

## PHILOSOPHY 1290 (A04) – CRITICAL THINKING: FINAL EXAM

**Instructor: David Hampton**

Monday, April 13<sup>th</sup> 2020

### Instructions:

You have 24 hours to complete this exam; answers must be submitted by **9 am on Tuesday, April 14<sup>th</sup>**.

To submit your answers, attach the file with your answers to an email and send the email to me: [David.hampton@umanitoba.ca](mailto:David.hampton@umanitoba.ca)

Include your name and the course number (PHIL 1290) in the file name that you use to save the document.

Answer all of the questions asked. This test is worth 40% of your final grade. The weight of each question (in terms of marks) is in brackets with each question.

You will receive a 1-mark bonus (one time only) for including in your document (a) a picture of the instructor's cat 'Piglet,' (b) a pirate, or (c) a pirate-Piglet.

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**Question #1.** Read the following argument in the text box below:

It is not fair to allow employers to deny someone a job because of one's sexual orientation. Since recent studies indicate that sexual orientation is likely genetically determined, it follows that it is not a personal choice and we do not hold people accountable for things they have no choice over. In addition to that, we do not discriminate on the basis of other characteristics (race, religion, etc.) that are irrelevant to job performance. There is no evidence that sexual orientation is relevant to job performance, so sexual orientation is like these other characteristics and fairness demands that like cases be treated alike.

**Represent (standardize) this argument.** Your representation should indicate the premises, sub-conclusions (if any) and main conclusion of the argument (a legend), and diagram the argument. (Worth 12 marks)

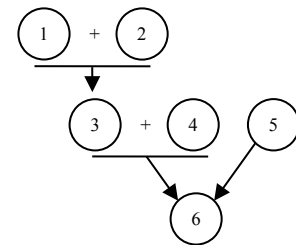
**Question #2.** For each of the following two arguments (a and b below) you must **translate** the premises and conclusion into categorical statements and **state** whether the conclusion is deductively valid or deductively invalid. If the conclusion is deductively invalid, **state** all rules of the categorical syllogism that are broken. (Worth 10 marks)

- (a) Heroin may feel good. But heroin is not truly good. So, some things that are truly good are not things that may feel good.
- (b) We know all too well that a system of legal punishment will on occasion convict and punish by mistake individuals who are innocent. To admit this is merely to admit that

well-intentioned human beings are fallible and imperfect and that their legal systems will reflect these characteristics.

**Question #3. Evaluate** the argument that follows below. For each premise you will need to state whether it is acceptable or unacceptable and provide the condition of premise acceptability/unacceptability (*use the conditions given by the instructor in class; do not use 'common knowledge' or 'easy refutability' as conditions or premise acceptability/unacceptability*). Note that for the sub-conclusion your answer as to its acceptability will depend on your evaluation of the strength of the conclusion. For each inference to a conclusion (there are three:  $1+2 \rightarrow 3$ ,  $3+4 \rightarrow 6$  and  $5 \rightarrow 6$ ) you must identify whether the inference is inductive or deductive and indicate whether it is strong or weak. Note that if the inference is inductive, assessing the strength of the conclusion involves saying why you believe the evidence is or is not sufficient to render the conclusion probable. (Worth 14 marks)

1. The complex material dealt with at university requires that students be well grounded in basic skills of reading and writing.
2. According to many educators, elementary school teachers teach students in their most formative years when basic skills are best taught.
3. Therefore, the job of elementary school teachers is more important than that of university professors.
4. People should be paid according to the importance of their jobs to society.
5. University professors are already overpaid.
6. Elementary school teachers should be better paid than university professors.



**Question #4.**

(a) **Define** the following terms as they relate to inductive generalizations (Worth 3 marks):

- (i) Sample
- (ii) Target population
- (iii) Representative sample

(b) With large target populations relatively small sample sizes will often be sufficient to establish a valid inductive generalization. **Explain** why this is the case and **state** the two methods for ensuring sample representativeness. (Worth 3 marks)

(c) Read the excerpt in the text box below. **State** whether there is an inductive generalization in the passage and if there is, **identify** the sample and target population and **explain** the inductive strength of the generalization. (Worth 5 marks)

A naturalist is employed to estimate the population of elk in an area of a national park. He begins by finding reports of sightings on four major hiking trails and at two major campsites. He calculates that the area covered is about one-tenth of the total area of the park; the chance of an elk being seen over a one-year period, given the use rate of the park, he calculates at 10 percent. There were 20 sightings of elk; hence he estimates the elk population in the area at 2000.

**Question #5.**

(a) **Define** the following concepts (Worth 4 marks total):

- i. Sufficient cause
- ii. Necessary cause
- iii. Necessary and sufficient cause
- iv. Contributory causal factor

(b) A positive correlation between two things or properties is relevant to establishing a causal link but a valid causal inductive argument must provide additional evidence beyond a positive correlation since a correlation between *P* and *Q* is consistent with four logical possibilities. **Identify** those possibilities. (Worth 4 marks)

(c) The report in the following text box describes an experiment conducted among University of Colorado undergraduates. Participants received simulated monthly checks and were to declare income and pay tax. On the basis of random audits, it was determined whether they had evaded taxes and penalties for evasion were imposed. **State** whether or not the passage makes a causal claim and, if so, **state** the claim. **Explain** whether or not the conclusion provides an inductively valid causal claim. (Worth 5 marks)

Everyone was told (correctly) that his own tax rate was 70 percent. One third of the group was told (falsely) that others paid less taxes than they did; one-third was told that others paid more taxes than they did; and the last one-third was told the truth, that its own rates were the same as everyone else's. Overall the group evaded about one dollar in four of tax. But those who felt they were paying lower rates than everyone else evaded only 12 percent of their tax, while those who felt they were paying more than everyone else evaded nearly one-third of their tax. In the laboratory, and perhaps in life, compliance walks hand in hand with the perception of fairness and equity. Destroy the latter, and whether there are penalties or not, compliance plunges. Sloma Maital, "The Tax Evasion Virus" *Psychology Today*, March 1982

**Question #6.** The argument that follows is an 'inference to the best explanation' argument. The facts are drawn from the manslaughter case of *R. v. John* (1970) 2 C.C.C. (2d) 157 (S.C.C.). The arguer here is the prosecution and the arguer's conclusion is that Mr. John murdered Graffie George and this conclusion is being offered as the best explanation of the facts presented.

Assume that the facts are all relevant and acceptable and **explain** whether the prosecution's conclusion is inductively valid (i.e. probable given the evidence) as an IBE argument. Your answer should refer to the facts and *explain* why you believe that they do or not render the conclusion probable; i.e. explain the weight that you are giving the evidence and why. (Worth 20 marks)

#### Facts

1. Prior to August 18<sup>th</sup> Graffie George had been living with Mr. John for 18 months.
2. On the afternoon of August 21<sup>st</sup> Graffie George was found hiding in the bushes near her sister's house at a reservation outside Whitehorse; she was 'very dirty' and her sister took her into the house where she stayed overnight.

3. On the evening of August 22<sup>nd</sup> the sister went out to play bingo at Whitehorse at 7 p.m. but Graffie George remained in the sister's house because she was scared to go out.
4. Later on the evening of August 22<sup>nd</sup> Mr. John and his nephew Lester drove to the reserve where Mr. John broke into the sister's house through a window.
5. Mr. John and Graffie George then left the sister's house through the broken window.
6. Mr. John sent Lester on an errand after leaving the house; when Lester returned to the sister's house Mr. John and Graffie George were gone.
7. Lester testified that on September 1<sup>st</sup> Mr. John called at the house where he was staying and told him that 'the girl was finished,' that 'he did not know what he should do' and that he 'did not know if he should turn himself in or not.'
8. On September 14<sup>th</sup>, after being questioned concerning the whereabouts of Graffie George, Mr. John led three police officers to a place in the bushes off the Alaska Highway where Graffie George's body was found wrapped in a blanket inside a canvass covering and trussed up with a rope.
9. The canvass covering in which the body was found was identified as a tent which, with a mattress and two blankets, had been stolen from a camp-site set up by two boys not far from a camp that had been occupied by Mr. John.
10. The pathologist Dr. Morrow, who conducted the autopsy on Graffie George, found that the cause of death was a subdural haemorrhage caused by a blunt type of force and covering the left side of the brain which had been pushed downward by the pressure of the haemorrhage; there was also bruising on George's chest wall and abdomen consistent with blows from a fist.
11. Dr. Morrow conceded on cross-examination that the fatal injury could also be caused by a person striking their head while getting out of a car and that the other injuries could be consistent with having fallen on an object.

Prosecutor's Conclusion: That Mr. John killed Graffie George is the best explanation of the facts