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

This course proposal form should be completed when introducing a new course or a revision of an existing course. The proposal will be reviewed by the Committee on Curriculum, or, in the case of minor revisions, will be approved administratively by the Associate Provost for Instruction.

This Course Proposal must be completed according to the guidelines provided in Course Proposal Form – Instructions and Guidance. Please see the last page of Course Proposal Form – Instructions and Guidance, for instructions on how this Course Proposal should be submitted to the Committee on Curriculum for review.

Date: 2/4/2021

1. Course Information:

1.1 Course Prefix and Number: EST 640
   Course Title: Environmental Thought and Ethics
   (If a new or renumbered course, please check with the Registrar regarding the use or reuse of the course number)

1.2 ☐ This is a New Course.
   OR
   ☐ This is a Major Course Revision
   OR
   ☒ This is a Minor Course Revision

   If this is a Course Revision, please see Course Proposal Form – Instructions and Guidance to determine if your revision is major or minor. Indicate below the reason(s) for the revision.

   (Please check all that apply)
   ☐ Course Number/Division ☒ Learning Outcomes ☐ Institutional Resources
   ☐ Title ☐ Concepts, Content ☐ Semester Offered
   ☐ Credit hours ☒ Catalog Description ☐ Course Inactivation
   ☐ Pre- or Co-requisite(s) ☒ Instructional Methods ☐ Course Reactivation
   ☒ Format ☐ General Education

1.3 General Education knowledge and skills area (if applicable): If none, check here ☒
   ☐ American History ☐ Humanities ☐ Other World Civilizations
   ☐ The Arts ☐ Mathematics ☐ Social Sciences
   ☐ Basic Communication ☐ Natural Sciences ☐ Western Civilization
2. **Proposer Need Statement:**

2.1 Describe why this course (or course revision) is needed to meet current or proposed goals and outcomes of the program or College, and, if a revision, provide an explanation of and justification for the revision. The department and college have made a commitment to expanding access to our courses by offering targeted courses in an online format. Courses specifically targeted for migration to online format include those that comprise newly developed graduate certificates. The graduate certificate in Environmental Leadership, which has been in place for the past 3 years, is the pioneer graduate certificate. To earn the certificate, students take three specific courses: EST 612, EST 635, and EST 640. Since moving to an online format, EST 640 has shown robust and growing enrollment: Fall 2017 - 7; Fall 2018 - 21; Fall 2019 - 11; Fall 2020 - 23. The current proposal formalizes the switch to an online format and includes some minor updates to the course description and learning objectives.

2.2 List the pre-requisite or co-requisite courses (taught within the home department or taught by another department) and explain their relationship to the proposed course. None

2.3 Explain the impact of this course in meeting the goals and outcomes of other Departments/programs (if any). n/a

2.4 If the proposed course is designed to fulfill SUNY General Education Requirements, the Associate Provost for Instruction must review this proposal to ensure that General Education Requirements will be met for the specified knowledge area (See Instructions and Guidance).

Please provide an explanation of how this course fulfills SUNY General Education Requirements. n/a

2.5 What are the staffing requirements (instructor, TA, Lab tech, etc.) for this course? If a new course, are there new staffing needs or are there adequate staff members already in place? If a revised course, are there additional staffing needs? None additional

2.6 What Department (or extra-Department) resources are or will be made available to support the course or course revision? n/a

2.7 Anticipated Enrollment (enter where applicable)

   Fall Semester: 25
   Spring Semester: 
   Summer Semester:

2.8 Anticipated frequency of class meetings. Weekly
3. DETAILED COURSE DESCRIPTION

3.1 COURSE IDENTIFICATION AND FORMAT:

3.1.1 Course Prefix and Number: EST 640
3.1.2 Course Name: Environmental Thought and Ethics
3.1.3 Credit Hours: 3
3.1.4 Semester (check all that apply): Fall ☒ Spring ☐ Summer ☐
3.1.5 Format (check as appropriate): Lecture ☐ Online ☒ Lab ☐ Field ☐
Other ☐ (explain)
3.1.6 Contact hours per week: 3
3.1.7 Prerequisite(s) – if none, please enter "None" (Be specific, as Upper Division courses and Graduate courses will likely have some pre-requisite knowledge) None

3.2 SCOPE:

3.2.1 Level of Instruction (check one, or two if a shared resource course):
   - Lower Division ☐
   - Upper Division ☐
   - Beginning Graduate ☐
   - Advanced Graduate ☒

3.2.2 Relation to curriculum or to other ESF or Syracuse University courses:
   a. Is this a required course? No ☐ Yes ☒
      If Yes, please list the program(s) for which it is a requirement: Required for graduate certificate in Environmental Leadership. EST 640 is also one of 14 designated core courses for the MPS Environmental Studies degree, and one of 9 designated core courses for the MS in Environmental Studies degree.
   b. Is this an elective course within your department? No ☐ Yes ☒
   c. Is enrollment in this course restricted? No ☒ Yes ☐
      If Yes, please explain:
   d. Are other ESF or SU courses similar or identical to this course? No ☒ Yes ☐
      If Yes, please identify the courses:
   e. Is this course a shared resource offering (i.e. is there a graduate or undergraduate concurrent offering)? No ☒ Yes ☐
      If Yes, what is the course number of the concurrent offering?

3.3 STUDENT LEARNING OUTCOMES:

Identify the student learning outcomes associated with this course. After completing this course the student will be able to:

1. Distinguish between different positions in environmental ethics and analyze their relevance for pressing issues
2. Explain the connections between current debates in environmental ethics and the philosophical traditions and controversies they emerge from
3. Apply the tools of environmental philosophy to challenge and expand their own and others’ perspectives on environmental problems and debates
4. Evaluate the opportunities for productive dialog between people with different values, ways of knowing, and systems of knowledge

5. Develop and clarify the significance of their own ways of seeing and valuing nature

3.4 MAJOR CONCEPTS, PROCESSES or TOOLS:

Identify the course content and themes (e.g. Table of Contents) consistent with the learning domains and outcomes.

• Philosophical foundations of environmental ethics
• Anthropocentrism, ecocentrism, ethical expansionism
• Environmental pragmatism
• Environmental virtue ethics
• Relational ethics
• The fact/value distinction
• Ways of knowing / knowledge systems / epistemological issues
• Philosophy, ethics, and environmental leadership
• The role of language in environmental ethics and problem-solving
• Dialog and deliberative problem-solving

3.5 INSTRUCTIONAL METHODS:

Identify the methods used to meet the course outcomes, as well as the principal instructional methods. The course offers a balance of both asynchronous and synchronous activities.

Asynchronous activities include listening to recorded audio and/or video material, reading literature from academic sources and the popular press, participating in online text-based discussions, developing and reviewing applications of class concepts, and taking three unit-based quizzes designed to assess understanding of the material and give students an opportunity to reflect on it.

Asynchronous activities can generally be completed according to students' own schedule on a day to day basis. However, students need to keep pace with the class on a week to week basis. On weeks where there are online discussions, the discussions will unfold according to a schedule to ensure that people have time to both make original contributions and respond to others' posts. For example, students may have from Monday to Wednesday to make your first round of posts, and then from Thursday to Saturday to make a second round.

The synchronous component consists of real-time discussions using virtual conferencing tools available through the Blackboard system. Synchronous sessions are recommended but not mandatory. Effort will be made to make them accessible to all students through 1) scheduling
these sessions at a time when a majority of students can be available and 2) recording sessions when possible for later review.

3.6 CATALOG DESCRIPTION

Provide the course description using the precise format to be included in the ESF catalog (i.e. course number and title; format; brief description; semester(s) offered; and pre-/co-requisites). Please do not exceed 1000 characters. Online. 3 hours of lecture and discussion. Concepts and tools of environmental philosophy and ethics, with a focus on application to current issues in environmental problem-solving. Special attention to the role of language in questions of environmental ethics and decision making. Fall.

3.7 COURSE HISTORY:

Provide the dates of prior approval of this course, and its revision history.

- Approved by ESF Faculty 3.8.2007

3.7.1 Relationship to current ESF courses

This course is replacing a current ESF course  □ YES  x NO

If NO, then proceed to section 4 below.

If YES, then provide below the number and name of the course to be deactivated and removed from the catalog once this course proposal has been approved:

Course Number (of the course to be replaced)
Course Name (of the course to be replaced)

If the course to be replaced is used by departments other than the department sponsoring this proposal, please indicate below which departments are affected and the date they were notified about the course replacement.

Department: Date of Notification:
Department: Date of Notification:
Department: Date of Notification:
Department: Date of Notification:
4. Institutional Impacts:

This section pertains to forecasting institutional resource needs to support the course or course revision. Provide clear statements regarding the needs and current availability (or absence) of resources. Note that, if this is a course revision, only the impacts of the revision should be included.

Staffing needs: None additional

Classroom resources (e.g. physical facilities in a laboratory, lecture hall, flexible space, academic computing): None

Technology Resources: Blackboard LMS, Google Drive, Zoom or equivalent, technology support from Open Academy

Computing Resources (software licensing, hardware, access):

Library Resources (subscriptions, services):

Transportation Requirements (budget, fees, fleet vehicles):

Forest Properties or Field Practicum Facilities:
5. Health and Safety Considerations:

Will any of the conditions or situations outlined below be present in association with the course? Yes / No

5.1. 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?

☐ / ☒

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

☐ / ☒

5.3. 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.).

☐ / ☒

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

☐ / ☒

5.5. 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.).

☐ / ☒

5.6. 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.).

☐ / ☒

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

☐ / ☒

5.8. 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.)

☐ / ☒

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

For lab and field courses to which all answers are “no”, you should explain that here, also. Normally, we would expect some safety precautions for such courses.
6. Coordination and Consultation

Emails/letters, as noted below and attached to this proposal, or signatures below, indicate that the affected departments, programs or units have been notified of this proposal and have had an opportunity to assess the impact of the proposal on their respective units.

Affected Academic Department(s) or Program(s) – other than the sponsoring department:

Department/Program 1
Name of Chair/Program Director
Chair Signature
Date
Or letter attached □

Department/Program 2
Name of Chair/Program Director
Chair Signature
Date
Or letter attached □

Department/Program 3
Name of Chair/Program Director
Chair Signature
Date
Or letter attached □

[If more than three Departments/Programs, please continue on a separate page]

Other Units:

Associate Provost for Instruction & Dean of the Graduate School (for Gen Ed courses only)
Date
Or letter attached □

Registrar
Date
Or letter attached □

Library Director
Date
Or letter attached □

Computing and Network Services
Date
Or letter attached □

Physical Plant
Date
Or letter attached □

Forest Properties
Date
Or letter attached □

Environmental Health and Safety
Date
Or letter attached □
7. Proposer Information and Sponsoring Department Chair Affirmation:

Contact Person:

Name: Paul D Hirsch ____________________________  Department: Environmental Studies ________________

Email: pahirsch@esf.edu ____________________________  Phone: 315 470-6669 ________________

This proposal has been reviewed and approved by the sponsoring Department. Affected departments have been notified and given the opportunity to provide feedback. Department resources are or will be made available to support the course, or a plan is in place to meet the resource needs as identified in the Institutional Impacts section of this proposal (see Section 4, above).

Name: ___________________________________________  Date: ________________

Benette Whitmore, PhD
Department Chair (or designated curriculum representative)

Signature: ___________________________________________  Or letter attached □

Department Chair (or designated curriculum representative)

8. Approvals:

__________________________________________  Date
Curriculum Committee

__________________________________________  Date
Faculty Governance

__________________________________________  Date
Provost