

PHI 169 – CRITICAL REASONING – FALL 2014

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ASSIGNMENT #1 REVISED – DUE MONDAY SEPTEMBER 22ND

This is a revised version of assignment #1. The old assignment #1 will not count toward your final grade. The grade you receive for this revised version of assignment #1, instead, will count for 10 % of your final grade. This assignment consists of two exercises, numbered 1 and 2 in the next page. The second exercise is for extra credit, so only the first exercise is mandatory. Each exercise counts for 50 %. Both exercises are about graphical argument analysis. Last Wednesday I went over a few key points which are summarized below. Please review the slides for more information.

Argument Analysis:

- (-) What is the conclusion? What are the premises?
- (-) What premises are relevant for the conclusion? Remove the irrelevant premises. Are there any missing premises? If so, supply the missing premises.
- (-) What is the structure of the argument? Are there any intermediate conclusions? How do the premises work together to establish the conclusion?
- (-) Does the conclusion follow from the premises? Does it follow deductively or inductively? (Remember that whether a conclusion follows from the premises has nothing to do with whether the premises are true or false and it has nothing to do with whether the conclusion itself is true or false.)

Graphical Argument Analysis:

- (-) Graphical argument is just like argument analysis, but in addition, it is supposed to visualize the structure of an argument, while supplying the missing premises and setting aside the irrelevant premises. As you do graphical argument analysis, please draw directed arrows from the premises toward the conclusion or from the premises toward an intermediate conclusion. *Make sure your graphical analysis shows the structure of the argument.*

And now the exercises follow in the next page.

1 INFANTICIDE

... The moral status of an infant is equivalent to that of a fetus in the sense that both lack those properties that justify the attribution of a right to life to an individual.

Both a fetus and a newborn certainly are human beings and potential persons, but neither is a person in the sense of subject of a moral right to life. We take person to mean an individual who is capable of attributing to her own existence some (at least) basic value such that being deprived of this existence represents a loss to her.

.... Indeed, many humans are not considered subjects of a right to life: spare embryos where research on embryo stem cells is permitted, fetuses where abortion is permitted, criminals where capital punishment is legal.

Our point here is that ... a necessary condition for a subject to have a right to X is that she is harmed by a decision to deprive her of X.

....

Those who are only capable of experiencing pain and pleasure (like perhaps fetuses and certainly newborns) have a right not to be inflicted pain. If, in addition to experiencing pain and pleasure, an individual is capable of making any aims (like actual human and non-human persons), she is harmed if she is prevented from accomplishing her aims by being killed. Now, hardly can a newborn be said to have aims

(From Giubilini-Minerva, *After-birth abortion: why should the baby live?*, Journal of Medical Ethics, 2012)

Please do the following:

- (a) Do a graphical argument analysis of the argument. You should draw a one-page graphical representation of the argument in which premises and conclusion are clearly labeled and in which directed arrows connect premises and conclusion or premises and intermediate conclusions. Make sure your graphical representation shows the structure of the argument. Supply the missing premises if they are needed and set aside the irrelevant premises.
- (b) Determine whether the conclusion follows inductively or deductively from the premises, or whether it does not follow at all. Briefly explain your answer.

2 JS MILL IN FAVOR OF THE DEATH PENALTY [EXTRA CREDIT]

Read again JS Mill's argument in favor of the death penalty. You can find the argument on the course webpage. Focus on what's essential in the argument. Do not get lost in the extra comments and observations Mill makes. If you wish, use the Monday slides as a guide through Mill's argument. Do parts (a) and (b) as in exercise 1 above.