

# Friday May 20 , 2011 Schedule for the Day

Am: Critical Reasoning

-- Comment's on Tuesday's Workshop

--Workshop on new material:**analogical arguments, convergent arguments, the 6 Step Process.**

Pm: Ethical Reasoning

-- Assessing Moral Arguments: Ruggerio Suggestions

## Revised Schedule – changes in red

|                        |  |  |
|------------------------|--|--|
| WK 7 May 10<br>May 13  | Am SR: Arguments from Controlled Experiments<br>( Read: C&P Ch 9 to p 260.) Video:<br>Prisoners of Silence<br><br>Pm <b>ER: Virtue Ethics II : ( Read<br/>handout on Virtue Ethics</b> | Am: CR :Explanation and Theories ( Ch. 10 )<br><br>Pm More Explanation and Theories<br>Idea Fair for Critical Exchange Topics  |
| WK 8 May 17<br>May 20  | Am Review of Theories<br>Assessing Intelligent Design<br>Read: Handouts<br><br>Pm ER: A satisfactory moral theory? (Read:<br>R&R Ch 13, handout on Deontology and<br>Consequentialism) | Am: CR: Non-deductive arguments and Six Step<br>procedure (Read: C&P Ch. 9 from p. 260 to<br>end & Ch. 11)<br><br>Pm ER: <b>Assessing Moral Arguments</b><br><b>Read Handout</b> |
| WK 9 May 24<br>May 27  | Am CR: Experts and You (Read: C&P Ch 12)<br>Pm <b>ER: Ethical Reasoning and You</b>  | Am <b>Make up Exam 1, option 1 beginnng 8 am<br/>10:30 Review for Exam II,<br/>Take Home portion of Ethics exam Due</b><br>Pm <del>Critical Exchange Preparation</del>           |
| WK 10 May 31<br>June 3 | Am Exam II <b>plus Makeup Exam I option 2</b><br>Pm Critical Exchange preparation  | Am Critical Exchange: Portfolio Due  |

## Note on the Portfolio of Arguments (from workshop sheet)

Your *Portfolio of Arguments* should consist of at least 10 selections. You need to identify the (main) conclusion in all 10. For at least 7, reconstruct the argument or theory into the standard forms as outlined in the text and provide criticism. For any deductive arguments, clearly indicate whether they are sound (that is valid with true premises) You should attempt, whenever possible to apply the six-step technique presented in Chapter 11. The minimal form of the item is the copy of the passage in question with annotations in the margins (That is, with the reconstructed argument, including implicit premises or conclusion, a statement about whether it is valid—and criticism focused on specific premises. ) More elaborate criticism should be placed on separate (preferably word-processed sheet) placed after the copy of the passage. The Portfolio is due on the last day of class (Friday, June 3) but will be accepted earlier. You may submit a write up of the two items from today's workshop as part of the Portfolio.

**In addition, you may submit a program notebook containing assignments, exams, papers, notes and any additional material that would give me a broader picture of your work in the program. If you do so, the portfolio can be a section in this notebook.**

## **Critical Exchange Topics and 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

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

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

**Death Penalty and Punishment** – Hayden Ayers, Danielle Swain, Dalton Short, Jesse Sieden

**Abortion** —Chelsea Raines, Monica Bass, Satya Zomer, Shane Whitaker

**Legalization of Marijuana**—Taylor Kayser, Max Hust-Barber, Casey Wagner

# Arguments from Analogy

The presidential team is like a football teams. You don't tackle your own quarterback. If you are in the administration, you don't challenge the president.

## Reconstruction of Argument

(1) *Organizations like presidential administrations and football teams have common characteristics a, b, c. . . .*

(2) *A football team has the additional characteristic that it functions best if the leader is obeyed uncritically.*

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*(likely) A presidential administration functions best if the leader is obeyed uncritically.*

# General form of Arguments from Analogy

(1) *Things like A and B have characteristics a, b, c. . . .*

(2) *A has the additional characteristic z.*

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*(likely) B has characteristic z.*

## Criticism of Arguments from Analogy

1. Point out dissimilarities that lead to a counterargument
2. Challenge the premises
  - a. Question whether the similarities hold by pointing to relevant differences
  - b. Extend the premise in a different way

## **Newt!**      **You don't tackle your own quarterback.**

*(1) Organizations like presidential administrations and football teams have common characteristics a, b, c. . . .*

*(2) A football team has the additional characteristic that it functions best if the leader is obeyed uncritically.*

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*(likely) A presidential administration functions best if the leader is obeyed uncritically.*

### **Counterargument**

*(1) Most activities that aim at making wise policy decisions demand critical consultation.*

*(2) A presidential administration aims at making wise policy decisions.*

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*(likely) A presidential administration demands critical consultation.*

# Criticism of Arguments from Analogy

1. Point out dissimilarities that lead to a counterargument
  2. Challenge the premises
    - a. Question whether the similarities hold
    - b. Extend the premise in a different way
- 
- a. Is politics really like a sport such as football that has winning as its goal?
  - b. You would tackle the quarterback if he becomes confused and heads for the wrong goal line.



1. Point out dissimilarities that lead to a counterargument
2. Challenge the premises
  - a. Question whether the similarities hold by pointing to relevant difference
  - b. Extend the premise in a different way

1. In the politics of confrontation the rules of poker apply. Once you begin to run a bluff, never show the slightest hesitation.

**There is this relevant difference: In poker, there is at least one winner; in war, everyone might be a loser. Also, to challenge the premise, you do sometimes back down in poker if you realize that your bluff will continue to be called, and the other player is then a clear**

2. If a “war on rats” that relies solely on a killing strategy will fail, so will a “war on terrorism” that aims at killing terrorists without removing the “garbage” on which they feed .

**Eliminating the underlying conditions that promote and support terrorism (labeled “garbage” in the analogy) might be necessary for a successful “war on terrorism.” However, there is this relevant difference: garbage can be relatively easily controlled, but the basis terrorism –factors such as religious ideology and hatred of foreign culture—are not so easily controlled. Furthermore, we can extend the premise by noting that rats can be eliminated by a combination of killing and controlling the garbage that promotes them; the same might be said of terrorism.**

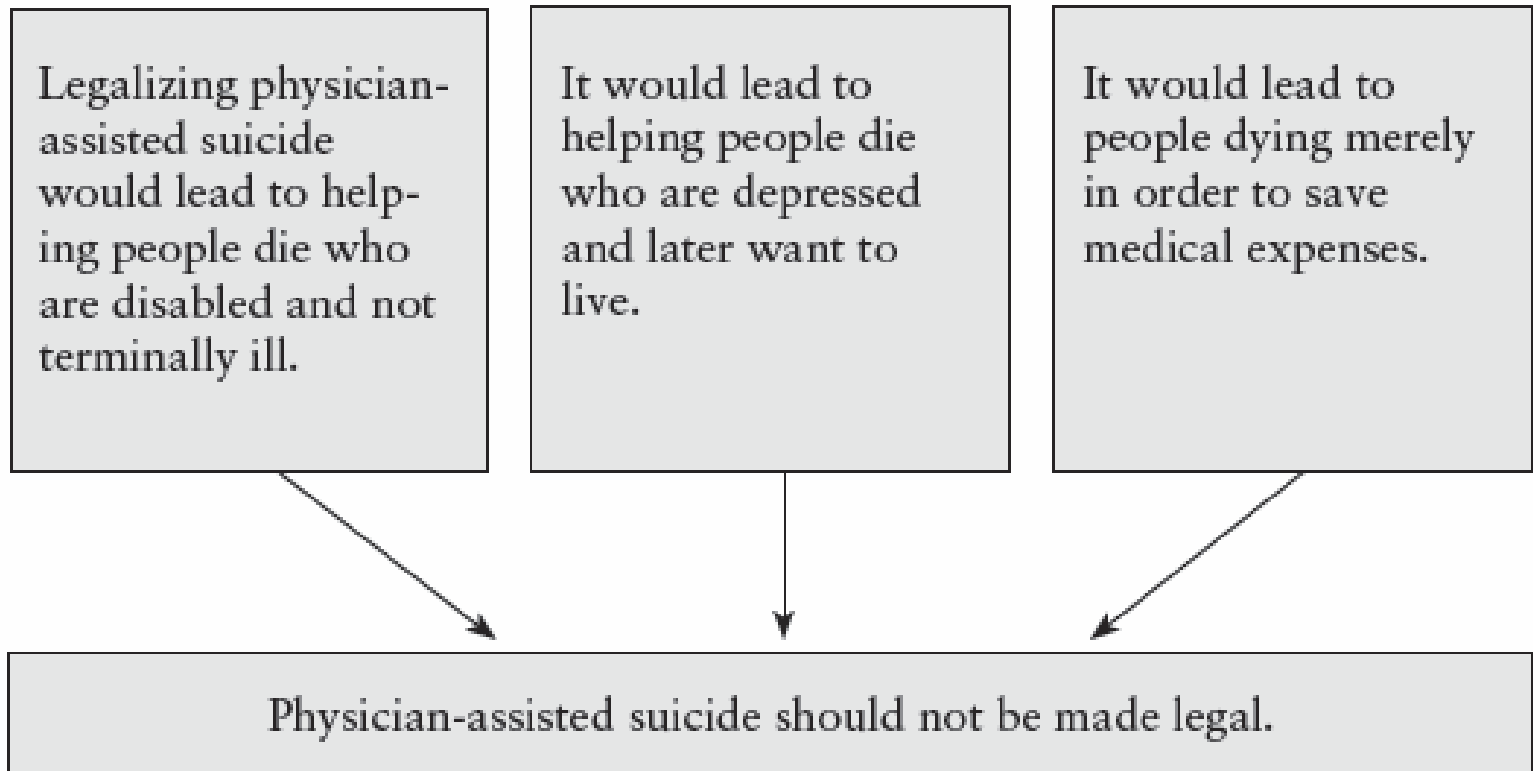
1. Point out dissimilarities that lead to a counterargument
2. Challenge the premises
  - a. Question whether the similarities hold by pointing to relevant difference
  - b. Extend the premise in a different way
3. The universe is like a clock. Both are systems of moving parts, set in a precise order, balanced, and having repeated, uniform motion. Since clocks have makers, it is likely that the universe had a maker.

**We can point to this relevant difference: The universe does not run smoothly. It contains rough spots (i.e., supernovas and other catastrophes). It is not like the perfectly manufactured watch.**

## Convergent Arguments

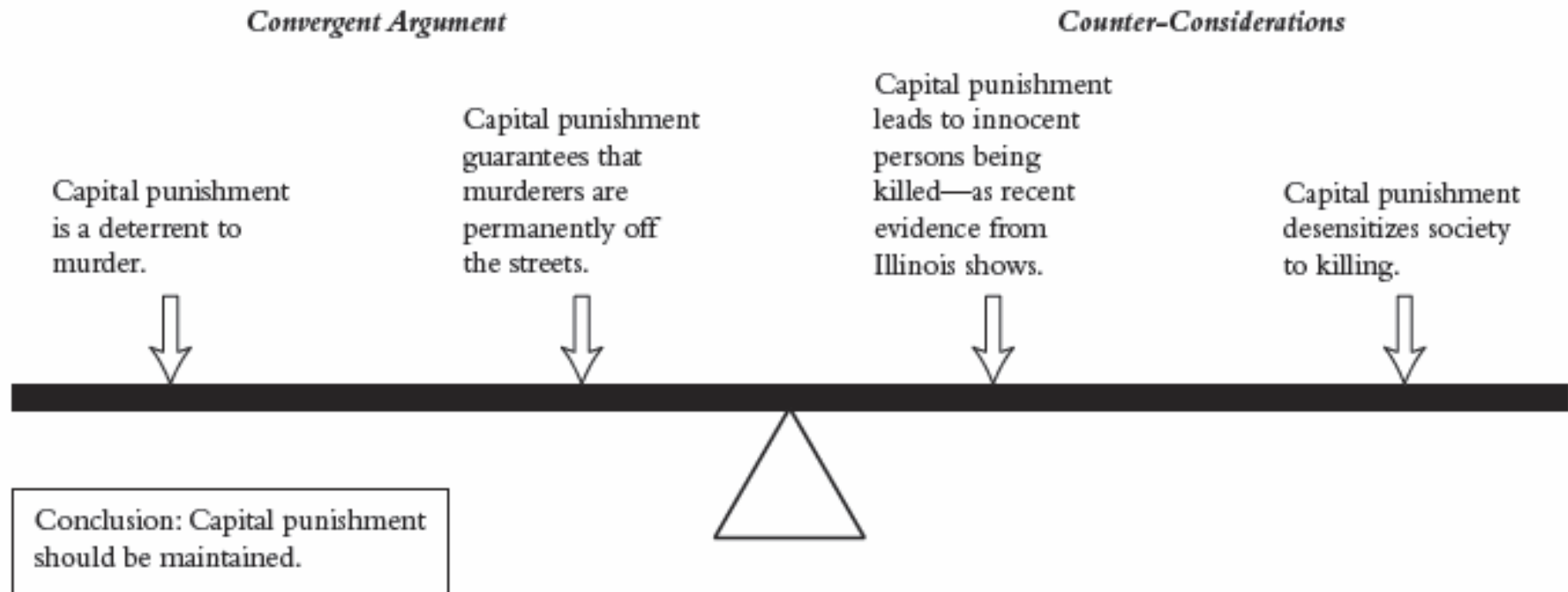
*Legalizing physician-assisted suicide would lead to (1) helping disabled people die who are not terminally ill, (2) helping people die who are depressed and might later want to live, and (3) helping people die in order merely to save on medical expenses. These are all reasons against legalizing physician-assisted suicide.*

### A diagram for a “simple” convergent arguments



## 4 Step Process for Criticizing Convergent arguments with Counter Considerations

### Step 1: Presenting the Convergent Argument with Counter-Considerations



## Step 2: Adding Further Considerations

### *Convergent Argument*

Capital punishment is a deterrent to murder.



Capital punishment guarantees that murderers are permanently off the streets.



Capital punishment provides just retribution for murder—an “eye for an eye.”



Capital punishment leads to innocent persons being killed—as recent evidence from Illinois shows.



### *Counter-Considerations*

Capital punishment desensitizes society to killing.



Capital punishment is cruel.



Conclusion: Capital punishment should be maintained.



### Step 3: Eliminating Doubtful Considerations

#### *Convergent Argument*

Capital punishment guarantees that murderers are permanently off the streets.



Capital punishment provides just retribution for murder—an “eye for an eye.”



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Capital punishment desensitizes society to killing.



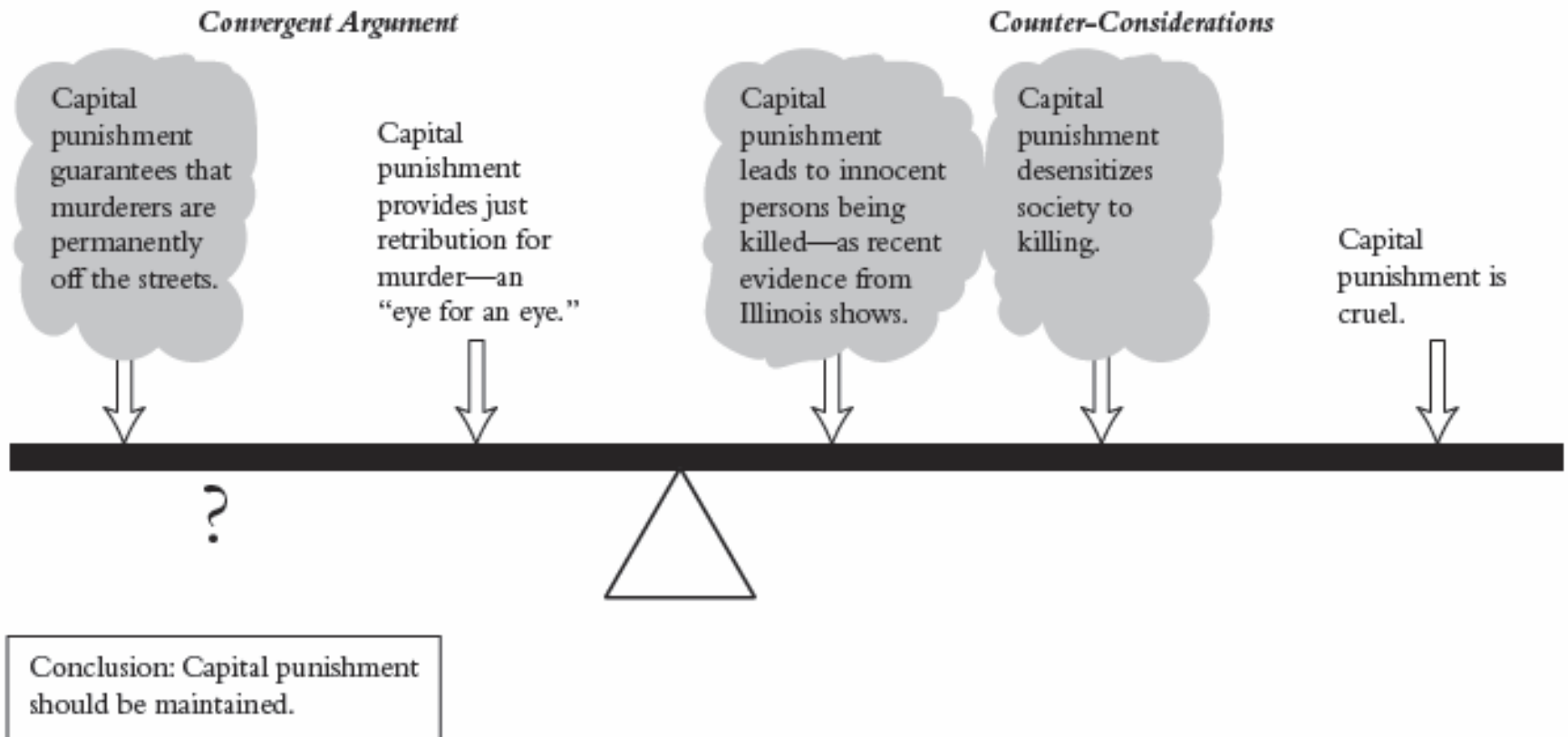
Capital punishment is cruel.



Conclusion: Capital punishment should be maintained.

#### *Counter-Considerations*

#### Step 4: Blunting or Promoting Considerations



## Representing a Convergent Argument as a Deductive Argument

### Step 1: Presenting the Convergent Argument with Counter-Considerations

*Convergent Argument*

*Counter-Considerations*

#### Pro 1

Capital punishment is a deterrent to murder.



#### Pro 2

Capital punishment guarantees that murderers are permanently off the streets.



#### Con 1

Capital punishment leads to innocent persons being killed—as recent evidence from Illinois shows.



#### Con 2

Capital punishment desensitizes society to killing.



Conclusion: Capital punishment should be maintained.

(1) Pro 1

(2) Pro 2

(3) Con 1

(4) Con 2

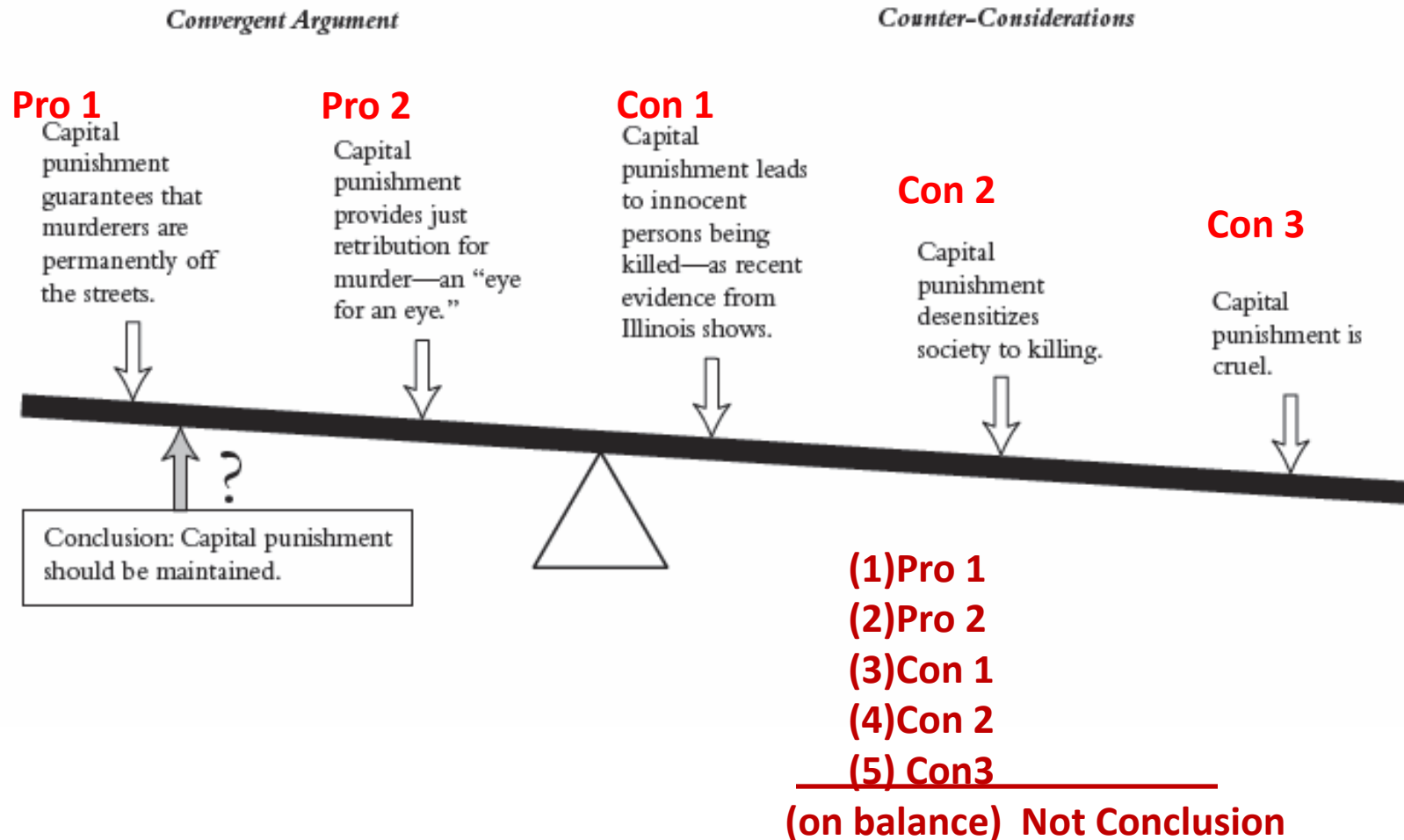
(5) If Pro1 and Pro2 and Con1 and Con2, then Conclusion

∴ Conclusion



# A more compact representation for a Convergent argument

## Step 3: Eliminating Doubtful Considerations



## Workshop Item 1C

Many people who were adopted as children would like to know the identity of their birth parents. But this benefit must be weighed against other considerations before we decide to give adoptees the legal right to this information. Would fewer women be willing to go through with a pregnancy and put their babies up for adoption if they don't have the option of remaining anonymous? Probably so. Furthermore, parents who adopt might prefer that their adopted children focus on them as their full-fledged parents, rather than dividing their concern between their adopted parents and their birth parents.

### Convergent Argument

Many adopted children want to know the identity of their birth parents.



### Counter-Considerations

Fewer women will complete their pregnancy if anonymous adoptions aren't legally guaranteed.



(Many) adoptive parents prefer that the adopted child focus on them as parents rather than divide concern with birth parents.



Conclusion: Adopted children should have the legal right to know the identity of their birth parents.

**Alternatively:** The argument in the passage might be reconstructed with the conclusion that adopted children should not have the legal right to know the identity of their birth parents. In which case, the two considerations on the right above would be placed on the left and the balance line would be shifted in the other direction.

## Convergent Argument

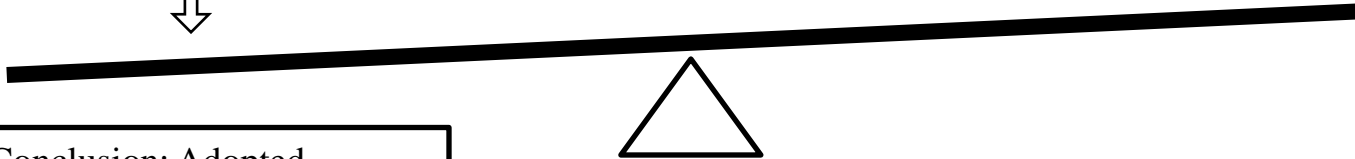
Many adopted children want to know the identity of their birth parents.



Conclusion: Adopted Children should have a legal right to know the identity of their birth parents.

## Counter-Considerations

(Many adoptive parents prefer that the adopted child focus on them as parents rather than divide concern with birth parents)



### Assessment:

**Blunting Considerations.** The stigma of having put up a child for adoption is not as great as it might have been in the past. To change the law (at least for future adoptions) might not affect whether pregnancies would be carried to term as suggested.

**Promoting a Consideration:** It is not just a matter of adopted children wanting to know for frivolous reasons (as might be suggested in the passage) but for sound psychological and even health reasons. Recent advances in medicine makes knowing the biological family's medical history particularly important.

That's All Folks