



COURSE OUTLINE		
<b>TERM:</b> Spring 2021	<b>COURSE NO:</b> PHIL 208	
<b>INSTRUCTOR:</b> Michel-Antoine Xhignesse	<b>COURSE TITLE:</b> Environmental Ethics	
<b>OFFICE:</b> FIR 444 <b>LOCAL:</b> 1-604-986-1911 ext. 3691 <b>E-MAIL:</b> michelxhignesse@capilanou.ca	<b>SECTION NO(S):</b> 01	<b>CREDITS:</b> 3.0
<b>OFFICE HOURS:</b> Monday 10h30-11h30 PST, Wednesday 13h30-14h30 PST		
<b>COURSE WEBSITE:</b> See Moodle		

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories our campuses are located.

### **COURSE PREREQUISITES/CO-REQUISITES**

None

### **WELCOME AND COURSE FORMAT**

Welcome to PHIL 208-01! This course will be delivered **fully online** and asynchronously at [eLearn.capu.ca](http://eLearn.capu.ca) for a 15-week semester, which includes two weeks for final exams/assignments. Students who wish to discuss the course material synchronously with each other and the instructor can do so during the instructor's **open office hour, Mondays from 10h30-11h30 PST, via Zoom.**

Students should expect to log in 3-4 times per week and to spend 8-10 hours per week on course readings, practice tests, weekly learning activities, teamwork and assignments. **Regular office hours are hosted on Zoom, Wednesdays 13h30-14h30 PST.**

### **REMOTE LEARNING ENVIRONMENT**

Remote teaching and learning is a new context for all of us. We will learn together and interact with empathy, care, and understanding. Your health and well-being is important to us. Please see the university website for the most updated COVID information: <https://www.capilanou.ca/about-capu/get-to-know-us/covid-19-response/campus-safety/>

### **CALENDAR DESCRIPTION**

This course deals with ethical and political issues arising from the relationship between humans and their natural surroundings. Typical questions that will be addressed are: Do animals have rights? Is using animals for food and clothing morally wrong? Do we have an obligation to the natural environment such as an obligation to preserve species? What are our obligations to future generations? What is sustainable development? Are environmental problems fundamentally personal or are they fundamentally political and social?

### **COURSE NOTE**

PHIL 208 is an approved Self and Society course for Cap Core requirements.

## REQUIRED TEXTS AND/OR RESOURCES

All readings will be posted to Moodle.

## COURSE STUDENT LEARNING OUTCOMES

**On successful completion of this course, students will be able to do the following:**

1. Explain in detail the main theories in Environmental Ethics/Philosophy
2. Identify and define key concepts
3. Critically evaluate the merits of answers to key questions about environmental issues and relevant human activities
4. Analyse case studies and apply moral principles to these and other relevant cases

**Students who complete this Self and Society course will be able to do the following:**

1. Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies
2. Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society
3. Apply concepts of sustainable development to address sustainability challenges in a global context
4. Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change

## COURSE CONTENT

Topics and required readings are listed below.

*Week 1, January 11*

### **Introduction: Climate Change**

For what are we responsible, in this climate crisis?

- Stephen Gardiner – *A Perfect Moral Storm - Climate Change, Intergenerational Ethics, and the Problem of Corruption*
- Avram Hiller – *Climate Change and Individual Responsibility*

*Week 2, January 18*

### **Geoengineering**

Could geoengineering help to solve the climate crisis?

- David Keith – *Engineering the Planet*
- Naomi Klein – *Geoengineering: Testing the Waters*
- Eric Katz – *Geoengineering, Restoration, and the Construction of Nature: Oobleck and the Meaning of Solar Radiation Management*

*Week 3, January 25*

### **Restoration**

If not geoengineering, then what about restoring natural environments?

- Eric Katz – *The Big Lie: Human Restoration of Nature*
- Elizabeth Willott – *Restoring Nature, without Mosquitoes?*

*Week 4, February 1*

### **Pollution and Economics**

How should we balance a clean environment with our economy's need to pollute?

- William Baxter – *People or Penguins: The Case for Optimal Pollution*
- Hilary French – *You Are What You Breathe*

Week 5, February 8

### **Environmental Racism I**

What roles do race and class play in environmental issues?

- Laura Westra – *Environmental Racism and the First Nations of Canada: Terrorism at Oka*
- Peter S. Wenz – *Just Garbage: The Problem of Environmental Racism*

Week 6, February 15

### **How to write a philosophy paper**

I'll give you some tips, tricks, etc., and answer your questions

- Helena de Bres – [The Pink Guide to Philosophy](#)
- Jeffrey Kaplan – [How to Write a Philosophy Paper](#)
- **Midterm Test (due today @ 17h00 PST)**

Week 7, February 22

### **Reading Break**

Use this time to catch up on your reading, start your essays, etc.!

- No class

Week 8, March 1

### **Environmental Racism II**

What roles do race and class play in environmental issues?

- Robert D. Bullard – *Environmental Justice in the 21st Century: Race Still Matters*
- Peter F. Cannavò - *In the Wake of Katrina: Climate Change and the Coming Crisis of Displacement*
- **Suggested essay submission date (so that you can rewrite based on my comments)**

Week 9, March 8

### **Indigenous Perspectives on Environmental Justice**

What about Indigenous peoples?

- Winona LaDuke – *Traditional Ecological Knowledge and Environmental Futures*
- Bruce Morito – *The 'Ecological Indian' and Environmentalism*

Week 10, March 15

### **Sustainability and Intergenerational Justice**

What is sustainable development, and what do we owe future generations?

- Wesley Cragg and Michael Schwartz – *Sustainability and Historical Injustice: Lessons from the Moose River Basin*
- Brian Barry – *Sustainability and Intergenerational Justice*

Week 11, March 22

### **Ecofeminism**

How do feminist and ecological analyses intersect?

- Val Plumwood - *Ecofeminism: An Overview and Discussion of Positions and Arguments*
- Karen J. Warren – *The Power and the Promise of Ecofeminism*

Week 12, March 29

### **Wilderness**

What is 'wilderness', exactly? Is it even a coherent notion?

- Robert Eliot – *Faking Nature*
- Martin H. Krieger – *What's Wrong With Plastic Trees?*
- William Cronon – *The Trouble With Wilderness*

Week 13, April 5

**Easter holiday**

Use this time to catch up and rest up!

- No Class

Week 14, April 12

**Biodiversity and De-Extinction**

Biodiversity sounds good, but does it actually matter? Do some species matter more than others?

- Lily-Marlene Russow – *Why Do Species Matter?*
- Yasha Rohwer and Emma Marris – *An Analysis of Potential Ethical Justifications for Mammoth De-Extinction And a Call for Empirical Research*

**EVALUATION PROFILE**

1. Participation: 10%
  - 1% per weekly discussion post, starting Week 2
2. Essay: 35%
  - Due April 12 @ 17h00 PST.
3. Midterm Test: 25%
  - February 15 @ 17h00 PST
4. Final Exam (comprehensive): 30%
  - April 20-29 (any day in the exam period)

TOTAL: 100%

**GRADING PROFILE**

A+ = 90-	B+ = 77-	C+ = 67-	D = 50-
A = 85-89	B = 73-	C = 63-66	F = 0-49
A- = 80-84	B- = 70-	C- = 60-62	

**Incomplete Grades**

Grades of Incomplete “I” are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

**Late Assignments**

**Not accepted except at the instructor’s discretion, under extenuating circumstances.**

**Essay Rewrites**

Your final essay is due April 15 (by 17h00 PST). It may be submitted at any time, and rewritten any number of times until the last day of class. The following conditions apply:

- (1) your initial submission was a complete paper,

- (2) your rewrite must conform to the style guidelines (if it doesn't, it will not be accepted),
- (3) rewrites are due one week after the previous version has been handed back, and
- (4) rewrites must include a summary of the changes you've made to your paper.

### **Missed Exams/Quizzes/Labs etc.**

Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor.

### **Participation**

The participation grade is based on making at least one post per week on the discussion board. Posts are due at 20h00 PST the night before our scheduled asynchronous class.

### **English Usage**

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

### **Electronic Devices:**

Students may use electronic devices during class for note-taking only.

### **Online Communication**

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or Moodle; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

## **UNIVERSITY OPERATIONAL DETAILS**

### **Tools for Success**

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-life/>

**Capilano University Security:** download the [CapU Mobile Safety App](#)

### **Policy Statement (S2009-06)**

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

### **Academic Integrity (S2017-05)**

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy S2017-05 for more information: <https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

**Academic dishonesty** is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

**Cheating:** Using or providing unauthorized aids, assistance or materials while preparing or

completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

**Fraud:** Creation or use of falsified documents.

**Misuse or misrepresentation of sources:** Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

**Plagiarism:** Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

**Self-Plagiarism:** Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

**Prohibited Conduct:** The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

### **Sexual Violence and Misconduct**

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including the [B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure](#).

**Emergencies:** Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

