I. Administrative

A. Roll

B. Please let me know if you have any trouble with enrollment.

C. Books? Does everyone have a copy of the 6th edition? (Or at least an edition with

D. Don’t forget the email assignment. (Review schedule.)

E. Questions?

II. Philosophy as a Pursuit

A. Involves the use and development of many valuable skills

1. Analysis and creativity are principal among these

2. The principal standards used to evaluate philosophical work are clarity and cogency

B. It has a value that can be described in many different ways

1. It is about autonomy—about the fight for one’s mind

2. It is about worldview—how you view what there is and what there ought to be

C. It has properties as a discipline:

1. It is abstract

2. It is conceptual

3. It is synoptic
4. It is reflective

D. Putting it all together: when doing philosophy, you utilize certain skills (e.g., analysis, creativity) in doing reflective, abstract, and conceptual work that enables you to build and maintain worldviews; this is done better or worse according to the standards that apply, and can yield a measure of autonomy for the practitioner.

III. Views on the Nature of Philosophy

A. One of the things that we can think about philosophically is the nature of philosophy itself. This can help us identify just exactly what it is that we are doing in this class.

B. Different conceptions of philosophy.
   1. Philosophy as love of wisdom (e.g., the Greeks, Plato)
   2. Philosophy as the pursuit of the good life (e.g., Epicurus, Zhuangzi)
   3. Philosophy as enlargement of the self (e.g., Russell)
   4. Philosophy as elimination of nonsense (e.g., Wittgenstein, Smart)
   5. Philosophy as conceptual analysis (e.g., Frege, Russell)
      a. This involves seeking conditions for the application of concepts—necessary and sufficient conditions
      b. Reflective equilibrium as the method of conceptual analysis
      c. Argument as the engine of reflective equilibrium

IV. Philosophical Methods: Logic and Argument

A. Logic is the study of good reasoning, understood in terms of patterns of thought that convey you from assumptions to conclusions, via the study of the structure of language.
   1. These patterns are repeatable structures that show up all over the place
2. Form/Content

B. These patterns of thought are called *arguments*, and logic identifies and investigates the principles that distinguish patterns that successfully convey you (i.e., *good arguments*) from those that don’t (i.e., *bad arguments*)

1. Think of an argument as a sequence of claims, the last of which—call this the *conclusion*—is supposed to follow from the ones that precede it

2. Arguments come in different types: *deductive* and *non-deductive*
   a. **Deductive Arguments**
      i. A deductive argument is *valid* if the conclusion is true whenever the sentences that precede it are true
      ii. A deductive argument is *sound* if it is valid and the sentences that precede the conclusion are all true
      iii. Examples of good deductive arguments:
           - Modus ponens & modus tollens
           - Proof by cases
           - Proof by contradiction
           - Existential and universal proofs
      iv. Examples of bad, or *fallacious*, arguments
           - Affirming the consequent
           - Denying the antecedent
           - Begging the question
   b. **Non-Deductive Arguments**
      i. Inductive arguments.
      ii. Argument by analogy.
      iii. Inference to the best explanation.
iv. Hypothesis-testing.

C. The Main Point: When you approach these texts and your papers, you must read them as making arguments for conclusions, and you must evaluate them from this perspective.

1. This requires applying logical intuitions in the assessment of the arguments, and so you should work on acquiring a sensitivity to logical structure.

2. Standard Form

V. Evaluating a Text – Bertrand Russell, “The Value of Philosophy”

A. Read aggressively, slowly, and with pen in hand!

B. Number your paragraphs and look for structure:

1. How do the paragraphs hang together?

2. If you had to reverse engineer the outline, what would it look like?

C. Read through each paragraph, looking for a thesis

D. Where are the arguments? Are they located in the paragraphs? Across several paragraphs?

E. When you have finished a read-through, ask: what is the main take-home message of this reading? What are the subsidiary take-home messages?

F. Standard form of arguments