SPECIAL COURSE EXPECTATIONS DURING COVID-19

ATTENDANCE
The University of Toledo has a missed class policy. It is important that students and instructors discuss attendance requirements for the course. Students must perform a daily health assessment, based on CDC guidelines, before coming to campus each day, which included taking their temperature. Students who are symptomatic/sick should not come to class and should contact the Main Campus Health Center at 419-530-3451. Absences due to COVID-19 quarantine or isolation requirements are considered excused absences. Students should notify their instructors and these absences may not require written notice.

SPECIAL NOTES
It’s important to note that based on the unpredictability of the COVID-19 virus things can change at any time so please be patience and understanding as we move through the semester. I also ask that you keep me informed of concerns you may have about class, completing course work/assignments timely and/or health concerns related to COVID.

COURSE DESCRIPTION AND OVERVIEW

The purpose of this seminar is to explore the nature of environmental ethics and its implications for educational theory. Ethics involves consideration of such questions as what is good? What is right? Who is due moral consideration? What capacities are necessary for moral response? What defines the scope of the moral community, etc? The question of environmental ethics extends these questions to potentially include other living beings, eco-systems, and the Earth itself. Do non-human others deserve moral consideration? Is consideration of the relationship between human beings and other beings a legitimate part of moral discourse? If so, what implications does this consideration have for educational theory in general and moral education in particular? We will also explore the ethics of global climate change as perhaps the most urgent of environmental issues. What implications does the ethics of climate change for the future of education? These are the central questions we will explore in this seminar.
STUDENT LEARNING OUTCOMES

Students will be able to:

1. Comprehend the disciplinary content of environmental ethics
2. Critically understanding the historical development of environmental ethics
3. Demonstrate knowledge of principles and theories of environmental ethics as foundation for both educational theory and moral education through the articulation and critical analysis of the main ideas and arguments of the theories and issues studied in the course.
4. Demonstrate the knowledge and skill necessary for theory application by doing the following:
   a. Select a specific problem, question, and/or issue and propose an analysis of it in writing, from a relevant theoretical perspective
   b. Conduct the analysis
   c. Articulate conclusions drawn from the analysis
   d. Defend the conclusions drawn from the analysis by relating the conclusions to the theoretical perspective used to conduct the analysis

See Assessment Rubrics below.

TEACHING STRATEGIES
The class is structured by and employs a pedagogy of reflective inquiry. This pedagogy calls upon students to engage in critical reflection and inquiry to formulate and deepen their own understanding and points of view based upon a deep comprehension of the subject matter. To elaborate, the pedagogy includes four dimensions: (1) the acquisition and deepening of background knowledge; (2) the understanding of a broad professional and philosophical vocabulary, including key concepts; (3) deep comprehension; and (4) application, including critical analysis. The following required activities instantiate these pedagogical dimensions:

1. **Readings, Lectures, and Notes:** background knowledge and comprehension will be acquired and deepened through reading the course readings, which constitute a philosophical conversation with leading philosophers, past and present; watching video lectures; and lecture notes. Careful, thoughtful reading of the course materials and attention to lectures and notes is essential to the development of background knowledge and comprehension. In particular, the video lectures that cover each of the topics are essential viewing.

2. **Discussions and Dialogue:** all four of the pedagogical dimensions will be developed through discussion and reflective dialogue. Discussion will occur through the formulation and articulation of questions.

3. **Seminar Paper:** You are required to write a systematic seminar paper in response to a question of particular interest to you within the parameters of the course content.
**PREREQUISITES AND COREQUISITES**

None

**REQUIRED TEXTS**

*(posted on the web page—see reading assignments below under Schedule)*

**SCHEDULE**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATES</th>
<th>TOPICS</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/17</td>
<td>Overview and Introduction to the Course</td>
<td>Review the course site on Black Board and syllabus.</td>
</tr>
<tr>
<td>4</td>
<td>9/7</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>11/23</td>
<td>Summary</td>
<td></td>
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**TECHNOLOGY REQUIREMENTS**
Performance in the course will be evaluated in terms of the following: active and thoughtful class participation (50%) and a well executed seminar paper exploring one of the central questions of the seminar (50%). The essay will be written from the perspective of the course readings and discussions, in addition to other sources. The essay will be evaluated in terms of how well knowledge of the issues in question is demonstrated and the strength of the defense of the articulated opinion. A strong defense entails both an argument in support of the position taken and refutation of competing positions.

**Essay Evaluation Rubric**

<table>
<thead>
<tr>
<th>Strong Thesis Statement, developed through paper and answering question</th>
<th>A</th>
<th>B to C range</th>
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<tbody>
<tr>
<td>Describes a valid and innovative thesis; answers question in a thoughtful way; argument developed throughout the paper and culminating in an insightful conclusion.</td>
<td>Lacks developed thesis and/or fails to answer the stated question.</td>
<td></td>
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<tr>
<th>Disciplinary content knowledge demonstrated</th>
<th>Uses relevant citations, presented in such a way as to demonstrate familiarity with them.</th>
<th>Includes inadequate citations and/or lacks meaningful discussion of them.</th>
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</thead>
<tbody>
<tr>
<td>Contextualized in discipline</td>
<td>Places clearly and innovatively within the political economic and ideological context.</td>
<td>Does not adequately contextualize.</td>
</tr>
</tbody>
</table>

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<tr>
<th>Theoretical development and interpretation of original research</th>
<th>Creates a clear, supported and developed theoretical framework that is valid in framing the answer, and includes theoretical analysis and interpretation of the research.</th>
<th>Lacks appropriate theoretical framework, and/or theory underdeveloped, and/or lacks theoretical analysis and interpretation of data.</th>
</tr>
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<tbody>
<tr>
<td>Writing</td>
<td>Demonstrates strong, systematic, intentional sentence structure, paragraph structure (with transitions), overall organizational structure; conventional or intentional spelling,</td>
<td>Demonstrates unacceptable professional writing skills in terms of grammar, spelling, sentence structure, punctuation, overall organization, transitions, systematic citation, and/or</td>
</tr>
</tbody>
</table>

Computer, internet connection, Adobe reader, Microsoft power point, Microsoft word, Quicktime Player, Zoom App.
Essay Evaluation Guidelines

Content: The essay demonstrates understanding of the issues in question. Important terms are defined and used correctly. The essay demonstrates knowledge of the course readings. The argument logically supports the thesis, and claims are backed up by evidence and/or logical argument. The writer provides a clearly articulated and strongly argued position relative to the question.

Style: The essay presents a clear thesis statement and sound organizational structure. Transitions between paragraphs are smooth and logical. The conclusion makes a strong, brief restatement of the argument. There are few if any mechanical errors that distract from the content (e.g., grammar and spelling).

A strong defense entails both an argument in support of your position and refutation of competing positions. Remember to support your opinion through logic and/or evidence rather than merely asserting your opinion. Also a part of defending your opinion is to refute the opinions of others, so be sure to refute the alternative perspectives you do not choose as well as defending your choice. Ask yourself: Is my argument for the perspective I have chosen convincing? (Or is my refutation of competing perspectives compelling?) Reference to the course readings and class notes/discussions is required.

Note on References: If you are referring to the course material, which you should, then you can just note in parentheses the author, publication and page number, e.g., (Dewey, Child and Curriculum, p. 3). If you use outside sources, then provide a complete reference using APA or other accepted system (Chicago, MLA, etc.).

Further Reading


[New York]: Rodale;

Distributed to the trade by Holtzbrinck Publishers, 2006.


**UNIVERSITY POLICIES**

**Policy Statement on Non-Discrimination on the Basis of Disability (ADA)**

The University is an equal opportunity educational institution. Please read [The University’s Policy Statement on Nondiscrimination on the Basis of Disability](http://www.utoledo.edu/policies/audience.html/#students). Students can find this policy along with other university policies listed by audience on the [University Policy webpage](http://www.utoledo.edu/policies/audience.html/#students).

**Academic Accommodations**

(The University of Toledo embraces the inclusion of students with disabilities. We are committed to ensuring equal opportunity and seamless access for full participation in all courses. For students who have an accommodations memo from Student Disability Services, I invite you to correspond with me as soon as possible so that we can communicate confidentially about implementing accommodations in this course. For students who have not established affiliation with Student Disability Services and are experiencing disability access barriers or are interested in a referral to healthcare resources for a potential disability or would like information regarding eligibility for academic accommodations, please contact the [Student Disability Services](http://www.utoledo.edu/policies/audience.html/#students).)
Office (http://www.utoledo.edu/offices/student-disability-services/) by phone: 419.530.4981 or email at StudentDisability@utoledo.edu.

ACADEMIC AND SUPPORT SERVICES*
Please follow this link to view a comprehensive list of Student Academic and Support Services (http://www.utoledo.edu/studentaffairs/departments.html) available to you as a student.

SAFETY AND HEALTH SERVICES FOR UT STUDENTS*
Please use the following link to view a comprehensive list Campus Health and Safety Services available to you as a student.

INCLUSIVE CLASSROOM STATEMENT
In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity/expression, socioeconomic background, and a myriad of other social identities and life experiences. We will encourage and appreciate expressions of different ideas, opinions, and beliefs so that conversations and interactions that could potentially be divisive turn, instead, into opportunities for intellectual and personal development.

ANTI-BULLYING POLICY
Every University of Toledo student deserves to enjoy our school equally, and feel safe, secure and accepted. It is my goal to promote an inclusive, accepting environment in this course. Consequently, any form of bullying will not be tolerated. Bullying is defined as intentionally persistent, hostile behavior that is aimed at harming another individual. Bullying can take many forms including verbal (e.g., name-calling, insults), physical (e.g., pushing, shoving), and relational (e.g., eye rolling when a classmate enters the room, mimicking a classmate, ostracizing or attempting to get others to consistently ignore a classmate). Bullying can also be cyber in nature; specifically, repetitively rude text messages or comments on Twitter, Instagram, or other social media outlets. Any form of bullying will not be tolerated in this course. If you experience bullying, or are a witness to a bullying incident in this classroom or anywhere on campus, please feel free to approach me and I will take appropriate action. If you are uncomfortable reporting it to me, please visit The University of Toledo’s Anti-Bullying Task Force link at www.utoledo.edu/tlc/bully and complete The Anonymous Reporting Tool. The task force will address the issue, respect your privacy and arrive at the best solution possible. If you prefer to speak directly to one of the co-chairs of the Anti-Bullying Task Force, feel free to contact Dr. Lisa Pescara-Kovach via telephone at 419-530-2048, or via e-mail at lisa.kovach@utoledo.edu. You may also contact UTPD Chief Jeff Newton at 419-530-4484 or via e-mail at jeff.newton2@utoledo.edu.

Cell Phone Policy
Please put your phone on vibrate upon entering the classroom and make every attempt to leave your phone untouched unless there is an emergency. If you must take a call, I ask that you exit the room to do so.
ACADEMIC SUPPORT SERVICES
The Writing Center is a free service open to UT students. It provides face-to-face tutoring for writers in all disciplines working on various types of writing projects. http://www.utoledo.edu/success/writingcenter/
Tutoring and student support http://www.utoledo.edu/success/index.html