ESF Course Proposal Form
Committee on Instruction - ESF Faculty Governance
Office of Instruction & Graduate Studies

Date: March 13, 2013
Course Number: EST 401
Course Title: Environmental Ethics and Culture: Perspectives on the Adirondack Park

**New Course OR**

☐ Changes in existing course (check all that apply):

☐ Prefix
☐ Description
☐ Shared Resources

☐ Number
☐ Pre-requisite(s)
☐ Course Format

☐ Credits
☐ Co-requisite(s)
☐ Content

☐ Title

For new courses only, indicate if you would like approval as a course meeting the General Education standards in the following knowledge and skills area (check all that apply):

☐ American History
☐ Humanities
☐ Other World Civilizations

☐ The Arts
☐ Mathematics
☐ Social Sciences

☐ Basic Communication
☐ Natural Sciences
☐ Western Civilization

If changing an existing course, describe the change(s):

___________________________________________________________________________________

List any pre- or co-requisites here: The 4 additional “Sustaining the Adirondack Park” courses are mandatory co-requisites. These additional courses are EFB 411, EST 402, EST 403, and EST 404

**Institutional Impact:**

Anticipated Enrollment: 8-12 per semester

Technology and Classroom Resource Demands:
Classroom space at Newcomb Campus

Computing Resources:
Internet access for research and communication

Library Resources:
E-Journals (Science and Humanities) accessed remotely via the Newcomb Campus

Transportation Requirements:
1 or 2 passenger vans or suburbans (shared resource amongst all 5 Adk residential semester courses)

Forest Properties or Field Practicum Facilities

**Proposer Contact Information:**
Name: Marianne Patinelli-Dubay  Department: Adirondack Ecological Center, Newcomb Campus

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Chair/Coordinator Signature: ________________________________________________________________
Health and Safety Considerations:

Conditions or situations present in association with the course?  

Yes / No

1. Will substances with any of the following properties be used during instruction: flammability, toxicity, corrosivity, reactivity, registered pesticide, legally controlled, or other characteristics with the potential to cause harm or injury?

   X

2. Will any physical hazards be present during instruction? (e.g., machines that need safety guards; razor blades or syringes; compressed gases, etc.).

   X

3. Will any biological hazards be present during instruction? (e.g., handling animals (rabies or hantavirus); cultures or stocks of infectious agents (fungal spores, viruses, bacteria, etc.).

   X

4. Will any radiation hazards be present during instruction? (e.g., radioisotopes, X-rays, ultraviolet rays, lasers, etc.).

   X

5. Will any electrical equipment that, due to its design, location, or method of use, pose any threat to safety during instruction? (Give considerable thought to electrical use outdoors, or any potentially wet location.).

   X

6. Will there be any personal safety issues related to the class? (e.g., due to time of day or location, at the end of any organized class exercise, will students be in danger of physical assault, etc.).

   X

7. Will any students be driving official state or research sponsored land or water vehicles during any class or instructional exercise?

   X

8. Will any type of personal protective equipment be necessary during class exercises? (e.g., hard-hats, eye/face protection, hearing protection, hand/foot protection, lab coat, visibility clothing, etc.)

   X

If the answer was “Yes” to any of the HEALTH AND SAFETY questions, please explain:

6. As in any course with a field trip component, there exists the potential for students to be injured during travel to and from, and during the trip itself. We will do our utmost to ensure students are not exposed to conditions increasing that risk at any point, and work to minimize base-line risk. We will also prepare students appropriately for existing and anticipated field conditions for immediately in advance of each field trip.

7. Depending on class size, a small number of students may need to drive College vehicles to reach field sites. We will go through standard College protocols to ensure safety.

8. Some field trips may necessitate hard hats, protective footwear, hand wear and eye wear. This equipment will be provided and/or required for students to provide themselves as appropriate.

A detailed course description must accompany the Course Proposal Form
DETAILED COURSE DESCRIPTION

COURSE: EST 401 – Environmental Ethics and Culture: Perspectives on the Adirondack Park
3 Credit Hours – Fall Semester
3 Hours Lecture per Week
Prerequisite(s): none
Co-requisites: EFB 411, EST 402, EST 403, EST 404

SCOPE:
1. Level of Instruction:
   a. EST 401 is an elective course intended to fulfill upper division elective requirements
2. Relation to curriculum or to other ESF or Syracuse University courses:
   a. EST 401 is an elective course offered at ESF’s Newcomb Campus as part of the residential semester “Sustaining the Adirondack Park.”. This course is open to all disciplines at ESF and SU as well as students from other colleges and universities.
   b. Shared resource requirements: none

STUDENT LEARNING OUTCOMES:

After completing this course the student will be able to:

1. Discuss local perspectives on land-use conflicts in the Adirondacks and the philosophical history of these ideas including
   a. Describe what ethics means and how it has been understood throughout western philosophy
   b. Describe how changing norms of ethics and fairness have been positioned over time to reinforce, modify, challenge and evaluate issues of environmental and social ethics

2. Discuss the nature and agency of ethics, value theory, morality and responsibility and the ways that these elements influence ongoing discussions of Adirondack land-use, particularly:
   a. Describe how issues of culture and environment are played out in the context of land-use conflicts in the Adirondacks
   b. Describe how certain philosophical ideas underlie and inform contemporary environmental ethics and advocacy in local debates

MAJOR CONCEPTS OR METHODOLOGIES:

This course will include a comprehensive introduction to what ethics means, including how it has been understood throughout western philosophy. Through a critical interrogation of a range of key theorists and texts we will explore how certain well-established ideals continue to influence our pursuit of fairness, the direction and emphasis of our attention and what and whom we value. We will follow the movements and trends that characterize each period of philosophical speculation in order to understand the overlapping spheres of influence between philosophy and society including discourses that value objectivity and rationality over subjectivity and sentimentality, male over female, same over different.

Students in this course will explore the way changing norms of ethics and fairness have been positioned to reinforce, modify, challenge and evaluate issues of environmental and social ethics by scholars advocating for a new order based on ideological, political and cultural pluralism. Students in this course will learn about issues at the intersection of culture and environment and specifically, how these issues are played out in the context of land-use conflicts in the Adirondacks, NY. We’ll look at how western philosophical ideals underlie and inform how contemporary principles of environmental ethics and advocacy function in local debates.

Students will be introduced to this dialog in a twofold way beginning with guided readings and discussions about the nature and agency of ethics, value theory, morality and responsibility and the ways that, particularly with respect to land-use, these elements influence ongoing debates. Readings will be grounded in local perspectives on land-use conflicts in the Adirondacks and discussions will include reflections back on the philosophical history of these ideas.
Upon completion of course requirements students will have demonstrated an understanding of our modern situation, while drawing on the aspects of western philosophy that inform our politics, our science and the nature of the human condition. Through the course of our discussions and readings, we will begin to understand the complexity of the ethical situation that is somewhat unique to the Adirondack cultural and environmental landscape.

CATALOG DESCRIPTION (Please provide using the precise format to be included in the ESF catalog, please do not exceed 1000 characters)

EST 401. Environmental Ethics and Culture: Perspectives on the Adirondack Park (3)

Introduction to the ethics of land-use conflicts in the Adirondacks, NY. This course links the philosophical history of ethics with contemporary principles of environmental ethics and advocacy. Topics include agency, ethics, value theory, morality and responsibility in the context of ongoing regional debates. Requires concurrent registration with other Sustaining the Park courses. Fall, Newcomb Campus.

Prerequisite(s): none

Co-requisites: EFB 411, EST 402, EST 403, EST 404

COURSE HISTORY:

This course has never been taught at ESF
Last approved: Never