1. KentVision Code and title of the module

PHIL6667 Environmental Ethics and Climate Change

## Division and School/Department or partner institution which will be responsible for management of the module

Division of Arts and Humanities (Philosophy)

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 6

## The number of credits and the ECTS value which the module represents

30 (15 ECTS)

## Which term(s) the module is to be taught in (or other teaching pattern)

Autumn or spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Compulsory to the following courses: None

Optional to the following courses:

BA (Hons) Philosophy

BA (Hons) Philosophy, Religion and Ethics

Also available as an elective module: Yes

## The intended subject specific learning outcomes.On successfully completing the module students will be able to:

## Articulate, thoroughly, the main issues and arguments addressed in the set reading;

## Discuss critically and in detail the main issues and arguments addressed in the set reading;

## Show deep and comprehensive understanding of the main theories in ethics, legal and political philosophy, and how they are relevant to the discussion of the main issues addressed in the set reading;

## Demonstrate advanced knowledge of the problems of environmental destruction and manmade climate change;

## Discuss critically and in detail philosophical responses to the problem of manmade climate change.

## The intended generic learning outcomes.On successfully completing the module students will be able to:

* 1. Demonstrate their skills in critical and comprehensive analysis and argument through both through their reading and through listening to others;
	2. Demonstrate their ability to make complex ideas clearly and comprehensively understandable in their philosophical writing;
	3. Demonstrate their ability to make complex ideas clearly and comprehensively understandable in their communication;
	4. Demonstrate their ability to work autonomously and to take responsibility for their learning.

## A synopsis of the curriculum

This module introduces students to key issues in environmental ethics, the study of (a) the ethical relations and commitments of humans towards the non-human world, (b) the ethical standing of the non-human world itself, relating this study to the applied case of manmade climate change. The course is divided into a theoretical and a practical part. The theoretical part focuses on the conceptions of the environment in various traditions, and on the main theories of ethics, value, rights and duties. The practical part looks at applications of these theories, investigating the existing ethical approaches to the environment, before looking in more detail at the challenges of environmental destruction and manmade climate change.
Some questions which may be addressed: What are the main ethical theories? What are values, and do they even exist? What is the difference between positivist and natural right theories? What exactly is the environment/nature? Are humans part of nature or something else? Has something gone wrong in our relation to nature? Is all life sacred? To whom does the Earth belong? What has axiological priority – humans or the Earth (Gaia)? Do only humans have an intrinsic value or basic rights, or do such normative concepts also apply beyond humans? Can the paradoxes of collective action be overcome? What are the main ethical approaches to the environment? What are public goods, and in what relation do they stand to the planetary boundaries? Whose duty is it to prevent global warming? What is more important, preventing global warming or establishing social-economic justice? Through which political system can sustainability be best achieved? Who is to bear the costs of climate change? How might victims of climate displacement be compensated? What theory of justice is required to answer such questions? Do we owe anything to yet unborn humans? What do we owe to animals and plants, if anything? If it is too late to prevent the extinction of our species, what remains to be done?

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

Indicative list, current at time of publication:

## Contact Hours

Private Study: 270

Contact Hours: 30

Total: 300

## Assessment methods

* 1. Main assessment methods

Essay (3,000 words) – 70%

Seminar participation – 20%

Weekly summary (300 words) – 10%

13.2 Reassessment methods

100% coursework (2500 words essay)

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Summary | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| Seminar Performance | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |

## Inclusive module design

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

This module deals with problems affecting the whole of mankind. The assessment tasks will enable students to be true citizens of the world, since students will learn to be good public speakers, critical thinkers, and will learn how to address, by way of rational argument, some of the most pertinent issues of our age. The teaching methods correspond to these aims, as does the support activity, since students will be taught, for example, how to use the internet to obtain reliable and thorough information about the contents of the course.

**DIVISIONAL USE ONLY**

**Module record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

| Date approved | New/Major/minor revision | Start date of delivery of (revised) version | Section revised(if applicable) | Impacts CLOs |
| --- | --- | --- | --- | --- |
| 19/12/2022 | New | 2023/24 | N/A | No |
|  |  |  |  |  |