
SECTION HEADING

PHIL 1200: Logic

Description

Logic introduces students to formal and informal logic. Students will learn to identify and outline arguments in classic and contemporary texts, to determine whether an argument is deductive or inductive, and to determine an argument's validity and soundness. Students will learn to diagram categorical syllogisms and to translate propositional statements. Students will also learn to identify and classify logical fallacies.

Credits

3

Prerequisite

ENGL 1101. This course counts as a Mathematical/Logical Reasoning course, Area 4

Corequisite

None

Topics to be Covered

1. Theories of Ethics (e.g. Utilitarianism, Deontology, Social Contract Theory, Virtue Ethics)
2. Ways of valuing nature and the environment (Anthropocentric vs. Anti-Anthropocentric views)
3. Theories of Nature (e.g. Biocentrism, Ecocentrism, Anthropocentrism, Deep Ecology, Environmental Pragmatism, Ecofeminism)
4. Animal Rights/Ethics (e.g. Veganism, Animal Experimentation, Animal Property status, Fur, Hunting)
5. Intergenerational Justice as it pertains to environmental and natural resource use, management, conservation, and restoration.
6. Examination of current issues in environmental ethics (e.g. Environmental Management, Climate Change, Conservation and Preservation, Natural Resource Use, Population Issues, Pollution, International Responsibilities and Obligations).
7. Contrasting Western and Nonwestern perspectives as they pertain to environmental ethics

Learning Outcomes

1. Apply one's own ethical responses to classic and/or modern writings on topics assigned for reading in environmental ethics.
2. Demonstrate the implication of ethical theories upon the relationship between humankind and its broader natural environment.
3. Consider case studies in order to identify the causes of ethical and legal tensions existing in the issue, which inevitably include social and scientific considerations.
4. Identify the different institutions at play that deal with different environmental or natural resource challenges as learned in class.
5. Demonstrate the distinction and interplay between individual members of ecosystems and the biotic community as a whole.
6. Develop and advocate student positions on best possible solutions to environmental problems, given environmentally informed considerations.
7. Develop and advocate student positions on best possible solutions to environmental problems, given ethically informed considerations.
8. Research and then share a current topic of relevance, culminating in an analysis and application of ethical theory to an environmental issue.

Credit Details

Lecture: 3

Lab: 0

OJT: 0

MnTC Goal Area(s): None