

## Philosophy 210: Reason in Communication

Fall 2017

4 Credits

### Class Meetings:

Tuesdays and Thursdays, 8:00 to 9:15am, 1101 Humanities

Wednesdays, 9:55 to 10:45am, 5181 Helen C. White Hall

### Instructor:

Josh Mund ([josh.mund@wisc.edu](mailto:josh.mund@wisc.edu))

Office Hours: Tuesdays, 2:00 to 4:00pm, 5145 Helen C. White Hall

(You're very welcome to meet with me at a different time; email me to make an appointment)

### Course Goals:

1. To develop a very useful habit: thinking about the things people say and write as *arguments*
2. To develop two very useful skills:
  - a. Identifying the premises and conclusion of someone's argument
  - b. Evaluating how well the premises actually support the conclusion
3. And, with the aim of doing 1 and 2 better...
  - a. To develop expertise in **categorical logic** and to use that tool to evaluate arguments.
  - b. To develop a nuanced understanding of **informal fallacies** and to use that understanding to evaluate everyday reasoning.
  - c. To develop expertise in **propositional logic** and to use that tool to evaluate arguments.
  - d. To develop expertise in **ethical reasoning** and to apply that expertise to practical moral issues.
4. Your own goal:

### Graded Work:

- Approximately 12 quizzes/response papers (55%)
  - Generally, there will be a quiz every Thursday. Occasionally, instead of a quiz there will be a response paper (~2-3 double spaced pages) due on Thursday.
  - The lowest score of your quizzes/response papers will be dropped.
- Midterm Exam (15%)
- Final Exam (25%)
- Attendance (5%)

### Course Expectations:

- I hope everyone will be actively engaged during class and ask lots of questions. Throughout the semester, if you have suggestions about what would make it easier for you to participate or be engaged, please be in touch with me.

- Please bring your book (see below), and a copy of the syllabus to class each day. Sometimes I'll also ask you to bring a copy of other readings (available on the Canvas site) to class; check your email for those announcements.
- Please do not use phones during class. Keep them put away and on silent. You may use laptops but only in the back 3 rows of the class. (I ask you to do this to help people who might be distracted if your computer is in their line of sight).
- Besides our in class meetings, email is the main way to communicate about the course. Please check your email somewhat regularly for announcements. Feel free to email me about any issues regarding the class; if you haven't gotten a response in 48 hours, send a follow up email or talk to me in class.
- At points in this class, we'll discuss some very controversial topics (mostly this will happen in our unit on ethical arguments at the end of the semester, but we may discuss highly charged issues earlier in the semester too). Often we'll be trying to figure out whether someone who acts in a particular way is doing something *morally wrong*. Those kinds of discussions often bring up strong emotions; that reaction is totally appropriate. But, I expect all of us to do the following two things during discussion: (1) Be polite: Pay attention when other people are talking, don't interrupt, and don't yell. (2) Respond to the *idea*, not to the particular person who expresses the idea. For example, say something like "I think it's wrong to do X in such-and-such circumstances, and I believe that for the following reason." Don't say to your classmates "If *you* would do X in such-and-such circumstances, then *you're* a terrible person (for the following reason)."
- Academic dishonesty, including cheating and plagiarism, is treated very seriously. Any work you submit must be your own and must comply with the university guidelines on academic honesty: <https://students.wisc.edu/student-conduct/academic-integrity/>. Whenever you have a question about complying with the academic honesty requirements, feel free to talk to me. If you're in a situation where it's the night before an assignment is due and you can't finish, please do not think about plagiarizing. Instead, take a deep breath, go to sleep, send me an email or come talk to me, and take a modest late-penalty rather than running a very large risk.

### Readings:

- *Introduction to Logic*, by Paul Herrick (2013 Oxford University Press) is a required book, and is available at the University Book Store.
- There will be other readings, which I'll post on the Canvas site.

### Special Arrangements and Department Contact:

- If I can help accommodate a disability or any other issue that might get in the way of learning, please be in touch with me as soon as possible.
- If you have a problem or issue regarding the course that you would like to discuss with someone not directly connected to the course, feel free to contact Jesse Steinberg, Assistant to the Chairperson, 5185 Helen C. White Hall, [jesse.steinberg@wisc.edu](mailto:jesse.steinberg@wisc.edu).

### Class Schedule:

In general, the progression through the course material will go as follows. On Tuesday, either at the beginning or end of class, we will review the *previous* week's material; you'll have a chance to ask questions about the exercises from the book on that material (these exercises are assigned below, but they

are not graded; they are simply for you to prepare for the quiz). Then, on Thursday at the beginning of class there will be a quiz, which you'll have about 20 minutes to complete.

This schedule and the readings/exercises may change throughout the semester.

<i>Date</i>	<i>Topic</i>	<i>Readings, Exercises, and Quizzes</i>
<b>Week 1</b> W 9/6	<b>Introduction to Arguments</b>	
R 9/7		
<b>Week 2</b> T 9/12		<i>Week 1 Reading:</i> Herrick, 1-7, 13-18, 22-26, 33-36 <i>Week 1 Exercises:</i> <b>Ex 2.1:</b> 1-5, 11, 13, 14, 16-18 (I encourage you to write out these arguments in standard form); <b>Ex 2.3:</b> all; <b>Ex 2.4:</b> all; <b>Ex 2.6:</b> all
W 9/13		
R 9/14		Quiz on syllabus and W1 material
<b>Week 3</b> T 9/19	<b>Categorical Logic</b>	<i>Week 2 Reading:</i> Herrick, ch3, ch4 (except for the appendix) <i>Week 2 Exercises:</i> <b>Ex 3.1:</b> all; <b>Ex 3.2:</b> all; <b>Ex 4.1:</b> 1-10; <b>counterexample method practice</b> (on Canvas); <b>Ex 4.3:</b> all; <b>Ex 4.4:</b> all
W 9/20		
R 9/21		Quiz on W2 material
<b>Week 4</b> T 9/26		<i>Week 3 Reading:</i> Herrick, 103-121, 169-174, 176-186 <i>Week 3 Exercises:</i> <b>Ex 7.1:</b> all; <b>Ex 7.2:</b> all; <b>Ex 7.3:</b> all; <b>Ex 7.4:</b> all; <b>Ex 9.1:</b> all; <b>Ex 9.2:</b> all; <b>diagram practice</b> (on Canvas)
W 9/27		
R 9/28		Quiz on W3 material
<b>Week 5</b> T 10/3		<i>Week 4 Reading:</i> Herrick, 186-198, 141-144 <i>Week 4 Exercises:</i> <b>Ex 9.3:</b> all; more practice is on Canvas
W 10/4		
R 10/5		Quiz on W4 material
<b>Week 6</b> T 10/10	<b>Informal Fallacies</b>	<i>Week 5 Reading:</i> Herrick, 145-146, 175, 130-140, 124-125 <i>Week 5 Exercises:</i> <b>Ex 8.3:</b> all (ignore the instructions about mood and figure); <b>Ex 7.7:</b> all; <b>extra practice on Canvas</b>
W 10/11		
R 10/12		Quiz on W5 material
<b>Week 7</b> T 10/17		<i>Week 6 Reading:</i> Herrick, 611-621(skip "The Fallacy of Irrelevant Conclusion") <i>Week 6 Exercises:</i> <b>Ex 32.1:</b> 1-11 (all except #12); <b>Ex 32.2:</b> 1-8, 10-15, 17-24. <b>Hurley&amp;Watson Ex 3.2, part 1</b> (available on canvas) <b>"Practice with more complicated Ad Hominem Issues"</b> (available on canvas)

W 10/18		
R 10/19		Quiz on W6 material
<b>Week 8</b> T 10/24		<i>Week 7 Reading: "Further Fallacy Reading" on canvas</i> <i>Week 7 Exercises: Further Fallacy Practice, on canvas</i>
W 10/25		
R 10/26	<b>Midterm</b>	
<b>Week 9</b> T 10/31	<b>Propositional Logic</b> Introduction; Translations	
W 11/1		
R 11/2		Quiz on W7 material
<b>Week 10</b> T 11/7	Truth-Functionality; Truth Tables for Operators; Rules of Implication	<i>Week 9 Reading: Unit 3 introduction (pp. 211-212), Ch 10: pp. 213-223; Ch 12, pp. 251-267; Ch 13, all.</i> <i>Week 9 Exercises: 10.2 (no need to list the embedded sentences ---just practice recognizing simple and compound sentences), 10.3, 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 13.1, 13.2, 13.3</i>
W 11/8		
R 11/9		Quiz on W9 material
<b>Week 11</b> T 11/14	Rules of Replacement	<i>Week 10 Reading: Ch 10: pp. 223-231; Ch 14: pp. 289-293, 297-300; Ch 16: pp. 328-329; Ch 18: all; Ch 19: all</i> <i>Week 10 Exercises: 10.4, 14.1, 14.2, 14.3, 14.4, 14.5, 14.6, 14.7, 18.1, 18.2, 18.3, 19.1, 19.2</i>
W 11/15		
R 11/16		Quiz on W10 material
<b>Week 12</b> T 11/21	More Difficult Proofs; Shortcoming of Propositional Logic	<b>Quiz on W11 material</b> Week 11 Reading: Ch 20: pp. 397-414, 423-424 Week 11 Exercises: <b>20.1, 20.2, 20.3, 20.4, 20.5</b>
W 11/22		
R 11/23		
<b>No Class</b>		
<b>Week 13</b> T 11/28	<b>Ethical Reasoning</b> Consequentialism and Deontology	
W 11/29		
R 11/30	Ethical Relativism	Quiz on W12 material
<b>Week 14</b> T 12/5	Eating Meat	Norcross, "Puppies, Pigs, and People..."
W 12/6		
R 12/7	Obligations to the Poor	Singer, Selection from <i>Rich and Poor</i> Quiz on W13 material

<b>Week 15</b>	Quiz on W14 material	Finish Singer, Course wrap up
T 12/12		
W 12/13		Loose Ends, Exam Review
Saturday 12/16, 10:05am - 12:05pm	<b>Final Exam</b>	