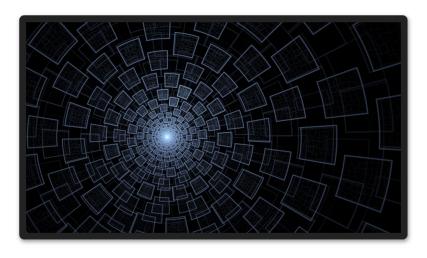
A Little Logic

arguments, reasoning and proof

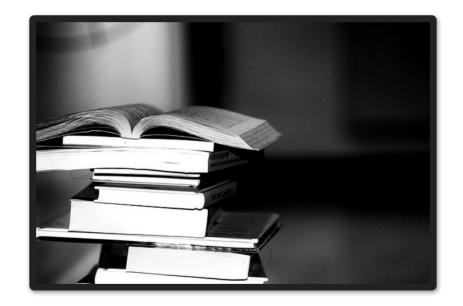


George Matthews, Plymouth State University
2020

Knowledge is

justified,

true.



Knowledge is

justified,

true.

- How can we know anything at all? This ancient philosophical question has troubled many people.
- First, note that knowledge is a state of mind, a type of *belief*. But there's more to knowledge than belief.

Knowledge is

justified,

true,

- To count as knowledge our beliefs have to be *true*.
- While it may be hard to figure out just what the facts are, simply believing something strongly is not enough to make it true.

Knowledge is

justified,

true,

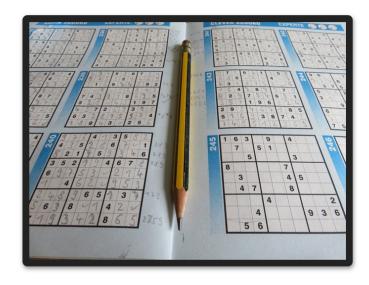
- Finally we need justification for anything to really count as knowledge since knowledge is more than just lucky guessing.
- How we can justify our claims is one of the concerns of logic.

deduction

- Deductive logic is the logic of proof.
- It shows what else can we figure out based on what we already know.
- Deductive reasoning demonstrates the necessary consequences of given information.

deduction

- Deductive logic is the logic of proof.
- It shows what else can we figure out based on what we already know.
- Deductive reasoning demonstrates the necessary consequences of given information.



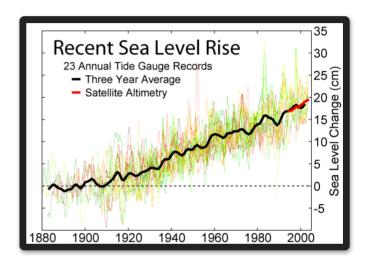
Sudoku puzzles are pure deduction, no guesswork is required.

induction

- Inductive logic is the logic of data analysis.
- It shows what is likely to be true given the data that we have.
- In spite of inductive reasoning being weaker than proof we rely on this kind of reasoning every day.

induction

- Inductive logic is the logic of data analysis.
- It shows what is likely to be true given the data that we have.
- In spite of inductive reasoning being weaker than proof we rely on this kind of reasoning every day.



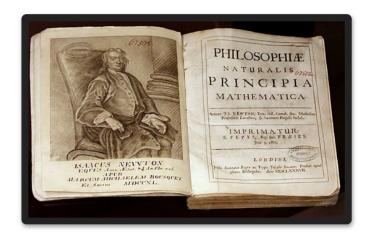
Probability theory and statistics enable us to make reliable guesses with incomplete information.

abduction

- Abductive reasoning is reasoning about the *best* explanation for something.
- It (tries to) show why one way of explaining the facts is better than other ways.
- One explanation is typically better than another when it is simpler and has more predictive power.

abduction

- Abductive reasoning is reasoning about the best explanation for something.
- It (tries to) show why one way of explaining the facts is better than other ways.
- One explanation is typically better than another when it is simpler and has more predictive power.



Scientific progress happens when scientists come up with better explanations. Isaac Newton did just that when he showed how all motion in the heavens and on earth followed a few basic laws.

All humans are mortal.

Socrates is human.

Thus Socrates is mortal.

All humans are mortal.

Socrates is human.

Thus Socrates is mortal.

This simple argument has two **premises** and a **conclusion**.

All humans are mortal.

Socrates is human.

Thus Socrates is mortal.

This simple argument has two **premises** and a **conclusion**.

The premises are the information we start out with and the conclusion is what we claim *logically follows from* that information.

All humans are mortal.

Socrates is human.

Thus Socrates is mortal.

We'd like to know two things about it:

All humans are mortal.

Socrates is human.

Thus Socrates is mortal.

We'd like to know two things about it:

1. Is it **VALID**? Does the reasoning work?

All humans are mortal.

Socrates is human.

Thus Socrates is mortal.

We'd like to know two things about it:

- 1. Is it **VALID**? Does the reasoning work?
- 2. And if so is it **SOUND**? Is the information in the premises true?

All humans are mortal.

Socrates is human.

Thus Socrates is mortal.

We'd like to know two things about it:

- 1. Is it **VALID**? Does the reasoning work?
- 2. And if so is it **SOUND**? Is the information in the premises true?

note: I'll write technical terms in all capitals -- it's not shouting, just a reminder that we are using these words in particular ways. See glossary for definitions.

All humans are mortal.

Socrates is human.

Thus Socrates is mortal.

So is this argument VALID?

All humans are mortal.

Socrates is human.

Thus Socrates is mortal.

So is this argument VALID?

• To check we *assume* that the premises are **TRUE** (don't worry we'll get rid of that assumption later).

All humans are mortal.

Socrates is human.

Thus Socrates is mortal.

So is this argument VALID?

- To check we *assume* that the premises are **TRUE** (don't worry we'll get rid of that assumption later).
- Is it possible for the premises to be **TRUE** and the conclusion **FALSE**?

All humans are mortal.

Socrates is human.

Thus Socrates is mortal.

So is this argument VALID?

- To check we *assume* that the premises are **TRUE** (don't worry we'll get rid of that assumption later).
- Is it possible for the premises to be **TRUE** and the conclusion **FALSE**?
- If not, then the argument is **VALID**, as this one clearly is.

All humans are mortal.

Socrates is human.

Thus Socrates is mortal.

So if it's VALID we then want to know whether it's SOUND.

All humans are mortal.

Socrates is human.

Thus Socrates is mortal.

So if it's VALID we then want to know whether it's SOUND.

• Since a SOUND argument is a VALID one with true premises, we now get rid of our original assumption and check to see if they are true.

All humans are mortal.

Socrates is human.

Thus Socrates is mortal.

So if it's VALID we then want to know whether it's SOUND.

- Since a SOUND argument is a VALID one with true premises, we now get rid of our original assumption and check to see if they are true.
- In this case they are -- All humans *are* mortal, and Socrates was one.

All humans are mortal.

Socrates is human.

Thus Socrates is mortal.

So if it's VALID we then want to know whether it's SOUND.

- Since a SOUND argument is a VALID one with true premises, we now get rid of our original assumption and check to see if they are true.
- In this case they are -- All humans *are* mortal, and Socrates was one.
- So this argument is SOUND!

All cats are animals.

My brother is an animal.

Thus my brother is a cat.

All cats are animals.

My brother is an animal.

Thus my brother is a cat.

Once again we start with an *assumption* -- let's suppose that the premises are TRUE.

All cats are animals.

My brother is an animal.

Thus my brother is a cat.

Once again we start with an *assumption* -- let's suppose that the premises are TRUE.

• Does the conclusion **have to be true** as well?

All cats are animals.

My brother is an animal.

Thus my brother is a cat.

Once again we start with an *assumption* -- let's suppose that the premises are TRUE.

- Does the conclusion **have to be true** as well?
- Clearly not, just ask him. Sound it is INVALID and thus alos UNSOUND.

All cats are animals.

My brother is an animal.

Thus my brother is a cat.

Once again we start with an *assumption* -- let's suppose that the premises are TRUE.

- Does the conclusion **have to be true** as well?
- Clearly not, just ask him. Sound it is INVALID and thus alos UNSOUND.
- The premises here refer to three *different* categories which are related in some way, but not in the way the conclusion states.

All cats are fish.

All fish are made of wood.

Thus all cats are made of wood.

All cats are fish.

All fish are made of wood.

Thus all cats are made of wood.

If the premises were true would the conclusion have to be true as well?

All cats are fish.

All fish are made of wood.

Thus all cats are made of wood.

If the premises were true would the conclusion have to be true as well?

• Yes, so it is **VALID**.

All cats are fish.

All fish are made of wood.

Thus all cats are made of wood.

If the premises were true would the conclusion have to be true as well?

- Yes, so it is **VALID**.
- If cats were part of the larger class "fish" and fish were themselves part of a larger class "things made of wood" then cats would have to be made of wood. (This is a mini PROOF of validity, more on that later.)

Either Fred or Betty killed Mr. Slate at the quarry.

Either Fred or Wilma were home since somebody let Dino in.

But Wilma was working late.

So Betty killed Mr. Slate.

Either Fred or Betty killed Mr. Slate at the quarry.

Either Fred or Wilma were home since somebody let Dino in.

But Wilma was working late.

So Betty killed Mr. Slate.

Assuming the premises are TRUE, we can prove the conclusion like so:

Either Fred or Betty killed Mr. Slate at the quarry.

Either Fred or Wilma were home since somebody let Dino in.

But Wilma was working late.

So Betty killed Mr. Slate.

Assuming the premises are TRUE, we can prove the conclusion like so:

Fred must have been home -- this follows from the second and third premises, since Wilma was out and either Fred or Wilma was home. But then the only way for the first premise to be true is if Betty killed Mr. Slate, which is the conclusion.

Either Fred or Betty killed Mr. Slate at the quarry.

Either Fred or Wilma were home since somebody let Dino in.

But Wilma was working late.

So Betty killed Mr. Slate.

Assuming the premises are TRUE, we can prove the conclusion like so:

Fred must have been home -- this follows from the second and third premises, since Wilma was out and either Fred or Wilma was home. But then the only way for the first premise to be true is if Betty killed Mr. Slate, which is the conclusion.

note: Even though the argument is VALID it is not SOUND, since it is a fictional case.

Betty is older than Barney and younger than Fred.

Wilma is younger than Fred.

Thus Betty is younger than Wilma.

Betty is older than Barney and younger than Fred.

Wilma is younger than Fred.

Thus Betty is younger than Wilma.

To show that an argument is INVALID we have to show that the conclusion *might* be false even if the premises were true.

Its easier then it seems — in this case we just find some ages that make the premises TRUE and the conclusion FALSE.

Betty is older than Barney and younger than Fred.

Wilma is younger than Fred.

Thus Betty is younger than Wilma.

To show that an argument is INVALID we have to show that the conclusion *might* be false even if the premises were true.

Its easier then it seems – in this case we just find some ages that make the premises TRUE and the conclusion FALSE.

a counterexample

| person | age |
|--------|-----|
| Barney | 35 |
| Betty | 40 |
| Fred | 45 |
| Wilma | 38 |

Glossary

- **Argument**: a series of statements in which the premises are intended to logically support the conclusion.
- **Valid**: an argument is valid when it is impossible for the premises to be true and the conclusion false.
- **Sound**: an argument is sound when it is valid and has true premises.
- True: said only of statements, not of arguments, and surprisingly hard to define.
- False: the opposite of true and once again said only of individual statements, not arguments.
- **Proof**: a step by step demonstration of the validity of an argument. In a proof we spell out exactly how we can derive the conclusion from nothing but the information contained in the premises.
- **Counterexample**: a possible case in which the premises of an argument are true and the conclusion is false -- used to show that an argument is invalid.

Find out more

Critical Thinking Web: A great site with over 100 free tutorials on many aspects of logic and critical thinking. A nice way to hone your logical thinking skills.

Deductive and Inductive Arguments: An in depth look at the subject at the Internet Encyclopedia of Philosophy.

Abduction: A close look at the logic of scientific explanation. Gets technical, but the introduction is accessible.

The Irrationality of Politics: Michael Huemer is a professor of philosophy at the University of Colorado. This TED Talk by him addresses the question of why we are so irrational when it comes to politics.



Credits

Built with:

Rstudio

xarignan html presentation framework

Images by:

Barbara A Lane, Gerhard Gellinger, Gerd Altmann and Photorama at Pixabay

download this presentation or print it

editorial suggestions and comments: requires a (free) GitHub account.