

# Clarity of Reason clarity Understanding Concepts

- About reasons and not opinions

## Cogency of reasons

**Boon** – Positive Impacts  
**Bane** – Negative Impacts

1. Must involve true premises
2. Have a valid and logical structure
3. Not commit any informal fallacies

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## Type of Criticism

1. External criticism
  - a. When the argument is problematic due to certain standards not being met (e.g. standard of truth)
2. Internal criticism
  - a. When the argument is problematic due to the claims being contradictory
  - b. Concerns claims within the argument

## Utilitarianism

- Consequentialist theory

*Utilitarianism's principle of utility:*

1. An action is morally required IFF (IF AND ONLY IF) it **maximises overall well-being**.

2. An action is morally permissible if it produces at **least as much overall well-being as any other action** you could have done in the circumstances.

3. An action is **morally wrong if it does not produce at least as much overall well-being** as any other action you could have done in the circumstances.

## Kant Ethics

- Deontology begins with a theory of what our moral duties are
- Principles of Universality, e.g lying is wrong despite the situation
- Principles of Humanity, **treating others as ends and not mere means**

## Type of Reasons

1. Individual Reason
  - a. makes reference to the (attributes) of S as sufficient conditions
2. Structural Reason
  - a. makes reference to S's position as a structure as sufficient conditions
  - b. structure has elements that are systemically related to each other according to the principles in that structure
- c. Thus when providing a structural reason one must make known the elements, systemic relationship between elements and principles of the system.

## Human Rights

- Entitlements given/inherent to all humans

1. **To be free to do something**
2. **To exercise a power**
3. **To receive benefits**

Also refer to responsibilities and duties of persons

- Duty to not infringe upon others' rights

## Moral Rights

Refer to a series of rules and principles that are free from biases, beliefs

1. **Can be seen as a set of code of ethics**
2. **May not be a legal right**
3. **E.g. Gender equality may be a moral right but is not enforced in some countries**

## Universal Rights (UDHR)

- UN universal declaration of human rights, **born free & equal**  
Asserts a set of moral rights, not an international law

### • Advantages

1. Avoids discrimination
2. Improves QoL of humans
3. Sets the standard for human rights

### • Disadvantages

1. Not legally binding
2. Lacks power to enforce any directive
3. May only be partially applied where some rights are enforced while others are ignored

## Legal Rights

Differ from country to country and are enshrined in a country's constitution

Common rights include:

1. **Freedom to religion**
2. **Education**
3. **Healthcare etc**

## Human Trafficking

- recruitment, transportation, transfer, harbouring or receipt of persons.

- use of force or other forms of

**coercion**, or of a position of vulnerability or of the giving or receiving of payments or benefits to

- achieve the consent of a person having control over another person, for the **purpose of exploitation**

## Disability

- Impairment combined with barriers in society
- Worlds largest minority
- Involves Social Exclusion

## United Nations Conventions on the Rights of Persons with Disabilities (UNCRPD)

Was adopted in 2006. 60 years after UDHR

- Was the very **first human rights treaty** that was developed by **disabled people for disabled people**
- Goal of UNCRPD is to **promote, protect and to ensure the full and equal enjoyment of all human rights** as well as the **fundamental freedoms** by all persons with disabilities, and to **promote respect for the inherent dignity**

## Social Inclusion

- Social, Economic & Political
- "A society for all in which every individual, each with rights and responsibilities, has an **active role to play**".

## Implications

- **Corrosion and breakdown** because of poor social cohesion
- **Entrench and worsen the marginalized conditions** of segments of society
- **Face unemployment, poor educational outcomes, low income, poor housing conditions, poor health and family breakdown**
- **Not included in Legislations**

## Social Exclusion

- **Systemic disadvantage or discrimination** of an individual based on their **identity**
- **Unequal** access to resources
- **Unequal** participation
- **Denial of opportunities**

## Singapore's Inclusion

- a. **Prohibition** of all types of **inhuman treatment**
- b. **Assurance** of the possibility for individual choice for 'each individual's self-fulfilment', **autonomy or self-realisation**
- c. Recognition that the **protection of group identity** and culture may be essential for the **protection of personal dignity**
- d. **Creation** of the necessary conditions for each individual to **have their essential needs satisfied**

## Prevailing issues still faced by PWDs

- Lack of physical environment accessible to PWDs
- Employment
- Discrimination and stigma
- Attitudinal barriers
- Participation in society
- Isolation and social exclusion

# Abortion

- **Judith Jarvis Thomson** - in favor of abortion

**The right to life is not an absolute right. In some cases, abortion is morally permissible. Having a right to life does not guarantee having either a right to be given the use of or the right to the continued use of another's body. Abortion is morally permissible where pregnancy stems from rape or where it is necessary to save the life of the mother.**

## Aristotle and Abortion

- Held that the **highest human good** cannot be attained without the **virtues**
- Also held that **virtue necessarily requires** the excellent exercise of **reason**

## Al Farabi and Abortion

- Agreed with Aristotle on the importance of the exercise of excellent reason
- Held that the doctrine of the mean was crucial to virtue
- 4. Theoretical virtue, the ability to gain knowledge about the world
- want a morally good end

- **Don Marquis** - against abortion

Premise 1: Any action which deprives an individual of a “future like ours” or a **valuable future** is morally wrong  
 Premise 2: Abortion deprives the fetus of a “future like ours”  
 Conclusion: **Abortion is morally wrong**

## Virtue Theory

- Morally permissible to have an abortion whenever a virtuous person might choose to do it

## Al Farabi 4 Parts

1. Deliberate virtue or foresight, which is the ability to **work out how to get what you want** to **get**
2. Moral virtue, the ability to **discover what is morally good**
3. Natural virtue, that which enables a **person to want a morally good end**
4. Theoretical virtue, the ability to **gain knowledge about the world**

## Euthanasia

- Robert Young – a person who performs an act of euthanasia is to **benefit the one whose death is brought about**
- **Active euthanasia** - main cause of death is **human action**
- **Passive euthanasia** - main cause of death is **not human action** but instead injury or disease

## Types of Euthanasia

1. **Voluntary** when it is **requested** by the person who undergoes
2. **Involuntary** when the person who undergoes **does not want**
3. **Non-voluntary** when the person who undergoes is **unable to** indicate whether or not they wants to **undergo euthanasia**

## Ethical Considerations

- Traditional view - Passive euthanasia is morally permissible and should be legally permitted. Active euthanasia is not
- Radical view - There are some cases where active euthanasia is morally obligatory

## Supporters of Voluntary Euthanasia

- Is suffering from a **terminal illness**
- Is **unlikely to benefit from the discovery of a cure** for that illness during what remains of her life expectancy
- Is, as a **direct result of the illness**, either suffering intolerable pain, or only has available a life that is **unacceptably burdensome**
- Has an **enduring, voluntary and competent wish to die**
- **Unable** without assistance to end her life

- The question of whether it is **moral is separate** from the question of **whether it should be made legal**

## Non-Voluntary

Justified on one of the following grounds

1. Life is of **no value to them**
2. **Life** is horrible or quite **likely to become horrible**

## Hindu Ethics - Against

The 4 Values

1. Dharma = ethical or moral
2. Karma = pleasure
3. Artha = economic wealth
4. Moksha = liberation from rebirth and imperfection
  - Ahimsa = Non - Violence

## Equality & Meritocracy

- Equality signifies correspondences between a **group of different objects, persons, processes** or circumstances that have the **same qualities** in at least one respect, but not all
- There will be some form of inequality between them

### Two Moral Concepts

1. Principle of Humanity
2. Golden Rule

## Equality Of Opportunity

- **Arneson** - "chances of getting a good if one seeks it"
- "equality of chances of **attaining a good if an individual seeks it**"
- Equitable **society** that secures for all its members **equal changes to achieve their cared outcomes**.
- **Difficult** to realise in real life as individuals have **different economic/social circumstances**, affecting their chances of **social mobility** despite **heavy intervention**
- **Determines Access to Education**

## Equality of outcomes

- Situation in which individuals approximately have/experience the same set of living outcomes.
- Individuals have different personal goals: why should they have the same outcomes (**Philips**)

### Platonic Meritocracy

Plato's account Of an ideal city, The Republic

"those who **possess the natural talents and abilities** that equip **perform certain roles** in the polis deserve to be assigned those roles after **receiving proper education**

"system in which **individuals positions** and functions within the whole **reflect the differences in their natural abilities**, while all other **differences are neutralised and prevented** from having an influence on social order"

Assumes **talents/abilities** are **natural**

**Morally irrelevant** features include the individual's socio-economic status, **parents' background**.

Rewards are **distributed accordingly to a strict hierarchy of roles**

Pursue the **common good** of the city and education "in the ideal city is **designed to perform this function**, rather than equip individuals to make the choices they want in pursuit of their **personal conception of a good life**"

### Procedural Meritocracy

Daniel Markovits' The Meritocracy Trap

"individual agents deserve the **rewards and positions** they are **able to earn in competition** that are **free to anyone willing to participate**

Produces elites in society via "transforming education into a **rigorous and intense contest** to join the elite" and "creating a system of **work** in which the **most demanding jobs** are also the most lucrative"

Assumes **talents/abilities** are **learned and earned**

Rewards are distributed "simply due to the **result of free market competition**

In a competitive market economy, all individuals **presumably start with the same scheme of basic freedoms** and **all opportunities are open equally for competition**

A system is **meritocratic by virtue of its meritocratic procedures/processes**

## Multiculturalism

- An idea in which members of minority groups can maintain their distinctive collective identities and practices. **Principle of humanity, The Golden Rule, Utilitarianism**

### Critique of Multiculturalism

- Cosmopolitan view: "Cultures are **not distinct**, self contained wholes; they **have long interacted** and **influenced one another** through war, imperialism, trade and migration (Jeremy Waldron)

### Universalist Idea Of Equality

- Brian Barry: "religious and cultural minorities should be **held responsible for bearing the consequences of their own beliefs** and practices and the special **accommodations are owed to people with disabilities**

### Postcolonial Critique

- "Some postcolonial theorists are **critical of multiculturalism** and the **contemporary politics of recognition for reinforcing**, rather than **transforming**, structures of **colonial domination** in relations between **settler states** and **indigenous communities**"

### Importance of multiculturalism

- Crucial ideal to **pursue, retain and strengthen**
- **Different ethnicities** have **more opportunities to interact and communicate**
- Better enable the **different ethnicities** to **understand each others cultural beliefs**
- More **diverse perspectives** on making sense of **common issues** confronting these cultures, can be **raised in the workplace** and wider society
- Further **encourage creative solutions** to addressing the **common issues** and **create a more vibrant/innovative society** and **economy**

### Cultural Integration vs Assimilation

- **Integration** looks at **retaining one's identified culture** but **being part of a larger cultural collective** at the same time, whereas **cultural assimilation** looks at **getting the minority cultures to adopt the majority culture**, often at the **expense at their own respective cultures**

# Political System – Democratic

	Liberal Democracy	Limited Democracy	Illiberal Democracy
Political Freedoms	Unlimited	Limited	Unlimited for some ethnic/racial groups only
Free & Fair Elections	Yes	Somewhat - some restrictions on who can run for office	Yes, but for some ethnic and racial groups
Civil Liberties	Yes. Unlimited for All	Yes, but somewhat limited for all	Yes, unlimited for some
Focus of Political Participation	Individualism	Collectivist	Maintaining status of privileged group
Political Participation	Allowed with no restrictions	Allowed with no restrictions	Allowed with no restrictions some
Dissent & Resistance	Allowed with Restriction only of Use of Violence	Dissent restricted, resistance generally not allowed	Allowed for some only
Example	United States	Singapore	Present Day Israel

- **Liberal Democracy** – Rule of The People
- **Limited Democracy** – Limited Freedom in Interest of Order
- **Illiberal Democracy** – Defending ‘Rightful Citizens’

# Authoritarian & Totalitarian Regimes

	Authoritarian Regimes		Totalitarian Regimes
	Military Regimes	Authoritarian Monarchies	Far-Left/Far-Right
Political Freedoms	Very restricted	Very restricted	Not allowed
Free & Fair Elections	No. Predetermined outcomes	No	Not allowed
Civil Liberties	Restricted	Not allowed	Not allowed
Focus of Political Participation	Order at all costs	Order	Control of all aspects of people's lives
Political Participation	Limited and as approved by military regime	Not allowed	Absolutely not allowed
Dissent & Resistance	Not allowed	Not allowed	Absolutely not allowed
Example	Pakistan (during military regimes)	Present-Day Saudi Arabia	Nazi Germany (1933-45) Khmer Rouge Cambodia (1975-79)

- **Authoritarian Military Regimes** – Putting House in Order
- **Authoritarian Monarchies** – Hereditary Privilege as Duty
- **Far-Left (Communist)** – Loyalty as Morality
- **Far-Right (Fascist)** – Obedience as Loyalty
- **Theocratic Regimes** – Religious Rule as Morality & Duty

# Types of ideologies

- **Liberalism** - ideology favouring individualism, social/political diversity, least government control
- **Conservatism** - ideology favouring ‘traditional’ values, status quo, low social diversity
- **Nationalism** - ideology focusing on the ‘nation’ and pride for ‘nation’ - the concept of nation can supersede national boundaries; examples: ethnic/racial/linguistic groups as nations
- **Fascism** - ultra-nationalistic ideology of racial supremacy, targeting of minority groups, no political dissent allowed
- **Nazism** - extreme form of fascism: advocating racial supremacy & elimination of racial minorities
- **Socialism** - ideology of economic equality of citizens & sharing of all economic resources equally
- **Communism** - ideology of government ownership of all economic resource

Democratic	Authoritarian	Totalitarian
Liberalism	Conservatism	Fascism
Conservatism	Socialism	Communism
Nationalism	Nationalism	Nazism
Socialism		

# Summary of Ideology & Comparison

1. **Difference between liberal and limited democracy is degree of freedom**
2. **Difference between liberal and illiberal democracy : freedom liberal is available to all, for illiberal its only for selected groups**
3. **Difference between authoritarian and totalitarian regime is the level of control, both are oppressive political systems**
4. **Certain Political ideologies are compatible with certain political systems**
5. **Tyranny of the majority** is how the majority **dominates the minority** by voicing their views more loudly, **bullying minority to conform** in liberal democracies
6. **Democratic despotism** – too much **focus on individualism** in liberal democracies can lead to **negation of civic duty, can cause violence**
7. **Totalitarian regimes** use some element of **‘double-speak’ to deceive**, leading to **‘thought-crime’ to fear people into obedience and conformity**
8. Use of **ideology** always combined with use of **terror (intimidation and torture)**, this sustains a **totalitarian regime**

# Free Speech

- **Verbal** – What is Said or Written
- **Symbolic** – ‘Speech Without Words’, T-Shirts, Flags, Banners
- **Associations** – ‘Speech’ through Associations
- **Autonomy** – Speech as Independent Action, Riots, Strikes

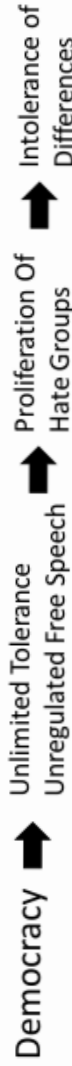
## Regulated (even in liberal democracy)

- **True Threats** – intent to harm in words or symbols
- **Fighting Words** – provoking someone to fight, racist remarks, Neo-Nazi March
- **Punishable Incitements** – incite someone else to use violence, Terrorism
- **Harassment** – verbal or symbolic expression of hate that alters victims’ way of life
- **Facilitating Criminal Conduct** – providing resources to someone to facilitate their hate crime
- **Bias Crimes** – speech that incites violence due to bias against an individual or group, Anti-LGBTQ

## Harm principle (regardless of morality)

- Measure to determine the **extent of harm done** to the victim by **unregulated speech**
- Establishes **whether harm can be litigated** (take **legal action** against)
- **Direct violation** of an individual’s rights due to hate speech
  1. Bodily harm done to the victim
  2. Loss of job as a result of hate speech
  3. Inability to secure job as a result of discrimination and hate speech
  4. Victim forced to change their lifestyle due to fear of being targeting
  5. Death
- **Offence Principle**
  - Relevant when **hate speech does not qualify for harm principle**
  - Intended to **cancel hate speech**
  - **Best for psychological & emotional harm**

# Paradox Of Tolerance



## Tolerance leads to Intolerance

- Plato’s fear of democracies
- Idea forward by Karl Popper
- Liberal democracies do regulate speech, but higher thresholds
- “There is no such thing as completely free speech” (Stanley Fish)

## Process Of Violence

