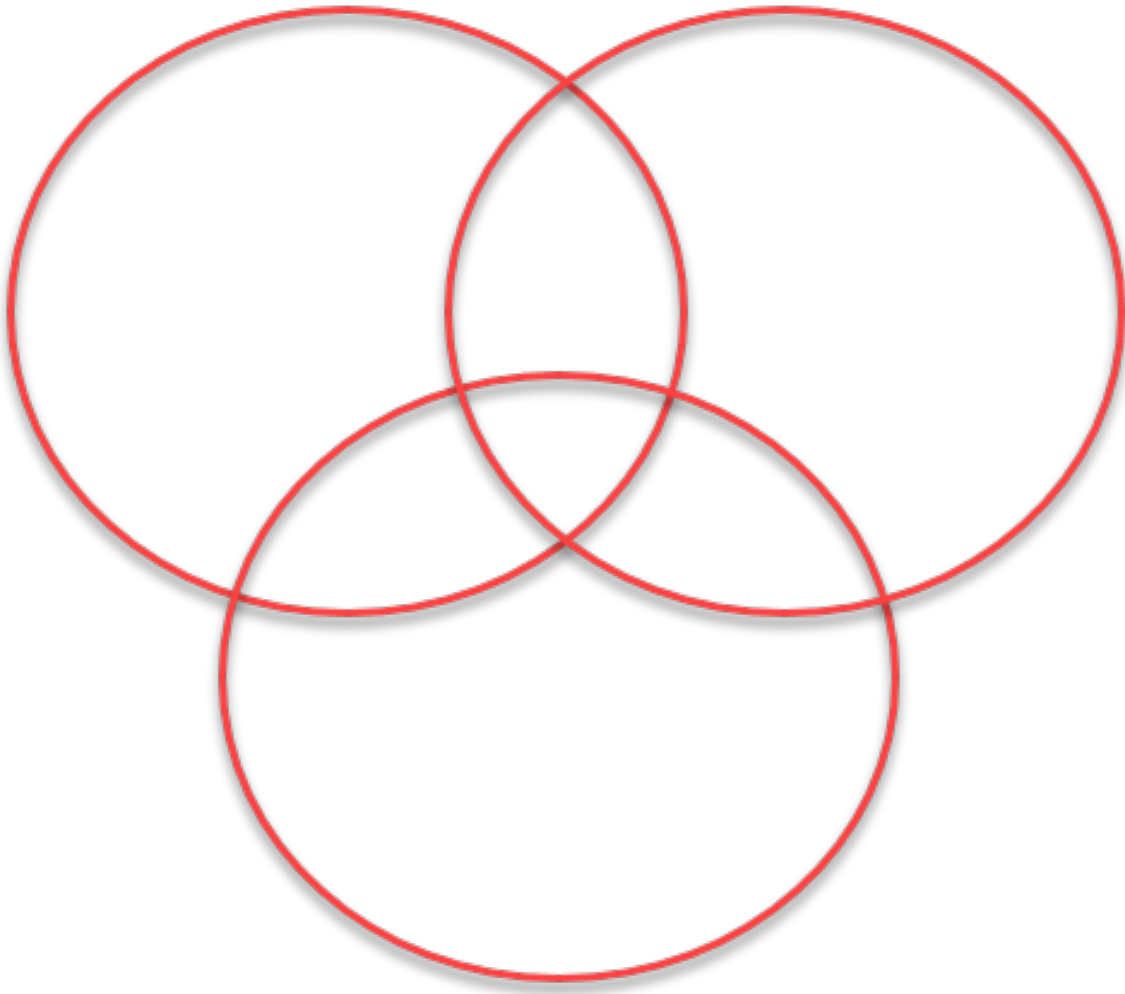


## Lesson 3

### Notes

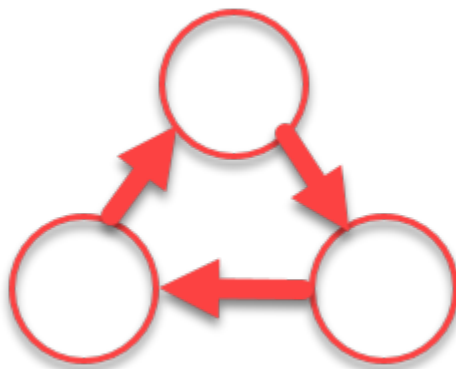
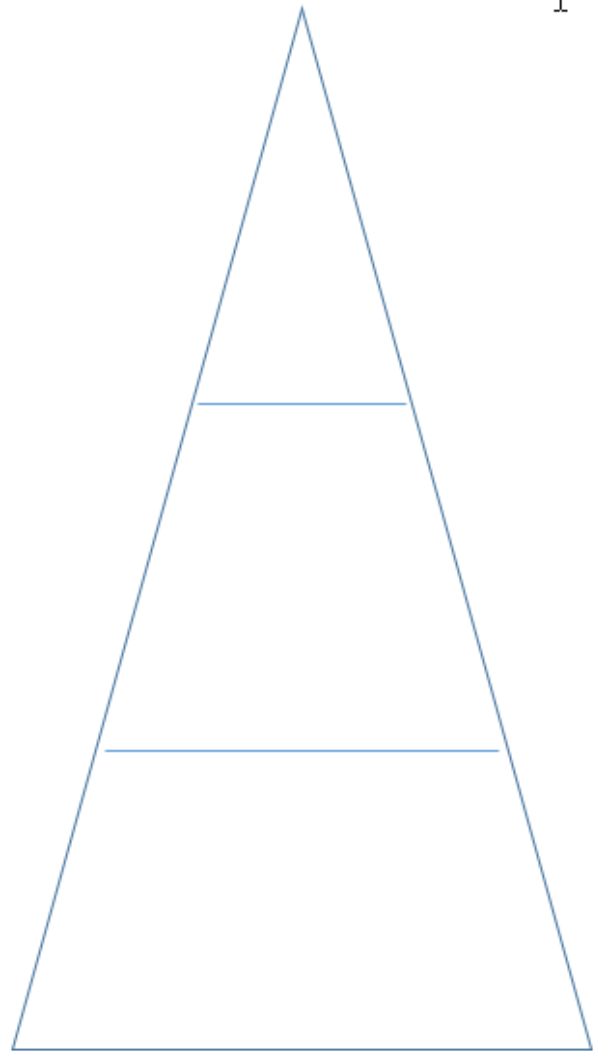


## Critical Thinking

- 3 Levels of Thinking
- Analysis-

- Interpretation-

- Experience-



## Overcoming Resistance

- Defense Mechanisms
- Healthy Defense Mechanisms:
  - Coping
- Immature Defense Mechanisms
  - Resistance
  - Ignorance
  - Avoidance
  - Denial

- Anger
- Superficial Tolerance
- Doublethink

#### Descriptive vs. Prescriptive

- Descriptive Statements
- Prescriptive Statements
- Ethics

#### Constructing Moral Arguments

- Premise

- Conclusion

- Argument

### Two types of arguments

- Deductive
  - All killing of unarmed people is morally wrong. Capital punishment involves the killing of unarmed people. Therefore, capital punishment is morally wrong
- Inductive
  - Murder rates are not significantly lower in states that have capital punishment. Therefore, capital punishment is probably not an effective deterrent against murder.

### Breaking Down An Argument

- The entire argument may appear in either one sentence or several sentences
- The conclusion can appear anywhere in the argument
- Identify the conclusion first. Ask yourself: What is this person trying to prove?
- Look for keyword indicators
- Underline the conclusion and the premises

## Indicator Chart

| Premise Indicators                                                                                                                                                      |                                                                                                                                                                                                                | Conclusion Indicators                                                                                                                                                                            |                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Since</li><li>• Because</li><li>• For</li><li>• As</li><li>• Follows from</li><li>• As shown by</li><li>• Inasmuch as</li></ul> | <ul style="list-style-type: none"><li>• As indicated by</li><li>• The reason is that</li><li>• May be inferred from</li><li>• May be derived from</li><li>• May be deduced from</li><li>• Given that</li></ul> | <ul style="list-style-type: none"><li>• Therefore</li><li>• Hence</li><li>• So</li><li>• Accordingly</li><li>• Consequently</li><li>• Proves that</li><li>• As a result</li><li>• Thus</li></ul> | <ul style="list-style-type: none"><li>• For this reason</li><li>• For these reasons</li><li>• It follows that</li><li>• I conclude that</li><li>• Which shows that</li><li>• Which means that</li><li>• Which entails that</li><li>• Which implies that</li></ul> |

### Example Activity:

Every physician should cultivate lying as a fine art...Many experiences show that patients do not want the truth about their maladies, and that it is prejudicial to their well-being to know it.

### Rhetoric And Moral Arguments

- Rhetoric
- Five Steps to constructing a moral argument
  1. Develop a list of premises
  2. Eliminate irrelevant or weak premises
  3. Come to a conclusion
  4. Try out your argument on others
  5. Revise your argument if necessary

## Activity

Identify the conclusion in each argument by underlining it.

1. (1) No one under eighteen years old can vote. (2) Jen is under eighteen-years-old. (3) Therefore, Jen cannot vote.
2. (1)A good society treasures its dissidents and mavericks (2) because it needs the creative thinking that produces new hypotheses, expanded means, a larger set of alternatives, and, in general, the vigorous conversation induced by fresh ideas.
3. (1) Since in American schools every child is unique and of equal worth with every other child, (2) academic competition must be discouraged, (3) which subverts this egalitarian and individualist creed.

## The Use of Evidence

- Personal Experience
- Unpublished reports
- Published reports
- Eyewitness testimony
- Celebrity testimony
- Expert opinion

- Experiment
- Statistics
- Survey
- Formal observation
- Research review

### Fallacies

- Fallacies typically occur when we are unsure of our position
- Being able to identify and recognize fallacies makes us less likely to fall victim to them and to use them in an argument
- Fallacy of Equivocation
  - Ex. Giving money to charity is the right thing to do. So charities have a right to our money
- Appeal to Force
  - Ex. Don't disagree with me because if you do I'll slap you.

- Abusive Fallacy—also known as Ad Hominem
  - Ex. Jane has written several books arguing that pornography harms women. Jane is a bitter and ugly person and you should not listen to her
- Appeal to Authority—also known as Inappropriate Authority
  - Ex. Many actors have come out against capital punishment so we should do away with it
- Popular Appeal—Also known as Bandwagon, Ad Populum, Plain Folks
  - Ex. Everyone else was cheating so that makes it okay
- Hasty Generalization
  - Ex. All wealthy people are snobs or all blonds are dumb
- Ignorance
  - Ex. For years people have been trying to prove that UFO's exist. But no one has yet to prove it. Therefore, they do not exist.
- Begging the question
  - Ex. Voluntary euthanasia is morally acceptable because people have the right to choose when and how they will end their lives.

- Appeal to Tradition
  - Ex. Slavery should remain legal because that is the way it has always been
- Slippery Slope
  - Ex. Animal experimentation reduces our respect for life. If we don't respect life, we are likely to be more tolerant of violent acts like war and murder
- Non-Sequitur
  - Ex. I think I would make a good diplomat for China. I have a very good record in dealing with minorities.
- Either/Or—also known as False Dichotomy
  - Ex. The college building is in bad shape. Either we tear it down and put up a new building, or we continue to risk students' safety. Obviously, we shouldn't risk anyone's safety, so we should tear it down.
- Red Herring
  - Ex. A politician is asked a question about raising taxes but answers with information about the environment
- Strawman

- Ex. After Will said that we should put more money into health and education, Warren responded by saying that he was surprised that Will hates our country so much that he wants to leave it defenseless by cutting military spending.
- Appeal to Pity

- Ex. I know the exam is graded based on performance, but you should give me an A. My cat has been sick, my car broke down, and I've had a cold, so it was really hard for me to study.
- False Clause—also known as Post Hoc

- Ex. President Jones raised taxes, and then the rate of violent crime went up. Jones is responsible for the rise in crime.

#### Steps to Resolving a Moral Dilemma

- Moral dilemmas—
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