

Tuesday May 17, 2011 Schedule for the Day

Am: Critical Reasoning

- Comment's on Revised Schedule and Project Groups
- Discussion of Today's Assignment
- Workshop on new material: Intelligent design theory

Pm: Ethical Reasoning

- R&R "What would a satisfactory moral theory be like?"
- Review of major theories we have examined

Revised Schedule – changes in red—also printed in CR WS 7-1 5-13-11 (Today's work sheet)

WK 7 May 10 May 13	<p>Am SR: Arguments from Controlled Experiments (Read: C&P Ch 9 to p 260.) Video: Prisoners of Silence</p> <p>Pm ER: Virtue Ethics II : (Read handout on Virtue Ethics</p>	<p>Am: CR :Explanation and Theories (Ch. 10)</p> <p>Pm More Explanation and Theories Idea Fair for Critical Exchange Topics</p>
WK 8 May 17 May 20	<p>Am Review of Theories Assessing Intelligent Design Read: Handouts</p> <p>Pm ER: A satisfactory moral theory? (Read: R&R Ch 13, handout on Deontology and Consequentialism)</p>	<p>Am: CR: Non-deductive arguments and Six Step procedure (Read: C&P Ch. 9 from p. 260 to end & Ch. 11)</p> <p>Pm ER: Assessing Moral Arguments Read Handout</p>
WK 9 May 24 May 27	<p>Am CR: Experts and You (Read: C&P Ch 12)</p> <p>Pm ER: Ethical Reasoning and You</p>	<p>Am Make up beginnng 8 am 10:30 Review for Exam II, Take Home portion of Ethics exam Due</p> <p>Pm Critical Exchange Preparation</p>
WK 10 May 31 June 3	<p>Am Exam II plus Makeup exam</p> <p>Pm Critical Exchange preparation</p>	<p>AmCritical Exchange: Portfolio Due</p>

Idea Fair Initial Topic Suggestions and Preliminary Group Members

Concealed Weapons on Campus—Tim Henry, Maimat Gilal, Kathleen McCarthy, Rob Brunner

Indoctrination of Children--Taisha McFall, Ben Mandel Dominik Collins, Sarah Holland

Population Control or Media Punditry or Wire Tapping

Darianne Brown, Rosalinda Turk-Brown, Sarah Hines, Nathan Land

Designer Babies—Paul Yasny, Emily Horton, Matt McLellan, Patrick Stewart

Genetic Engineering *—Hayden Ayers, Danielle Swain, Dalton Short, Jesse Sieden

Human Eugenics *—Chelsea Raines, Monica Bass, Satya Zomer

***Groups needing members**

Unplaced Class Members: **Max Hust-Barber, Taylor Kayser, Casey Wagner, Shane Whitaker**

Discussion of Exercise 10.1 A2, A4, A6; B2, B4, B8

For each of the following pairs of statements, identify the theory statement (the one that does the explaining) and the regularity statement (the pattern that is being explained).

- A2 i. Rules and norms imposed by others give people a sense of belonging and protect them from self-destructive urges. **Theory statement**
ii. People living alone are more likely to commit suicide. **Regularity Statement**

- A4 i. Individuals who are better adapted to their environment tend to survive and pass their genes on to succeeding generations. **Theory statement**
ii. During the Industrial Revolution, as buildings in cities became covered with soot, populations of city-dwelling moths changed in color from white to gray.
Regularity Statement

- A6 i. Educators tend to vote for Democrats. **Regularity Statement**
ii. Americans identify with a group and vote for the party that represents that group's interests. **Theory statement**

B2 It is well known that black Americans and members of labor unions tend to vote for Democratic candidates, and that businesspeople and religious fundamentalists tend to vote for Republican candidates. The reason is not difficult to find. In America people see themselves as primarily members of one group or another. When they go to vote they tend to choose parties that historically represent the interests of the groups of which they are members and that have an ideology similar to theirs.

WHAT IS EXPLAINED: Why Black Americans and members of labor unions tend to vote for Democrats and why business-people and religious fundamentalists tend to vote for Republicans.

THEORY: Americans see themselves as members of primarily one group or another, and they tend to vote for parties that have historically represented the interests of groups of which they see themselves as members and that have an ideology similar to theirs.

B4. **Explanation X** passage—Discussed in a broader context in Friday's class

WHAT IS EXPLAINED: Why Generation X is politically apathetic.

THEORY: Younger Americans are reacting in a perfectly rational manner to their circumstances.

B8. The struggle for civil rights temporarily submerged the potential conflict between the two principles. All that black Americans needed, some thought, was an equal chance. When experience revealed that decades of deprivation had taken their toll, so that those disadvantaged before needed more than an equal chance now, the demands shifted to equal results for black people as a group. It was no longer enough to be allowed to run in the race; it became necessary for a proportionate number of blacks to win. Racial quotas, which had been anathema, became acceptable. From this shift in the paradigm of equality flowed a sequence of important consequences. First, white, liberal support split into factions, one favoring “opportunity” and one favoring “results.” Second, civil rights groups such as the Congress of Racial Equality (CORE) and the Student Nonviolent Coordinating Committee (SNCC) rejected white leadership. Thus a cadre of white activists, accustomed to leadership and trained to represent deprived groups, was left out of work and free to lead the fight against risks perpetrated by giant corporations and big government on the public at large. The major manifestation of their leadership became the public interest group.

WHAT IS EXPLAINED: Why the public interest group developed in America.

THEORY: Change in the civil rights movement made white activists available to take up other causes. Formation of public interest groups took advantage of their social concerns and organizational talents.

Discussion of Exercise 10.2 A2, A4, A6; Passages 2, 4, 5

Passage 2

If we look at the history of colonialism in Africa and Asia we find that the earliest revolts against colonialism took place in the countries with the best, not the worst, social and economic conditions. Similarly, if we look at the history of riots in the United States—those springing from both racial conflict and labor disputes—we find that disorder occurred much more often in places where the social and economic conditions were better, rather than where they were worse. These counterintuitive results can be explained when we realize that the violence results not from oppression alone, but from the perception that better conditions are possible. Frustration comes when people first have their expectations increased, and then realize that these new, higher aims cannot be immediately satisfied.

Any theory indicators?

Initial Theory Being Evaluated

Thwarted expectations cause frustration. Frustration creates aggression. (Better conditions raised expectations, which, when they were unsatisfied led to frustration and, in turn, aggression.)

Alternative Theories

An oppressed people will rebel when they have a chance of success. The resources necessary for success are available only when conditions are better.

Regularities Being Explained by Both Initial Theory and Alternatives

In Africa and Asia, earliest revolts against colonialism took place in countries with the best (not worst) social and economic conditions.

In the United States, racial and labor conflicts occurred more often in places where the social and economic conditions were better

Predicted Regularities That Might Not Occur

The initial theory would predict that employees who were promoted along rapidly at first but then quit moving upward would be unruly.

The initial theory would also predict that students who did well on tests early in the semester but then did worse would be unruly. (This might well be the case.)

Passage 4

While sex refers to the biological dimension of being male or female, **gender** *refers to the social dimension of being male or female*. Two aspects of gender bear special mention—gender identity and gender role. **Gender identity** *is the sense of being male or female, which most children acquire by the time they are 3 years old*. A **gender role** *is a set of expectations that prescribe how females and males should think, act, and feel*. . . .

Parents are only one of the many sources through which the individual learns gender roles (Beal, 1994). Culture, schools, peers, the media, and other family members are others. Yet it is important to guard against swinging too far in this direction because—especially in the early years of development—parents are important influences on gender development.

Identification and Social Learning Theories *Two prominent theories address the way children acquire masculine and feminine attitudes and behaviors from their parents.*

Identification theory *is the Freudian theory that the preschool child develops a sexual attraction to the opposite-sex parent. By approximately 5 or 6 years of age the child renounces this attraction because of anxious feelings. Subsequently, the child identifies with the same-sex parent, unconsciously adopting the same-sex parent's characteristics.* . . .

The **social learning theory of gender** *emphasizes that children's gender development occurs through observation and imitation of gender behavior, and through the rewards and punishments children experience for gender appropriate and inappropriate behavior*. Unlike identification theory, social learning theory argues that sexual attraction to parents is not involved in gender development.

JOHN W. SANTROCK, *LIFE-SPAN DEVELOPMENT*, 7TH ED., (MCGRAW-HILL COMPANIES, 1999), 248.

Initial Theory Being Evaluated

Identification theory: Infants develop a sexual attraction to the opposite-sex parent. At age 5 or 6 they renounce this attraction and identify with the same-sex parent.

Alternative Theories

Social learning theory: Children develop a sense of being male or female through imitation and by being rewarded or punished for appropriate or inappropriate gender behavior

Gender Identification is biologically based

Regularities Being Explained by Both Initial Theory and Alternatives

Young children acquire a sense of being male or female

Predicted Regularities That Might Not Occur

Identification theory predicts gender identity forming at age 5 or 6. [The passage states that children have a sense of being male or female by age 3]

Passage 5: “The Secret to a Happy Marriage? Men Giving In”

Initial Theory Being Evaluated

Active Listening Theory: Active listening produced marital harmony

Alternative Theories

Husbands’ giving in to wives produced marital harmony

Emotionally intelligent husbands produces marital harmony

Regularities Being Explained by Both Initial Theory and Alternatives

Some couples stay together

Predicted Regularities That Might Not Occur

Couples who used active listening techniques would be more likely to stay together than those that don’t

Couples(in crisis) using active listening would report some improvement in their marital life

Discussion of Exercise 10.3 A2, A4; B2, B4

A2. *Because We See Galaxies Billions of Light-Years Away, Isn't the Universe Billions of Years Old?* The logic behind this common question has several hidden assumptions. . . . Has starlight always traveled at the present speed?...

Historical Measurements. During the last 300 years, at least 164 separate measurements of the speed of light have been published. Sixteen different measurement techniques were used. Astronomer Barry Setterfield of Australia has studied these measurements, especially their precision and experimental errors. His results show that **the speed of light has apparently decreased so rapidly that experimental error cannot explain it!**

- (i) **Theory: The universe was created thousands of years ago, as told in the Bible, not billions of years ago.**
- (ii) **Criticism: We see galaxies billions of light-years away (so they must have existed for billions of years).**
- (iii) **Defense: The speed of light has changed.**
- (iv) **The author of the passage cites a single study as independent evidence for the claim that the speed of light has changed. The claim conflicts with so much of the rest of physics that to accept it at face value rather than seek some other way of explaining variations in results of measuring the speed of light does constitute an *ad hoc* attempt to save a theory.**

A4 The Bible is clear. The ancestors of every animal that ever lived were created during Creation week. Each basic animal type was created “after his kind” and all subsequent individual animals, including dinosaurs, descended from these created categories. . . .The land and flying dinosaurs could only have survived on . . . [Noah’s] Ark, only to disembark at the end of the flood into a strange and hostile world. We can surmise that the environmental conditions, with the sparse vegetation, the destruction of the pre-flood water canopy, and the temperature extremes during the ensuing Ice Age would have caused many animal types to become extinct, a process that continues today. Evidently the dinosaurs just didn’t make it!

(Hint: This passage takes the biblical theory of the creation and flood as asserting that all animals [including dinosaurs] were created in the same week and were preserved on Noah’s Ark during the flood. A critic might claim that the theory would then be committed to dinosaurs existing now. How does the passage defend the theory against this apparently damaging evidence? Is this defense ad hoc?) .

- (i) Theory: Every animal that ever lived was created during creation week.**
- (ii) Criticism: Fossil evidence shows that different species have existed at different times.**
- (iii) Defense: Some of the animals that were created during creation week (such as dinosaurs) died off after the flood.**
- (iv) The defense conveniently selects for discussion an early species that dies off rather than a species that emerges later. There is an element of the defense that is *ad hoc*: Part of the initial theory is that every single species was carefully saved from the flood on the Ark. But the defense against damaging evidence is that some species were allowed to perish later. This hypothesis of a shift in attitude on the part of the creator toward the species that were created seems motivated solely by the need to avoid the damaging evidence.**

The following passages raise questions about testability. Briefly describe whether, and if so, how, the following theories might be tested.

B2. It has become increasingly difficult to find politicians who are morally virtuous. The culture of the last half of the twentieth century has served to undermine moral education. Of course, politicians want to appear morally upright and may even believe that they are, but ordinary citizens, even friends, of the politician can never be sure. A person may appear to be morally incorruptible, but fail to live up to moral standards when great temptation is placed before them.

Testable. But there are practical difficulties with testing this theory in that it asserts that politicians are corrupt even if they appear virtuous to their friends and think themselves virtuous. Corruption couldn't be tested through interviewing acquaintances. Furthermore, it would be difficult to arrange for great temptation to be presented to politicians without their knowing that they were being tested and observed. Even if this could be done, it would be difficult to know whether the temptation was great enough to reveal corruption.

B4. It is sometimes argued that “misery loves company”; unhappy people tend to congregate with each other.

Testable. We could judge in a number of ways whether people are unhappy. A simple scale on which people mark their own assessment of relative happiness or unhappiness would be one method, or we could use observational data such as time spent frowning, crying, complaining, reports of feeling depressed, etc. We could also study a variety of groups and determine whether there is a tendency for unhappy people to be concentrated within groups or spread out among groups. There might be some difficulty in determining whether it was mutual unhappiness that drew people together or whether unhappy people tend to make those around them unhappy also.

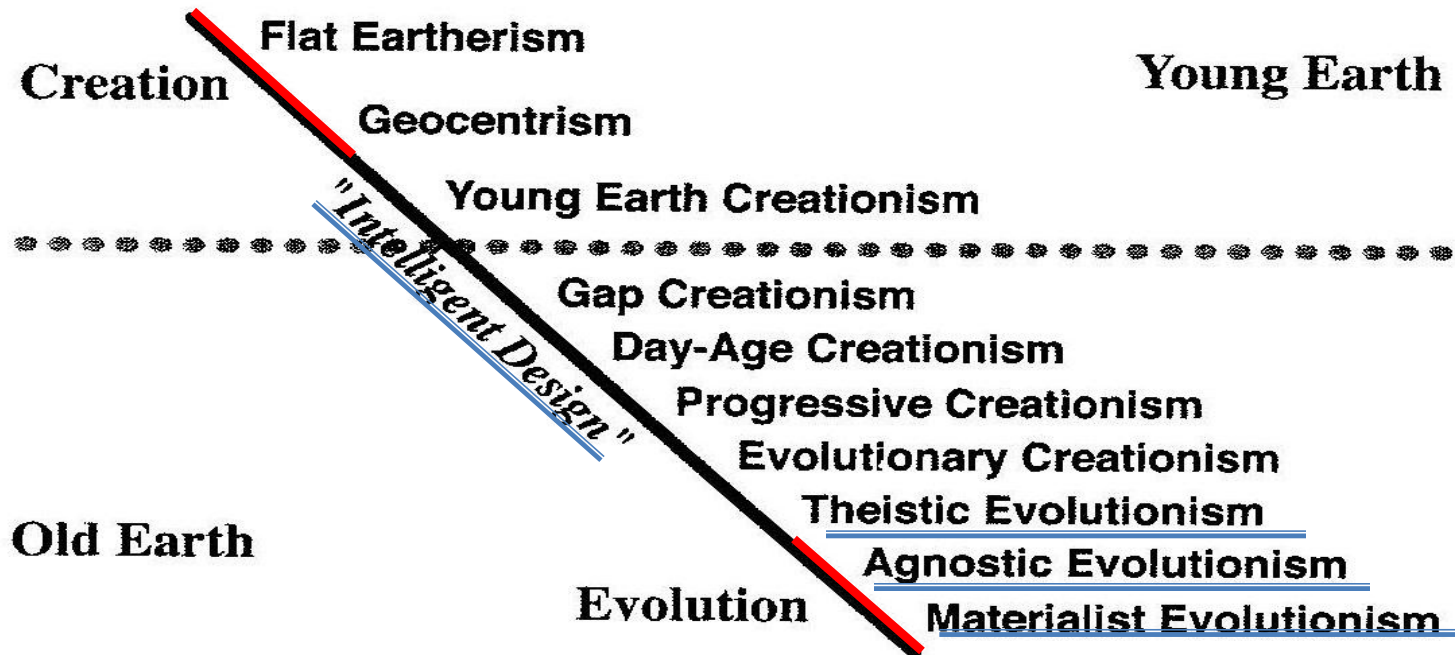
Segue to Intelligent Design Discussion

A continuum of religious/philosophical beliefs

Greater Biblical Literalism

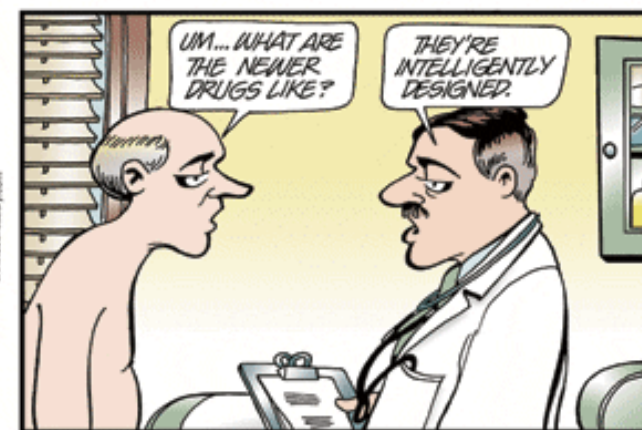
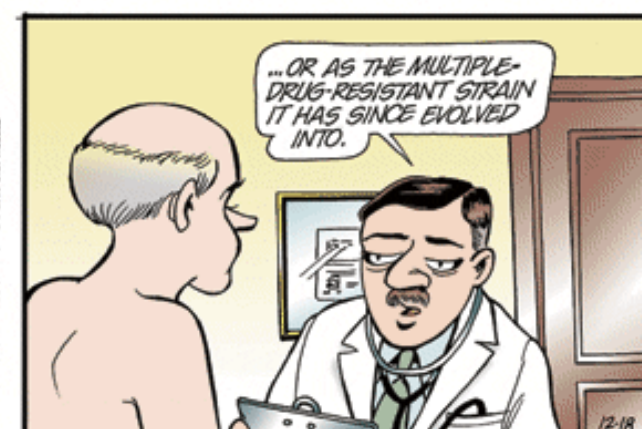
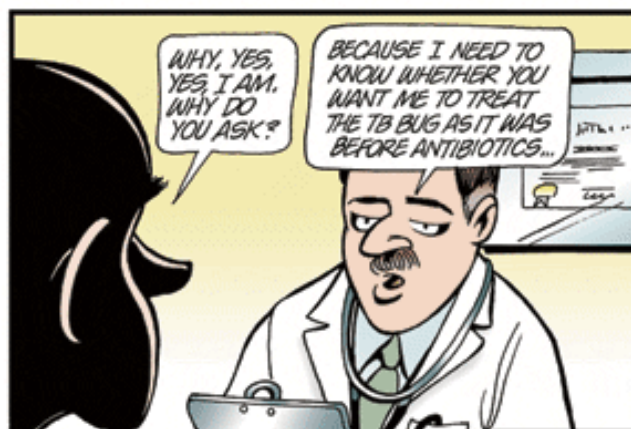
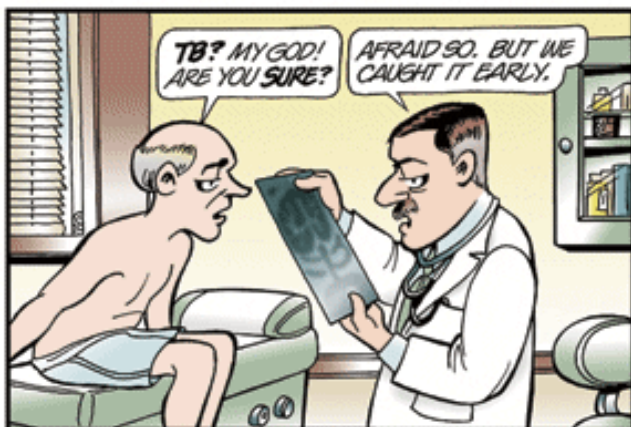
Figure 3.1

The Creation/Evolution Continuum. Courtesy of Alan Gishlick



— Indicates description at end of handout

Greater Acceptance of
Modern Science (and possible
questioning of the existence of God)



That's All Folks