening to a class discussion.
6. Praxis project will be your (or group's) choice from topics provided; and, is given orally at the end of semester. Your task is to identify the ecological, cultural, and religious factors that influence the ethics that are evident and the conflicts to be resolved, and respond with your analysis & recommendation based upon appropriate literature sources and knowledge of science and env.. ethics.
7. Quizzes – announced or unannounced to promote accountability and to assess learning progress.
8. Exams – hour-length to provide a more comprehensive assessment; may be partly "take-home." Make-up exams are given pending legitimate reasons and prior arrangement.

GRADE CALCULATION:

Weighting:

Exams I, II, III @ 200 -----	600
Quizzes -----	100
Written/Oral Participation -----	100
Praxis Report -----	200
Total -----	1000

Letter Grades:

A	900 - 100	[Plus (+) and (-) grades are awarded. for the upper or lower 20 points of each grade interval respectively.]
B	800 - 899	
C	700 - 799	

ACADEMIC ASSISTANCE: It is my goal to assist you in every way possible to achieve your academic goals.

If you have special needs for which I should make an allowance, please let me know. You should also inform the [Academic Enrichment Center](#) (“The Cove”), located in the Center for Biblical & Theological Studies Room 218, directed by Mrs. Kim Algrim, to partner with us. For more information, call 937-766-PIER. If you believe you may need support in managing the impact of a disability, please contact Amy Frey in Disability Services section of “The Cove.” My faculty colleagues and I rely on Disability Services to verify the need for academic accommodations and to identify reasonable accommodation strategies. Examples of disabilities are hearing, vision, AD/HD, learning disabilities, psychological, orthopedic, and a health impairment.

ACADEMIC DISHONESTY POLICY is enforced in accordance with the Student Handbook, [Appendix A](#).

2011 Tentative Lecture Schedule for BIO 3600 Environmental Ethics -- Spring, 2011

		Monday	Wednesday	Friday
Part I Major Ethical Systems	Week # 1	10-Jan	12-Jan	14-Jan
	Topic		01 Introduction	02 Approaches to Environmental Ethics
	Reading		ENVS 3600 Syllabus	DesJardins, Preface
	Prepare		<>	Your responses to Study Questions
	Week # 2	17-Jan	19-Jan	21-Jan
	Topic	03 Ethical Theory & Environment - I	04 Ethical Theory & Environment - II	05 Ethical Theory & Environment - III
	Reading	DesJardins, Chapter 1	DesJardins, Chapter 2, pp 17-29	DesJardins, Chapter 2, pp 30-39
	Prepare	Post Blog Entry	Use Study Guide to Prepare for Discussion	Further Definition of Ethical Theories
	Week # 3	24-Jan	26-Jan	28-Jan
	Topic	06 Ethical Theory & Environment - IV	07 Ethics and Economics - I	08 Ethics and Economics - II
	Reading	DesJardins, Chapter 2 Review	DesJardins, Chapter 3	DesJardins, Chapter 3; Northcott, Chapter 1
	Prepare	Complete Review Exercises; Quiz #1	Assigned Discussion Quest of #1 - 5	Responses to Distilled Questions
Part II Secular Environmental Ethics	Week # 4	31-Jan	2-Feb	4-Feb
	Topic	09 Responsibility to Future Generations	10 Responsibility to Future Generations	
	Reading	DesJard. Ch. 4, p 70-78; Northcott, Chapter 1	DesJardin Chapter 4, p 79-90	Exam I
	Prepare	Select Disc. Quest.; Northcott's Assertions	Blog Entry & Class Discussion	
	Week # 5	7-Feb	9-Feb	11-Feb
	Topic	12 Moral Standing	13 Moral Responsibility to Other Species	13 Moral Responsibility (Continued)
	Reading	DesJardins, Chapter 5, p. 94-98	DesJardins, Chapter 5	DesJardins, Chapter 5
	Prepare	Discuss: Do animals have moral standing?	Blog Entry & Class Discussion	
	Week # 6	14-Feb	16-Feb	18-Feb
	Topic	14 Biocentric Ethics	14 Biocentric Ethics	15 Roots of the Environmental Crisis
	Reading	DesJardins, Chapter 6	DesJardins, Chapter 6	Northcott, Chapter 2
	Prepare	Use Study Guide to Prepare for Discussion	Compare Extension vs. Biocentric Ethics	Blog Entry & Class Discussion
	Week # 7	21-Feb	23-Feb	25-Feb
	Topic	16 Wilderness, Ecology, and Ethics - I	17 Wilderness, Ecology, and Ethics - II	18 The Turn to Nature
	Reading	DesJardins, Chapter 7, p. 148-152	DesJardins, Chapter 7, p. 152-168	Northcott, Chapter 3, p 86-116
	Prepare	Use Study Guide to Prepare for Discussion	Present Impersonations	Recap, Review, and Quiz
	Week # 8	28-Feb	2-Mar	4-Mar
	Topic	19 Recap and Review	Exam II	Course Evaluation and Anticipation
	Reading	DesJardins, Ch. 5-7; Northcott, Ch. 2-3		Preface to <i>A Sand County Almanac</i> (Leopold)
	Prepare	Study Notes #09 to #18; Study Strategy II		Impact on your views? Personal Statement?
	Week #	/ / / / / / / / / / / / / / / /	March 7 -- 11 Spring Break / / / / / / / / / / / / / / / /	

Continued, page 4.

Schedule (continued) -

	Week #		March 7 -- 11 Spring Break												
Part III															
The Land Ethic, Biblical Environment Stewardship Ethic, and	Week #	9	14-Mar				16-Mar				18-Mar				
	Topic		21 Thinking Like a Mountain				22 Critique of the Leopold's Land Ethic				23 Application of the Land Ethic				
	Reading		Leopold (<i>Sand County Almanac</i>), p. 129-133				DesJardins, Chapter 8, p. 179-189				DesJardins, Chapter 8, p. 189-199				
	Prepare		Blog Entry & Class Discussion				Prepare Discussion Points - Critique of L.E.				Blog Entry & Class Discussion				
Contemporary Applications	Week #	10	21-Mar				23-Mar				25-Mar				
	Topic		24 Deep Ecology				25 Flowering of Ecotheology				26 Evaluation of Secular Holistic Ethics				
	Reading		DesJardins, Chapter 9				Northcott, Chapter 4, parts				Assigned Readings; Launching PRAXIS				
	Prepare		Blog Entry & Class Discussion				Class Discussion				Class Discussion				
	Week #	11	28-Mar				30-Mar				1-Apr				
	Topic		27 Biblical Environmental Stewardship				27 Biblical Environ. Stewardship (cont'd)				28 Creation, Redemptions, & Natural Law				
	Reading		Northcott, Chapter 5, parts				Northcott, Chapter 5, parts				Northcott, Chapter 6				
	Prepare		Class Discussion				Blog Entry & Class Discussion				Class Discussion				
	Week #	12	4-Apr				6-Apr				8-Apr				
	Topic		28 Creation, Redemption, Natural Law Ethics				28 Creation, Redemptions, & Natural Law				29 Environmental Justice & Social Ecology				
	Reading		Northcott, Chapter 6				Northcott, Chapter 6				DesJardins, Chapter 10				
	Prepare		Blog Entry & Class Discussion				Class Discussion				Blog Entry & Class Discussion				
	Week #	13	11-Apr				13-Apr				15-Apr				
Topic		29 Environmental Justice & Social Ecology				Exam III				30 Pluralism, Pragmatism, Sustainability					
Reading		DesJardins, Chapter 10								DesJardins, Chapter 10					
Prepare		Blog Entry & Class Discussion								No Lecture - Released Time					
Week #	14	18-Apr				20-Apr				22-Apr					
Topic		30 Pluralism, Pragmatism, Sustainability				31 Environmental Ethics PRAXIS				31 Environmental Ethics PRAXIS					
Reading		DesJardins, Chapter 10				Individual Student Research				Individual Student Research					
Prepare		Prepare Personal Statement and PRAXIS				No Lecture - Individual Consultation				No Lecture - Individual Consultation					
Week #	15	25-Apr				27-Apr				29-Apr					
Topic		PRAXIS Presentation				PRAXIS Presentation				PRAXIS Presentation					
Reading		Individual Student Research				Individual Student Research				Individual Student Research					
Prepare		Oral Reporting				Oral Reporting				Oral Reporting					
Week #	16	2-May								May 4 - Exam Period (10:30-12:30)					
Topic		PRAXIS Presentation								PRAXIS Presentations					
Reading		Individual Student Research								Individual Student Research					
Prepare		Oral Reporting								Oral Reporting					