

Friday May 27, 2011 Schedule for the Day

Am 8 am Makeup Exam I

10:30 Review Session for Exam II

Pm: Meeting with each of the six critical exchange groups—signup before you leave for lunch.

Revised Schedule – changes in Red

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

Exam II Directions

Exam II Critical Reasoning Portion: 75 points + up to 30 Extra Credit (points for each in parentheses) Ethical Reasoning Portion (20 points + up to 30 Points Extra Credit) This is a closed-book test. It should take about an hour and a half. Use this exam sheet for your answers. If you need more space write on a separate sheet. Partial credit may be given. You may leave when you are done. If you have any questions about what is being asked in the exam, speak with David. Once you finish, consider using any additional time to meet with your Critical Exchange group (or some part of it). Class will resume at 1 pm a critical exchange preparation session. Before you leave for lunch each team should sign up on the sheet at the front of the room for a time to talk with David. Teams should bring in materials and be prepared to indicate what graphics they might use, either through a “story board” or actual draft PowerPoint presentation.

Know the Basic Valid Deductive Argument Patterns+

- Chapter 6: Characterization (definition) of a fallacy. For a passage, you should be able to state the name of the fallacy committed e.g. *false dilemma*, explain why it is a bad argument and why it still might be persuasive. You should be able to make a reasoned judgment about whether an “apparent fallacy” actually is a fallacy.
- Chapter 7: Characterization of the difference between vagueness and ambiguity, criticism of arguments which include an equivocation, reconstruction of conceptual theories in “standard form,” evaluation (criticism) of conceptual theories by finding a counterexample, citing lack of elucidation, and showing that conditions are incompatible. identification (and criticism) of arguments that include a conceptual theory as a premise.
- Chapter 8: Distinguishing inductive and deductive arguments, criticizing arguments that generalize.
- Chapter 9: Criticizing arguments that move from correlation to cause, identifying and criticizing analogical arguments, reconstructing an argumentative passage as convergent argument using appropriate evaluation (criticism).
- Chapter 10: Reconstructing passages involving empirical theories in terms of theory and regularity, criticizing empirical theory by finding alternatives and producing doubtful prediction. Criticizing a theory as untestable or the defense of a theory as *ad hoc*.
- Chapter 11: Applying the techniques of reconstruction and evaluation (criticism) to passages
- Chapter 12: Be able to state the dilemma of an amateur in a world of experts, the problems with two ways of not facing the dilemma (relativism or dogmatic “true belief”) and the proposed solution in the text

Common Valid Deductive Argument Patterns

(a) *modus ponens*

(1) If A, then B <u>(2) A</u> $\therefore B$	(1) $A \rightarrow B$ <u>(2) A</u> $\therefore B$
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(b) Chain Argument

(1) A (2) If A, then B <u>(3) If B, then C</u> $\therefore C$	(1) A (2) $A \rightarrow B$ <u>(3) $B \rightarrow C$</u> $\therefore C$
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(c) Disjunctive Argument

(1) A or B <u>(2) Not A</u> $\therefore B$	(1) $A \vee B$ <u>(2) $\neg A$</u> $\therefore B$
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(d) Hypothetical Argument

(1) If A, then B <u>(2) If B, then C</u> \therefore If A, then C	(2) $A \rightarrow B$ <u>(3) $B \rightarrow C$</u> $\therefore A \rightarrow C$
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(e) *modus tollens*

(1) If A, then B <u>(2) Not B</u> \therefore Not A	(1) $A \rightarrow B$ <u>(2) $\neg B$</u> $\therefore \neg A$
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(f) Predicate Instantiation

(1) All P_1 's are P_2 's <u>(2) m is a P_1</u> \therefore m is a P_2	
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(g) Universal Syllogism

(1) All P_1 's are P_2 's (2) All P_2 's are P_3 's <u>\therefore All P_1's are P_3's</u>	
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(h) fallacy of affirming the consequent

(1) If A, then B <u>(2) B</u> $\therefore A$	(1) $A \rightarrow B$ <u>(2) B</u> $\therefore A$
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Chapter 6: Characterization (definition) of a fallacy. For a passage, you should be able to **state the name of the fallacy** committed e.g. *false dilemma*, **explain why it is a bad argument** and **why it still might be persuasive**. You should be able to make a reasoned judgment about whether an “apparent fallacy” actually is a fallacy.

Chapter 7:

- Characterization of the difference between vagueness and ambiguity,
- criticism of arguments which include an equivocation or misleading definition ,
- reconstruction of conceptual theories in “standard form,” evaluation (criticism) of conceptual theories by finding a counterexample, citing lack of elucidation, and showing that conditions are incompatible.
- identification (and criticism) of arguments that include a conceptual theory as a premise.

Chapter 8: Distinguishing inductive and deductive arguments, criticizing arguments that generalize

Deductive

(1) All God's creatures need potassium in their diets.

(2) Alvin is one of God's creatures.

∴ Alvin needs potassium in his diet

Inductive with Statistical Premise

(1) Most adults can tolerate moderate amounts of sugar in their diets.

(2) Alvin is an adult.

(likely) Alvin can tolerate moderate amounts of sugar in his diet.

Inductive Argument (Particular-to-General=Sampling Argument)

(1) Most of the strawberries in the first two layers are ripe.

(likely)) Most of the strawberries in the whole container are ripe.

Inductive Argument (Particular-to-General=Sampling Argument)

(1) Most (x percent) of P_1 s in the sample are P_2 s.

(likely) Most (x percent) of P_1 s in the population are P_2 s.

Criticism of Sampling Arguments

1. Attacking the evidence. Is the evidence cited in the premise true or can the data be disputed
2. Questioning the representativeness of the sample.
 - (a) Size of Sample
 - (b) Sample Selection
3. Pointing to a shift in the unit of analysis
4. Challenging the truth of the conclusion.

Chapter 9:

- Criticizing arguments that move from correlation to cause,
- identifying and criticizing analogical arguments,
- reconstructing an argumentative passage as convergent argument using appropriate evaluation (criticism).

Arguments that move from correlation (association) to Cause

Standard Form of Argument

Example

associated
A is correlated with B

(likely) A causes B

associated
Smoking is correlated with Heart Disease

(likely) Smoking causes heart disease

Review of Criticisms of Arguments from Correlation to Cause

Most common criticisms for the nonexpert:

- ▶ *Joint effect of an underlying cause.* Some underlying factor is shown to be directly or indirectly responsible for the items correlated. That is, the apparent relation is spurious.
- ▶ *Wrong direction.* The correlation is shown to support a causal inference in which cause and effect are the opposite of what has been claimed.

Additional criticisms, often requiring actual research:

- ▶ *Coincidental correlation.* When it is implausible that there could be a connection between the items correlated, so that the correlation is likely to exist only for a limited period of time, or the correlation is not found in additional studies, the correlation is probably accidental.
- ▶ *Genuine but insignificant cause.* Other factors are shown to be of greater importance in producing the effect in question.
- ▶ *Causal complexity.* It is shown that factors correlated are not related to each other in a straightforward way. Other factors might be involved, and several criticisms might apply at once.

General standard form of Arguments from Analogy

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

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

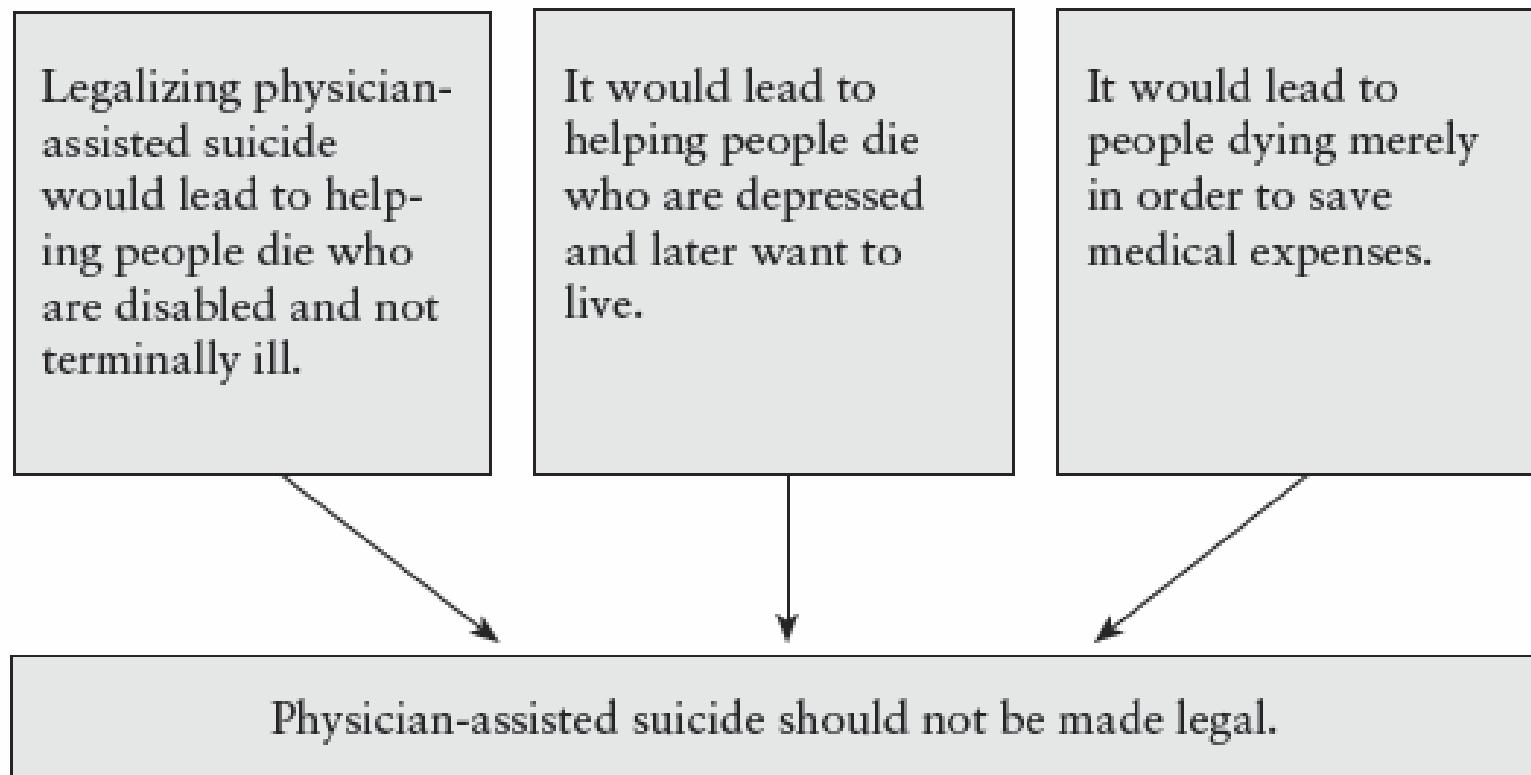
(likely) B has characteristic z.

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

Standard Forms for displaying convergent arguments

1. A diagram for a “simple” convergent arguments

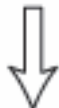


2. Teeter-Tatter diagram with Counter-Considerations

Step 1: Presenting the Convergent Argument with Counter-Considerations

Convergent Argument

Capital punishment
is a deterrent to
murder.



Capital punishment
guarantees that
murderers are
permanently off
the streets.



Counter-Considerations

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



Capital punishment
desensitizes society
to killing.

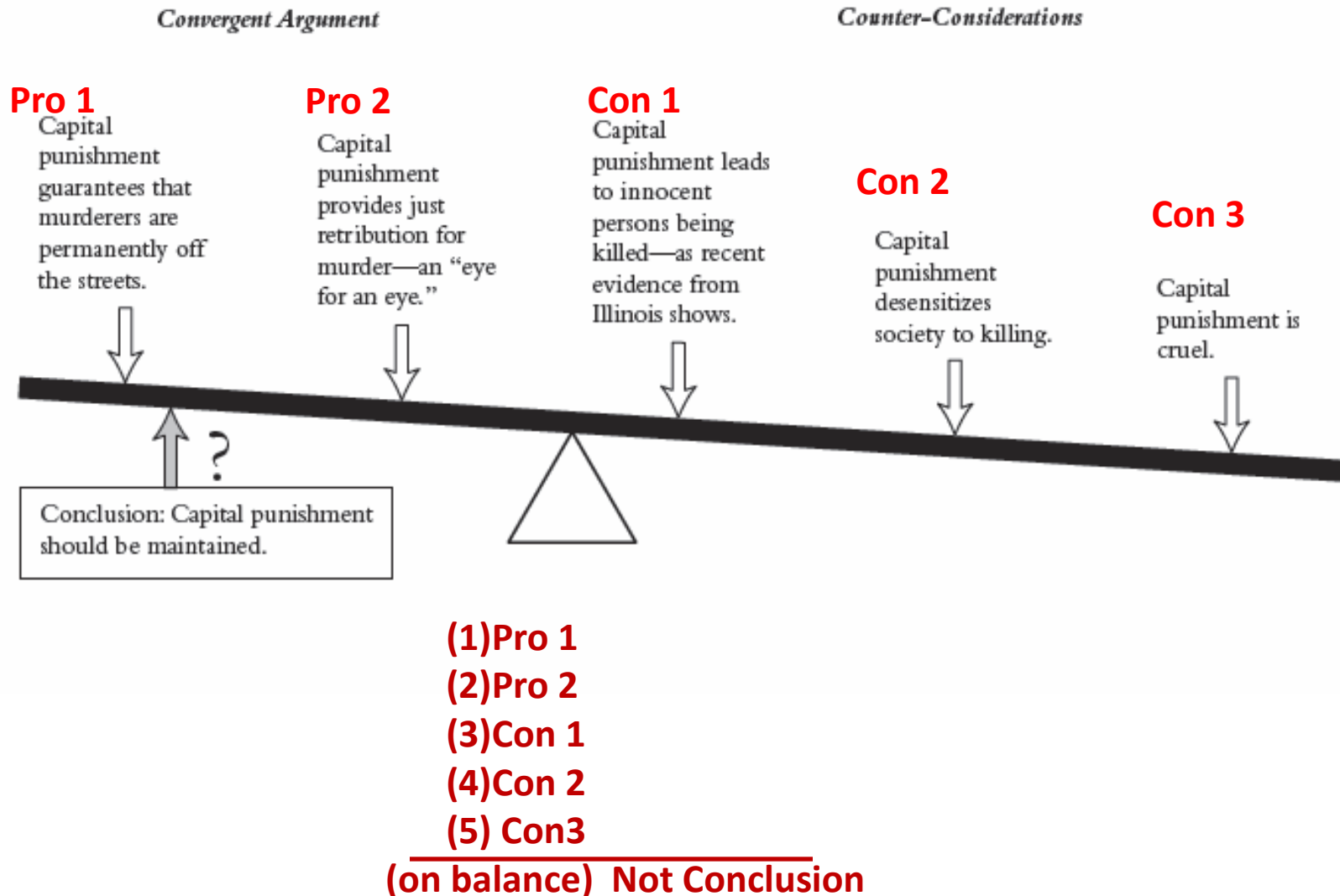


Conclusion: Capital punishment
should be maintained.



Pro Con representation for a Convergent argument

Step 3: Eliminating Doubtful 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) Con2

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

∴ Conclusion

Criticism of Convergent Arguments

- Add Further Considerations
- Eliminate Doubtful Considerations
- Blunt or Promote Considerations



Chapter 10:

Reconstructing passages involving empirical theories in terms of theory and regularity,
Criticizing empirical theory by finding alternatives and producing doubtful prediction.
Criticizing a theory as untestable or the defense of a theory as *ad hoc*.

Standard Form for First Stage Criticism of Empirical Theories

Theory: What does the explaining

Plausible Alternative Theory

Regularity: What get explained.

**Predicted Regularities that
Might Not Occur**

Chapter 11:

- Applying the techniques of reconstruction and evaluation (criticism) to passages
- Be sure to indicate whether a deductive argument is sound (that is, valid with all premises true).
- Indicate specifically which premises are doubtful and what your criticism is.

Chapter 12:

- Be able to state the dilemma of an amateur in a world of experts,
- The problems with two ways of not facing the dilemma (relativism or dogmatic “true belief”)
- The proposed solution in the text

Ethical Reasoning Portion of the Exam

Be able to state present the major ethical theories we have discussed as conceptual theories of the form

A act is morally right if and only _____

And to be able to criticize this formulation (if relevant) by presenting a counter-example (be sure to indicate which “direction” the counter example goes or to indicate that central terms need elucidation and whether this seems possible.

You should also be able to represent ethical reasoning using the techniques for convergent arguments.

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

That's All Folks