February 7, 2002

MEMORANDUM

TO: Graduate Council
FROM: Joe T. Davis
Associate Dean for Instruction

The College of Agriculture has reviewed and recommends approval for the following new course. Also attached is the notification memo to the Deans, Department Chairs and Members of the University Senate.

Application for New Course

GEN 501; Title: Agricultural and Environmental Ethics. This course illuminates the major moral considerations of public policy issues concerning agriculture and the environment. The course will provide an overview of major moral theories, as well as opportunities to apply these theories to critical analyses of the major contemporary moral issues associated with agriculture and the environment. Lecture, 3 hours per week. 3 credits. Prereq: Senior standing.

JTD/tlk
February 7, 2002

MEMORANDUM

TO: Deans, Department Chairs, and Members of the University Senate
FROM: Joe T. Davis
Associate Dean for Instruction

The College of Agriculture has reviewed and recommends approval for the following changes.

**Application for New Courses**

ABT 361. Title: Genetics Lab Online. Analysis and interpretation of genetics problems using interactive computer programs. Laboratory: 2 hours per week. 1 Credit. Prereq: ABT/ASC/ENT 360 (may be taken concurrently).

GEN 501; Title: Agricultural and Environmental Ethics. This course illuminates the major moral considerations of public policy issues concerning agriculture and the environment. The course will provide an overview of major moral theories, as well as opportunities to apply these theories to critical analyses of the major contemporary moral issues associated with agriculture and the environment. Lecture, 3 hours per week. 3 credits. Prereq: Senior standing.

**Major Course Change**

ASC 320; Title: Equine Management. Lecture/Lab ratio changed from 2:2 to 2:3.
Speciality Support Change

Revise Speciality Support Requirements for Animal Production, Dairy Production and Equine Production Options in Animal Sciences as follows:

PRESENT

Specialty Support
ASC/ABT/ENT 360 Genetics .................. 3
CHE 230 Organic Chemistry I ............... 3
or CHE 236 Survey of Organic Chemistry ....3
Select from the following with advisor’s approval:
BCH 401G Fundamentals of Biochemistry ... 3
BIO 340 Comparative Anatomy ............... 3
CHE 226 Analytical Chemistry .............. 3-5
CHE 231 Organic Chemistry Laboratory I ... 2
CHE 232 Organic Chemistry II .............. 3
CHE 233 Organic Chemistry Laboratory II ... 2
PHY 211/213 General Physics ............... 10
Statistics (STA 291 or STA 292, 293, 294) . 3
Courses at the 200-level or above may be selected with advisor’s consent from related areas or from the following majors:
Agricultural Economics, Agricultural Engineering, Agronomy, Entomology, Food Science, Veterinary Science.

PROPOSED

Speciality Support
ASC/ABT/ENT 360 Genetics .................. 3
CHE 230 Organic Chemistry I ............... 3
or CHE 236 Survey of Organic Chemistry ....3
Depending on the student’s area of interest and subject to the academic advisor’s approval, an additional 15 hours of courses at the 200-level or above may be selected from biochemistry, biology, chemistry, physics, statistics, or any agricultural area other than Animal Sciences.
APPLICATION FOR NEW COURSE

1. Submitted by College of: Agriculture __________________________ Date: April 5, 2001
   Department/Division offering course: GEN course series (taught by member of Animal Sciences Dept.)

2. Proposed designation and Bulletin description of this course:
   a. Prefix and Number: GEN 501
   b. Title*: Agricultural and Environmental Ethics
   *NOTE: If the title is longer than 24 characters (including spaces), write a sensible title (not exceeding 24 characters) for use on transcripts: Agric and Env Ethics
   c. Lecture/Discussion hours per week: Three
   d. Laboratory hours per week: 
   e. Studio hours per week: 
   f. Credits: Three
   g. Course description:
   This course illuminates the major moral considerations of public policy issues concerning agriculture and the environment. The course will provide an overview of major moral theories, as well as opportunities to apply these theories to critical analyses of the major contemporary moral issues associated with agriculture and the environment.
   h. Prerequisites (if any): Senior standing
   i. May be repeated to a maximum of: Not applicable (if applicable)

3. To be cross-listed as: 
   Prefix and Number: __________________________
   Signature, Chairman, cross-listing department: __________________________

4. Effective Date: Spring, 2002 (semester and year)

5. Course to be offered: 
   □ Fall  ☑ Spring  □ Summer

6. Will the course be offered each year?: 
   ☑ Yes  □ No  (Explain if not annually)

7. Why is this course needed?
   Agricultural and environmental issues affect all of our students, particularly those who choose careers in the non-medical life sciences. Currently, there is no course that deals specifically with the ethical dimensions of such issues. To my knowledge, PHI 333 (Agricultural Ethics) has not been taught in over 10 years (not because of a lack of student interest).
APPLICATION FOR NEW COURSE

8. a. By whom will the course be taught?  Keith K. Schillo, PhD

   b. Are facilities for teaching this course now available?
      If not, what plans have been made for providing them?
      ☑ Yes     ☐ No

9. What enrollment may be reasonably anticipated?  25 students

10. Will this course serve the students in the Department primarily?
    ☐ Yes     ☑ No
    Will it be of service to a significant number of students outside the Department?
    ☑ Yes     ☐ No
    If so, explain.
    Any upper-level undergraduate and graduate student in the College of Agriculture would benefit from this course.
    Also, students from some non-agricultural programs may benefit (Philosophy, Sociology, Biology, Geography)

11. Check the category most applicable to this course:
    ☐ traditional; offered in corresponding departments elsewhere.
    ☑ relatively new, now being widely established.
    ☐ not yet to be found in many (or any) other universities.

12. Is this course part of a proposed new program?
    ☑ Yes     ☐ No
    If yes, which?

13. Will adding this course change the degree requirements in one or more programs?*
    ☐ Yes     ☑ No

14. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

15. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

16. Within the Department, who should be contacted for further information about the proposed course?

   Name  Keith K. Schillo  Phone Extension 257-7512

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*Note: The asterisk indicates a question requiring special attention.
*NOTE: Approval of this course will constitute approval of the program unless other program modifications are proposed.

**APPLICATION FOR NEW COURSE**

**Signatures of Approval:**

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<tr>
<td>Robert J. Harmon</td>
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<td>Department Chair</td>
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<td>Dean of College</td>
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*If applicable, as provided by the Rules of the University Senate

**ACTION OTHER THAN APPROVAL**
Course goal and objectives

The overall goal of this course is to develop the ability to recognize and critically analyze the moral considerations of major agricultural and environmental issues. Specifically, students will learn to:

1. identify the moral perspectives of these issues;
2. analyze and critique moral arguments supporting these perspectives;
3. develop their own moral perspectives on these issues.

Approach

This will be a course for upper-level undergraduate and graduate students. Class discussions will be based on reading assignments. Students will be expected to read assignments and discuss them in class. For each class period, each student is required to submit a question and(or) comment for discussion. The nature of each class period will be based on student comments/questions concerning the reading assignments.

Qualifications of Instructor

Although my academic appointment is in the Animal Sciences Department, and the majority of my work deals with this area, I am qualified to teach this course. I have had formal training in Philosophy. I have completed graduate courses in Moral Philosophy, Social and Political Philosophy, Philosophy of Science, and Feminist Philosophy and I have participated in the intensive (5-day) Iowa State Institute for Bio-ethics. This is an NSF-sponsored program designed to train scientists to teach Agricultural and Environmental Bio-ethics. During the past 10 years I have collaborated with philosophers and I am the author of several published manuscripts that deal with agricultural and environmental ethics and philosophy of science. Finally, I taught GEN 200 (Contemporary Issues in Agriculture and Natural Resources) and WS 595 (Gender, Race, Class and Agriculture). Each of these courses involve basic training in ethics and moral theory.

Grading

Mid-term and Final Exams: Both of these exams will be take-home exams and will require students to compose several essays. The essays are intended to provide the means to demonstrate an understanding of assigned readings, the ability to critically analyze moral arguments and the ability to express one’s own views regarding the moral perspectives discussed in these readings. Each of these exams will be worth 100 points.

Class participation: Class participation is based on submitted questions/comments and is worth 100 points.

SACS Criteria: In order to comply with SACS Criteria for graduate instruction in 400G and 500-level courses, graduate students will be required to complete an additional assignment that will contribute to their final grades. Each graduate student will be required to prepare a short (10 pages) paper that addresses an issue that is of particular personal interest. The paper should focus on a particular normative question and provide an original, critical analysis. The paper will be due at the end of the course and is worth 50 points.

Sample exam question: Peter Singer and Tom Regan each conclude that nonhuman animals are worthy of moral consideration, and should not be subjected to the discomforts of intensive livestock production. Discuss the major similarities and differences in moral arguments offered by each of these authors. Be sure to describe the major moral theories underlying each view, and compare and contrast other key supporting premises. In your opinion, do these arguments reject all types of livestock production? If not, what types may be morally acceptable? Support your answer with specific references.

Assessment: Students will be judged competent in this course if they can demonstrate the following skills:
- recognize major moral perspectives found in literature dealing with agricultural ethics.
- analyze the basic moral arguments of views expressed in the readings.
- critically evaluate the moral arguments expressed in the readings.
- formulate opinions regarding ethical issues of agriculture and construct arguments to support these opinions.
Topics to be addressed:

*Introduction to ethics and moral theory*

*Methodology in ethics and structure of moral arguments*

*Overview of some important moral perspectives:*
  1. Virtue ethics (e.g., Aristotle)
  2. Duty-based theories (e.g., Kant)
  3. Rights-based theories (e.g., John Locke)
  4. Utilitarianism (e.g., Jeremy Bentham and John Stuart Mill)
  5. Contemporary ideas

*Major topics and some normative questions to be considered:*
  1. Environmental Ethics
     a. What is nature?
     b. What is the moral status of the environment?
     c. Do plants, animals and ecosystems have inherent value?
  2. Agriculture and Development
     a. Do we have a moral obligation to feed the world?
     b. How should developed nations relate to developing nations?
  3. Animals
     a. Do farm animals have moral rights?
     b. How should we treat farm animals?
  4. Biotechnology
     a. Who should own products of genetic engineering?
     b. What direction should public policy and research follow?
  5. Farms and Rural Communities
     a. Is there a moral obligation to save family farms?
     b. What are the moral considerations of small-scale vs industrial farming?
  6. Crop Resources: Water and Soil
     a. Who should control the right to use these resources?
     b. Property rights disputes.

*Readings:

*Overview of Moral Philosophy*

"Why Act Morally?" Peter Singer
Virtue Ethics: Excerpts from Aristotle's *Nichomachean Ethics*
Rights-based Theory: Excerpts from John Locke’s *Second Treatise of Government*
Duty-based Ethics: Excerpts from Immanuel Kant’s *Foundations of the Metaphysics of Morals*
Utilitarian Ethics: Excerpts from John Stuart Mill’s *Utilitarianism.*
"The Fragmentation of Value," Thomas Nagel
"Moral Orientation and Moral Development," Carol Gilligan
"The Need for More than Justice," Annette C. Baier

*Environmental Ethics*

Selected readings from the anthology; *Environmental Philosophy: From Animal Rights to Radical Ecology*, Michael Zimmerman, J. Baird Callicott, George Sessions, John Clark, Karen Warren (eds.).

*Introduction:*
  1. "The Land Ethic," Aldo Leopold
  2. "Challenges in Environmental Ethics," Holmes Rolston III
Deep Ecology:
2. "Ecocentrism, Wilderness, and Global Ecosystem Protection," George Sessions

Ecofeminism:

Political Ecology:
1. "Free Market vs. Political Environmentalism," Terry Anderson and Donald R. Leal
3. "What is Social Ecology?" Murray Bookchin
4. "The Place, the Region and the Commons," Gary Snyder

Agriculture and Development

Selected readings from the anthology; Ethics and Agriculture, Charles Blatz (ed.).
2. "Using Food as a Weapon," William Aiken
3. "Basic Needs, Income and Development, Jerome Segal

Animals

Excerpts from the anthology; Animal Rights and Human Obligations, Tom Regan and Peter Singer (eds.)
3. "All Animals are Equal," Peter Singer
5. "Down on the Factory Farm," Peter Singer

Biotechnology


Farms and Rural Communities

Selected readings from the anthology; Ethics and Agriculture, Charles Blatz (ed.)
1. "The Unsettling of America," Wendell Berry
2. "Philosophy and Agrarianism," James Montmarquet
3. "Is there a Moral Obligation to Save the Family Farm?" Gary Comstock

Crop Resources: Water and Soil

Selected readings from the anthology; Ethics and Agriculture, Charles Blatz (ed)
2. "Going with the Flow: Expanding Water Markets," Terry L. Anderson and Donald R. Leal
3. "Replacing Confusion with Equity: Alternatives for Water Policy in the Colorado River Basin," Helen M. Ingram, Lawrence A. Scaff, Leslie Silko
4. "Towards an Upstream-Downstream Morality for our Upstream-Downstream World," Donald Scherer
5. "Pesticide Policy and Ethics," Kristin Shader-Frechette