

1 - Sentence Types and Critical Thinking

September 27, 2017 9:56 AM

Focus on content, arguments, text, clarity of argument. Not placement and format, although they do hold their importance.

Part One: Sentence Types

4 sentence types:

Simple sentence (subject + predicate)

compound sentence (1 simple sentence + another simple sentence, joined by FANBOYS/conjunctions, always put a comma before a FANBOYS)

compound complex sentence (A compound sentence and a complex sentence)

complex sentence (Whenever we have a subordinate clause. If the subordinate clause comes second, you need no punctuation)

Clause – Main, subordinate. A independent clause is a simple sentence that can be independent or join another with a FANBOYS. Subordinate clause is main clause + independent clause

Phrase – Group of words without subject and predicate

Part 2: Critical Thinking

Come to a conclusion (i.e. “whales have lungs”), then support it with reason (i.e. “because they are mammals, mammals have lungs”). Essentially convince the reader.

Claim: Statement that is either true or false. Not all sentences are claims (i.e. “shut the door”). The phrase “I like peanut butter” is not a claim, until it is questioned.

Main Claim: Conclusion or thesis.

Premises: The things that back up your thesis, claim or conclusions. (i.e. “Mammals have lungs”).

Always ask yourself if you’re backing your claim with good, strong reason.

Facts: Facts are not true, nor false. They are facts. Truth is involved in a statement, facts are not in the statement, facts backup the statement.

Opinion: What you personally believe to be true. It is a claim. An opinion is a claim with no support.

Factual Claims: You come to a conclusion and back it with facts. Generally something not understood by the world. You research and find facts to come to a claim. (i.e. Issue: How to deal with bi-polar? Facts: Research done by testing. Claim: This drug works best)

Issue: A subject which is under debate. There is no agreed conclusion.

Values claim: Two people cannot agree because they have different values. (i.e. pro-life vs pro choice) Boils down to principles (i.e. “Is this the right thing to do?”)

Fuck English

Sentence definitions are in the text book

A sentence fragment is something lacking a subject and predicate

You can start a sentence with because if you follow it with the subordinate clause, a comma then the main clause.

A comma splice is a compound sentence without a FANBOYS

A run-on sentence is when you leave out not only the comma, but also the FANBOYS.

DGD

A main clause and simple sentence are the same thing.

Predicate is what tells you about the subject

Clause is a series of words connected with a subject and predicate

An independent clause/main clause can be a sentence by itself, it is a complete thought. A dependent clause/subordinate clause needs more to it. These are often introduced with subordinating conjunctions (because, although, whenever)

A phrase cannot stand alone, lacks a subject, predicate or both and it is a group of words that work together as a function of speech.

4 sentence types:

- Simple sentence: A single independent clause. Has a subject and predicate
- Compound sentence: Two simple sentences joined together. They can be joined with a comma followed by a coordinating conjunction (For, And, Nor, But, Or, Yet, So). They can also be joined with a semi-colon followed by conjunctive adverb (therefore, although, however) then a comma.
- Complex sentence: A sentence with a single main clause and then a minimum of one subordinating clause. If the subordinating clause comes first, use a comma.
- Compound complex sentence: A sentence made up of two or more independent clauses and one or more subordinate clause. For example, "**We planned to go**, but we cancelled **because it was raining.**" (coordinating clause is not bolded, subordinate is bolded)

If there is a pair of commas, see if you can take it out. They act almost as brackets. Makes a subordinate clause.

Questions from Lecture 1

A.

1. Phrase, there is no subject or independent clause. The correct version would be "We went to the bar after leaving the theatre and catching a cab"
2. We walked and talked for hours; finally, we headed home.
3. On Sundays, Vijay always phones his mother.
4. The doctor prescribed a bandage over the exposed wound but no painkillers.
5. Her dream was to see Paris.

B.

1. (While the fighting persists,) [the airport will remain closed.]
2. [The supplies (that would prevent deaths from injuries and starvation) have arrived.]
3. [I am worried about my parents,] (who are helpless victims of the civil war.)
4. [Hopes for an easy solution are fading] (because each side will not compromise.)

C.

1. Smoking in the hospital was prohibited, so smokers huddled outside the doors. This is a compound

2. *Othello* is the story of a man who "loved not wisely, but too well." This is a complex sentence

3. Complex

4. Simple

5. Complex

6. Compound-Complex

2 - Generating a Topic

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A topos is the area or topic we are exploring. It is normally broad and you need to not only narrow it down, but also make your own point about it.

The purpose of the essay will normally be decided by the prof.

Three main essay types: To create understanding, to explain or to analyze a problem and find a solution

For the most part, a thesis IS the answer to the question

Make mind maps, they will help. A flow chart can work well when planning, especially if you need a longer essay.

Imagine points like Kian imagines reiterations and iterations, each with their own sub array of them.

Analysis is the main part of the essay. It's almost as if you can never analyze too much. Never be afraid to really dig into something.

We have a concept, which comes from the discipline, like economics, we then use the subject matter in the discipline along with the concepts to analyze, we succeed.

THE MORE ANALYSIS THE BETTER

We aren't analyzing texts, we analyze the world using texts as a median

Three kinds of casual analysis:

1. One cause leads to different effects
2. One effect has several causes: Hurricanes are becoming more financially destructive to the States because of the greater intensity and lack of construction code being enforced.
3. Causal chains: When one event causes another event, which causes another effect. Almost like the butterfly effect. i.e. poverty leads to crime, leading to higher incarceration rates for poor people leading to more crime

DGD

Choose a topic that interests you

Narrow the topic

Restate the topic in your own words

If you have a short, broad prompt, restate it more specifically

Create a question. If you turn our topic into a question, it makes getting a strong thesis statement much easier

Always ask yourself:

4. Is the question specific enough for the type and length of assignment?
5. Is the answer to the question something that can be and needs to be argued?

Specify:

The goldilocks rule: not too general, not too specific

You want a question that has defined parameters and can be answered in the number of words you have available to you

You don't want a question that can be answered in a few sentences

Debatability:

Someone should be able to disagree with the topic and opinion you have presented

Controversial topics are very hard to write good and effective essay on because emotions can easily carry you away.

“Why did the chicken cross the road” is far too broad, but “How many chickens crossed hawk crescent, Ottawa, ON on June 15th, 2017?” Is far too broad

What helps is to add outside parameters, for example, you could say “What environmental factors in Ottawa to cross hawk crescent during the summer of 2017?”

3 - Topic, Thesis, Paragraphs

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Topic to Thesis

We must have taken the topic and brought ourselves to a claim, something we want to prove

A factual claim is something that people know is true, something that is undeniably true.

An Evaluative claim is something where we try and prove if something is practical or ethical. We evaluate how something works and how to make it better.

A proposal claim is when we propose something, normally a solution to a problem. This type of claim can include other type of claims.

A thesis is something we have discovered about the topic. They also must be specific.

There are 2 kinds of thesis statements, a simple thesis statement, which states the main claim OR an expanded thesis which is when you state the simple thesis and the 3 main points

Avoid merely restating the topic, this is a common mistake in essays. Make sure you are working through the thesis.

Paragraphs

Paragraphs are like mini essays, they should have a controlling idea, normally a premises or point. This is your first sentence, then you give specific examples to backup the point, then analyze to make it stronger.

Like philosophy and how arguments work, every paragraph is used to back up the claim. So make them all strong arguments to prove it.

Introductions

You shouldn't begin your essays with the thesis.

It can be good to start the essay with an anecdote, quotations can also be used.

You can state the issue, a central concept, or even with an objection/opposition to something.

DGD

You don't need a comma every time you use and or but, only when you're joining two clauses

Commas can be used to set off introductory phrases or clauses

NEVER place a comma between the subject and the verb in a sentence

Transitional expressions: Establish relationships between elements in a sentence

Series: Commas can be used to separate elements in a series or list. You do not put a comma after the last element.

Oxford comma: is the comma that comes before the final element in a list. It is optional but helps for clarity.

Thesis Statements

The answer to the question you are asking is your thesis statement.

Ask yourself: does this answer the question? Is it specific enough? Is it too specific? Is it debatable? These questions are very helpful when evaluating your thesis statement.

There are simple thesis statements (just your main point or conclusion) or expanded thesis (includes main point and main supporting points)

Tentative thesis. Your thesis is tentative until you're done the essay, always revisit the thesis to make sure it is still what you want to be arguing and proving.

4 - Thesis to Argument

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Reasoning:

Deductive reasoning, if every premise is true, the conclusion must be true.

Inductive reasoning: Works with specifics and works to a conclusion. Scientific reasoning is an example. You look at specific evidence to draw a conclusion. We cannot get absolute certainty this way. We use this most.

Causal reasoning: Do the effects clearly follow from the cause? "There's a leak in the roof, what causes it?"

5 - Comparative Essay

October 4, 2017 1:01 PM

Write clear sentences, eliminate all the useless words and phrases from your sentences
Know what voice to write in. These voices being active or passive. Active is present tense, whereas passive is past tense. We use passive only when we don't know the "Actor"

Every time we make a claim, back it up with SPECIFIC examples.

All evidence must be acceptable, relevant and adequate.

There are 6 types of evidence

1. Numerical data and statistics
2. Personal experience or anecdotal evidence
3. Evidence from interviews, surveys or questionnaires
4. Evidence from experts and authorities
5. Examples, illustrations, case studies
6. Definitions, analogies and allusions

DO NOT: Be hasty, use generalization, outdated, old or untrue facts, misleading facts, inappropriate use of authorities

**FUCK
THIS
CLASS**

6 - Reading Analytically and Writing Summaries

October 11, 2017 1:02 PM

Don't use big words unless you know exactly what they mean. You can say complex things with simple language.

Dangling modifier: When the subject we are describing or modifying is not in the sentence.

Critiquing:

Is the source trustworthy? Is it accurate and acceptable? Ask whether the facts are accurately represented? Are sources used correctly?

7 - Critique

November 1, 2017 1:10 PM

FUCK THIS CLASS

Research Essay

November 8, 2017 1:01 PM

December 1, 30% of grade 2000 words

Need 3 scholarly sources (books, articles from **academic journals**)

Don't use biased websites/sources or wikipedia

Must document properly

Create specific thesis and argue it effectively

Marked on the strength of argument, not right or wrong.

Effectiveness of research (did you select appropriate sources? Are you correctly representing the argument in the source? Are you selecting the best quotations from the sources?)

No academic source should be older than 20 years old

Open with giving the reader as many of the relevant credentials of the author as possible

Titles of books are in italics, articles are in quotations

Chapter 1 - The Communication Process

September 28, 2017 9:56 AM

“The single biggest problem in communication is the illusion that it has taken place” -GB Shaw

“Human speech is like a cracked kettle on which we tap crude rhythms for bears to dance to, while we long to make music that will melt the stars” -Gustave Flaubert

Language is both strong and weak, we want to say beautiful things, we want to say all the right things at the right times, but we often say the wrong things and fall on our faces.

1. Everything speaks, there is not one single thing that does not convey a message. It is also a lot more than just words
2. People are complex, we cannot look at a headline and understand someone completely, even though we don't
3. Noise gets in the way (Shannon, weaver model). There is a content relation to communication, as well as a relational aspect to communication. There is arguably always a relational aspect
4. We use multiple channels. We communicate in many ways
5. Meanings are multi layered. Subtext, connotation and denotation

We use communication to make sense out of a breath of diverse information. We communicate to orientate ourselves based on all these little hints of information we get. We constantly bounce ideas off each other.

Communication is both intentional and unintentional. It is probably mostly unintentional

It is continual and irreversible. Communication isn't a circle, it's a helix. Issues don't exactly repeat themselves, you're always at a slightly different place because of the past. When we return to issues, it is important to remember we aren't at the same spot, remember the context and that things have changed in our lives and that there is hopefully some growth towards a functioning solution. “You always do this” or “here we go again” is often only one side, one person is usually the one saying that. Invite the other persons side as opposed to being attacking. Keep in mind, once we say one thing, its out there forever, there is no taking it back, so be very careful with sentence structure and chosen diction.

Sending and receiving occur simultaneously. Good communicators know that both is going on at the same time.

Types of communication seen so far in the first week: Electronic (email, virtual campus), body language (certain people seem happier than others, some feel more open and welcoming than other), tone of voice.

Aristotelean model of communication: Where do we get messages from, and why should we trust them? We appeal to logic (if A happens, won't B happen), we appeal to ethics (what is the right thing to do, to us?), we appeal to authority (every time we justify something with “my mom/dad/prof said” we are referencing authority. Every time Trump says “trust me”), we appeal to emotion (“I've been really stressed out” is an appeal to emotion. This is different from ethics, because ethics is our principles that we believe in no matter what. Although, people can use emotions to make it seem like an ethical appeal.

Chapter 2 - Perceiving Self in Relation to Others

October 1, 2017 11:02 PM

2 key points to takeaway from this chapter.

1. Get a better mirror! If its true that our self image is entirely made up of us bouncing off other people, we must really question the feedback we receive, not just take it all for what is said. It is important to remember that these communication loops can be filled with lots of exterior noise.
Find a way to judge your sources, keep in mind the 12 points that make up communication.
What messages are right, which are wrong?
2. Be a better mirror. When was the last time, we were a good mirror for someone else? If our self image is really made up of what others think, we must keep in mind that to other people, we are their mirrors. We make up their self images, we must show people their worth. So, when people in our lives are worrying about the same things we worry about for ourselves, we must stop them, and be their mirror. We must show them who they are, without empty cheerleading.

Notes

Here are 5 words that describe me

Energetic, friendly, sad, irrational, impulsive

How did I define myself? Social or family relationships, occupations, abilities, belief systems, culture, intellectual attributes, behavioural attributes, physical attributes

Chapter 3 - Perception of Others

October 1, 2017 11:03 PM

Perception is self serving. We fit our perception to suit our agenda.

Perception is learned, we develop our sensitivities.

Context and values, the context changes our perception.

Our perceptions are deeply entrenched in us. For example, stereotypes. This can be why it's so hard to break our first judgement of people

7 Characteristics of perception

1. Perception is learned and backward looking. It's the process of interpreting, sensing and reacting to the physical world. It is based on our experiences
2. Perception is culture based and racially bound. There can be cultural biases. People of the same race as us are far easier to tell apart than those who aren't.
3. Perception is selective and self serving. We pay attention to things that are unique or stand out. Repetition, contrast, salient.

We need perceptual filters because we can only attend to a certain amount of stimuli or input at once. So we find a way to simplify the stimuli. When something fits, we don't notice, the second something is out of the usual, we pay attention to it.

Attribution theory: We attribute specific movements and causes to the behaviours we observe. We try to explain why we do what we do and why others do what they do.

Fundamental attribution error: We judge ourselves more charitably than others. We blame our faults on external factors and faults of others on internal factors. If I have a bad day at work, I blame it on someone keeping me up, but if someone else had a bad day, I say it's because of something wrong with them.

4. Perception is spontaneous, largely unconscious and value driven. We are unaware of how quickly and easily we can judge others.

Impression formation theory: A theory of related to how we assemble pieces of information to form an impression of a person.

5. Perception is relative and context bound. Our perceptions are influenced by who we are and where we are coming from.

Standpoint theory: (chapter 1) explains that our background and experience determine our perspective. Also, the context, who we are with and what is happening, influences what we perceive.

6. Perception is mood dependant. Our moods influence how we respond to external circumstances. We feel more pain when we are sad, and we feel more compliant when we are happy. When we are negative we will process things more accurately. Moods contagion" phenomenon: We can catch other peoples moods. Attitude is contagious.

7. Perception is completion seeking. We fill in missing information and impose a structure or narrative to make sense of information given.

**Other perception errors:

Halo effect: When we consider a person good in one context, then we think everything they do is good.

Horn effect: When we consider a person bad in one context, then we think everything they do is bad.

Primacy Bias: When we only pay attention to, or remember the first information we are exposed to

Recency Bias: When we only pay attention to, or remember the most recent information we are exposed to.

Perception checking: We need to learn to ask questions before we make judgements. We make attribution error and impose what we think their goal or situation is and then impose it on them as opposed to gathering as much information as possible.

1. Description: Describe the behaviour we noticed
2. Interpretation: Provide two possible interpretations of the behaviour
3. Clarification: Request clarification from the person about the behaviour & your interpretations

EX. Instead of saying "is everything okay" you could say "I noticed you doing this (describe behaviour), is it because of this, or maybe this? (interpretation) What about it bothers you? (clarify)

We impose narratives on diverse things

Chapter 4 - Identity and Impression Management

October 10, 2017 2:36 PM

Identity is asking the world "who do you see?" self concept is asking "Who am I?"

Even if your successes (labels and such) were taken away, your self concept would remain.

Collective identity. Our identity comes from larger groups, like gender, ethnicity, race, religion, cultures

The characteristics of our identities can be physical (appearance), social (personality), academic (smarts), emotional (how they manage feelings)

Key Terms:

Power distance, uncertainty avoidance, individualism vs collectivism, masculinity vs femininity, short term vs long term orientation, indulgence vs restraint, monumetalism vs self effacement

Impression management:

Family impression management, impression management in professional contexts, romantic contexts, friendship contexts

-Impression Management; you have your identity that your family sees and others for friends and relationships. Also it varies in a professional context (being both effective and ethical). -Uncertainty avoidance theory.; we do anything we can to avoid being uncomfortable in a awkward situation (we ask questions and put out feelers) → some strategies for impression management: self promotion, intimidation...

Chapter 5 - Listening

October 17, 2017 3:26 PM

Listening and hearing are not the same thing

In listening, you are an active participant in a conversation, it is not a passive activity

Key Concepts:

The symbolic and creative nature of communication. We may not always understand symbols they use

The noise involved in decoding the message. We have to listen and sort out the noise

How much of our own perception comes into what we are hearing and perceiving

The importance of putting our own agendas aside to understand the other person as they are. SEEK TO UNDERSTAND, THEN BE UNDERSTOOD

Listening vs hearing:

Listening: The process of receiving, interpreting and responding to spoken and non-verbal messages

Hearing: Ear drums vibrate

4 Steps to listening:

Selecting: Only listen to the important information, we select what inputs and stimuli we want and need to hear as well as which we do not want or need to hear

Understanding: We take the inputted sounds, and put them into useful and meaningful information. To do this, we take into account 3 main things: Context, prior knowledge/expectations and cognitive complexity

Remembering: This is the phase after we have made sense of all the information. What we do now is recall information we have been given

Responding: This is the process of providing feedback to the speaker to demonstrate the understanding of their message. Facial expressions and verbal responses are both classified under responding.

Key concepts: symbolic and creative nature of communication Noise involved in decoding a message How much your background influences your ability to interpret someone's meaning. The importance of putting your own agenda aside with the aim to understand that person as they are. As a listener, you are an active participant, not passive. Listening and hearing are two very different things. We need to consider context, interference and cognitive complexity. How do we know when we are being listened to? Mirrored body language, bringing up the information in the future for follow up, eye contact while speaking and listening

Definitions

-Adapter: Things picked up during anxiety filled moments at a young time of development that reappear in other times of anxiety (like fidgeting)

-Ensure your non-verbal signals match with your verbal messages

Regulators: non verbal cues that we use to guide conversation (head nodding)

-Avoid non verbal leakage: Avoid letting emotions show that you don't want to show.

Portray what you want to portray and avoid leaking the real emotions

-Use touch in a manner appropriate for the context

-Wear clothing that reflects what you want to present

-Semaphores: Sign language, communicating with flags. These are not nonverbals

Emblems: Middle finger, sends a message without words

Illustrators: compliment the words we use. Like moving your hands as you talk

Expectancy violation theory: Our first impression can change directions if our experience differs from our expectations

Paralanguage (intonation, tone, pitch) Things that emphasize what we say

Artifacts: Things we add to our bodies, like scarfs or tattoos

Another Chapter

November 24, 2017 3:22 PM

-Adapter: Things picked up during anxiety filled moments at a young time of development that reappear in other times of anxiety (like fidgeting)

-Ensure your non-verbal signals match with your verbal messages

Regulators: non verbal cues that we use to guide conversation (head nodding)

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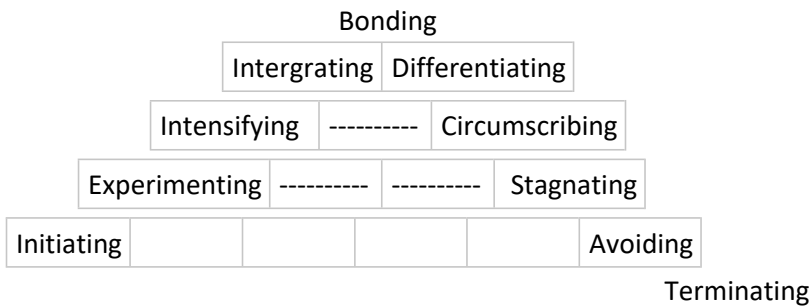
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Relationships

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Circumscribing: Communication decreases in quality and quantity, do not discuss the declining state of relationship, shrinking interest, talking about safe and impersonal subjects, hints of dissatisfaction become evident.

Stagnating: The relationship loses life, decreased physical contact, decreased communication, going through the motions but is salvageable, partners don't care

Avoiding: decreasing interactions, increasing distance in all levels, avoiding is opposite of initiating, Decreasing dependence on one another for self concept

Terminating: Partners make an intentional decision to end relationship, negotiation of possession's, communication of change to others

Four horsemen of the apocalypse: Criticism, Contempt, Defensiveness, Stonewalling

Conflict

December 5, 2017 2:37 PM

Single loop learning: Go on a bad date and say "I'm never dating again"

Double loop learning: Go on a bad date and ask why

Types of power *

Chapter 1 - What is language?

October 1, 2017 8:03 PM

A polyglot is someone who speaks many languages, not a linguist. Etymology is the study of history of words, we don't do that.

What is Language?

Language is not just words, it is putting words together.

Written language is very recent, verbal language is more fundamental and relevant to linguistics.

Language is not a cultural invention, it is something that is biologically encoded with humans.

Language is a symbolic system, but not in the way of signage.

Sapir-Wharf hypothesis: The idea that languages cause people to see reality in different ways.

Kids imitate to an extent, but also generate a lot of unique ideas.

Language is not declining or deteriorating with social media and texting, the language is evolving.

Misconceptions

All languages have grammar, even if it not written, there is verbal grammar.

No language is more primitive, for example, English has less verb conjugations, but is very complex and relies heavily on emphasis and accent within phrases.

Change in language is not the same as deterioration of language.

Specialization

The first humans were like us, large brains and vocal apparatuses that allowed us to have a special capacity for speech. Humans speech organs are specialized for language.

*Refer to table with dual functions of speaking organs.

Specialization of Language

Newborns react differently to human voices than other types of sound

6 month old's can perceive subtle differences between languages they have never heard before

Sign Languages

Not a way to spell words, it is a system of communication with its own grammar and vocabulary rules.

Creativity, constraints and rules

2 things define language, rules and creativity, but creativity is constrained by rules.

The phonological structure of English (the second column doesn't follow that structure, slide 12)

Phonotactics: the sequences of sounds permitted by a language. First column is legal, second is illegal.

*Word formation: refer to slide 13

Morphology is the rules for forming words.

Apart from fixed expressions (things memorized in a whole like "no way!")

We can understand most things we read, hear and write everyday even though we have never seen them before specifically. This is because we understand the rules of language and can perceive the words and phrases with these rules. This can be known as prescriptive rules

Linguistic competence is the mental system that allows us to understand and interpret language, words and sounds. This is a form of grammar.

*For the components of grammar refer to slide 17

Even every single dialect has grammar. Dialects are almost sub arrays of languages.

Oral language has phonetic and phonological systems

- it also has a morphological system (words) and a syntactic system (sentences)
- since words and sentences have meaning, there is also a semantic system

All grammars are equal, there is no bad grammar or good grammar because all grammars tell the speakers how to produce sensible expression in that language or dialect.

An example of this is the language of Walpiri. The order of words doesn't matter they use suffixes to show who is doing the action etc.

*When looking for the standard and nonstandard social aspects of languages, refer to slide 23

All languages change with time, new words are called neologisms. Word order can change, for example, Old English.

Grammar

There is mental, descriptive and prescriptive grammar

There are common principles to all languages, like they all have consonants, contrastive sounds and constraints on semantics and syntax

Grammatical knowledge is subconscious, unlike math where you think of it. I.E. "spit" and "pit" have very different levels of aspiration when spoken. More examples on slide 27. (asterix implies the phrase is ungrammatical)

Language is what allows humans to communicate with each other, it is also the social tool that lets people identify themselves as members of a community or social group. An example of this could be children because when you hear them you can tell by the pitch of their voice. Sign language identifies you as someone who is plausibly deaf. Even cultures, like athletes, friend groups or nationalities.

We believe accents developed to show what tribe or group you were in.

The word language has two meanings, "Language" is the language of all human beings, whereas "a language" means English or French etc.

Design Features of Language

Language is the linguistic system, speech is the words

Reference "Design features of language" (slide 6)

Feedback: We are aware of what we say, we hear ourselves

Specialization: The system serves no other function than to communicate, i.e. crying

Semanticity : The system translates meaning through fixed relations between words and meaning. You can't redefine the word "love" or "table"

Arbitrariness: There is no natural connection between the sign and its referent

Discreetness (separate and individual): The separate units that can be combined to make words. There is no limit to the words we can create with these sounds.

The arbitrary of Language:

There is no connection between the word and the meaning. For example, a dog doesn't sound or look like "dog"

Onomatopoeias are not as arbitrary because there is slight resemblance between the sounds and the words. They are however still arbitrary.

Sound Symbolism: It is something that is almost mildly arbitrary. For example, the phonetic sound /i/ adds a smaller meaning to words i.e.: mommy, puppy. This could be derived from how small children and people tend to have higher pitched voices and can make these high sounds.

Words beginning with "gl" often have bright features or shiny features. "glamour, glitter, glass" This is different, because there is no derivative from the sound. Gl isn't a "shiny" sound

The words "pop, blob, pulp, blubber, etc" there could be an association here because when you say these words your face puffs up and becomes round as well as these large, plump things make sounds like "plub" on impact.

Displacement: We can talk about things we can't necessarily see. We can reference things in space and time or even our imaginations

Productivity: We can always say new things and produce new messages on any topic.

*Duality of Patterning: We can take meaningless units (phonemes, consonants and vowels) and we can turn those into words which we can turn into phrases and sentences. This has a close relation to "discreetness"

Tradition: This is how we learn certain things from our elders.

Prevarication: fancy word for lying, language gives the ability to say things that we make up.

Learnability: We can learn other languages or dialects

Reflexiveness: Also called "metalinguage". Its how we have the ability to talk about language and the system of language.

Language can be symbolic. Most words don't resemble their referents. We also encounter many symbols in everyday life. For example, stop signs.

The study of signs is called "Semiology". Signs are used for all human activity.

Typology of signs: Indexes (a hint to what we want, animal tracks, non-arbitrary signs. These associations are often socially determined), Icon (non-arbitrary, but there is a natural resemblance between the signifier and the signified. For example, and portrait), Symbol (arbitrary, no resemblance between the signifier and the signified. This is most words)

*Prof believes onomatopoeias are more indexical than anything. The words do not resemble the signified. Therefore, they are not so much iconic.

Examples:

Icons: Map, arrows pointing to a specific object, anything that directly states what it is. Bathroom door signs.

Symbols: NHL, NBA, these logos don't show what they are, the association is drawn in our minds through previous knowledge. Countries flags. Emotions and their relations with colours

Indexes: Yelling signifies anger, things we can feel, like empirical arguments in philosophy. Emojis on text, phone ringing.

*Refer to slides 17 and 18 for diagrams.

Paradigms and syntagma

Paradigms: vertical relationship. They derive their relationship with other sings. Every column on slide 18 is a paradigm.

Pat

Cat

Cot

These ^ are paradigmatic changes

Syntagma: These are horizontal relationships. Permutations, or to switch the order of elements.

Pat

Adt

Apt

These ^ are syntagmatic changes

Paradigms and syntagma (continued):

Duality of Patterning

Combinatorial: meaningless + meaningless = meaningful

Combinatorial: Meaningful + meaningful = meaningful

Morphemes: the smallest unit that carries meaning, i.e. "talks", talk (infinitive), s (3rd person sing.), ed (past)

A word is also a morpheme or a combination of morphemes, for example, "cat" is one morpheme, cats it 2 morphemes, cattiness is three morphemes.

"bromance" is two words combined. This is called a blend. We can call this duality of patterning because br means nothing by its self and neither does omance

Innateness

The ability to learn language is innate

Language is specific to our species

All normal human beings learn language

The physiology of the speech organs are specialized

Language acquisition is constrained by a sensitive period

Linguistic Grammar vs normative grammar

Linguistic Grammar: Descriptive, we observe and note without judging

Normative: the correct way of speaking, often spoken by politicians

Is Language Specific to Humans?

Most humans use sounds to communicate, but does the use of sounds constitute a fundamental property of the human language? Sound isn't unique to humans, animals make sounds too. Perception is more fundamental.

Parrots talk, does this mean that birds have a faculty of language?

Bees have a communication system that allows them to tell other bees where food is and what the quality of it is.

If a bee does a round dance is for close food, the sickle dance is for an intermediate distance and the third dance is the waggle dance, the bee goes in a circle and wiggles back, this indicates food is far away (more the 60 feet) and the number of times the bee does the dance, indicates the precise distance.

Bees language features

Interchangeability: No, they do not have this feature

Feedback: It is plausible, but we say no

Specialization: Yes

Semanticity: Yes, there is a fixed relation between what they do and the meaning they are portraying

Arbitrariness: There seems to be certain aspects that are arbitrary and certain aspects that are not

Discreetness: They do contain units, and the units can be recombined and reconstructed to make a new meaning, for example, they can change the excitement of the dance.

Displacement: Yes, because they refer to the sun

Productivity: No, they can't leave the hive because one bee said, "Jenny went to the store"

Duality of Patterning: No, because the dances cannot be torn apart and then recombined to create new meanings. An argument could be made for yes, but no is a more logical answer.

Tradition: No, this is something that is given at birth. We know this because they are few dialects from hive to hive, and there isn't much variation between hive to hive. Every scout bee does it perfectly when they are born

Prevarication: No, bees do not lie. They have no capacity for this and they don't want to be stung to death

Learnability: Bees do not have this capability.

Reflexiveness: No, they aren't #Meta

Birdcalls:

Birdcalls vs birdsong.

Bird calls are short in burst, and simple patterns. They are used to signal predators, coordinate flight, and express aggression.

Birdsong: Used in spring, summer and fall, only done by males, is used to attract a partner

Interchangeability: Birds can do all calls, but not all songs

Feedback: They are aware of what they are trying to communicate

Specialization: Yes, the birds do not engage in silly conversation

Semanticity: Yes, different calls mean different things, and certain songs mean other things

Arbitrariness: The bird calls are arbitrary

Discreetness: Yes, birds can combine different calls or songs, although it most likely doesn't change meaning

Displacement: Yes, because they can refer to predators

Productivity: Birds cannot just produce new conversation

Duality of Patterning: Yes, because the individual parts of the birdsong are interchangeable

Tradition: Birdsong is learned, to a certain degree

Prevarication: Birds do have prevarication used as deception for protecting territory

Learnability: Yes

Reflexiveness: No

Non-human primates

Macaque monkeys can use 25 different patterns in various social situations.

Vervet monkeys have certain calls and symbols depending on what animal is spotted.

Chapter 2 - Phonetics

October 1, 2017 8:06 PM

Phonetics

Phonetics is the study of sounds of speech.

Each language has its own inventory of consonants and vowels

Certain sound that we can produce are not used in speech, like whistling

There are 3 types of phonetics:

Articulatory, the vocal apparatus and speech production

Acoustic, the propagation of sound

Auditory, the way the human ear and brain hear sound

The phonetic alphabet is how we represent sounds on paper.

own is my name in phonetic

More Phonetics

Major classes of sounds:

Consonants: place, manner, voicing (vibrating sounds like bzz)

Vowels: Height, backness, rounding, nasality, tension

Glides (semi-vowels): Can function as both a vowel and consonant

*Refer to slide 18 of phonetics for Place of Articulation

States of the Glottis

Voiceless: open vocal folds

Voiced: vocal folds close together so they vibrate

Whisper: partially closed vocal folds

See p.50 in textbook for diagrams

Vowel Dimensions (definitions on slide 23 of phonetics)

1. Height/aperture
2. Rounding
3. Back/Front
4. Nasality
5. Tense/lax

Suprasegments, these are always relative to other sounds

English: the /ei/ is longer in "bay" than it is in "bait"

Chapter 3 - Phonology

September 28, 2017 9:56 AM

Neighbouring sounds often undergo assimilation. This means one sound becomes more like a neighbouring sound.

Allophones

Variants of phoneme (they change depending on the neighbouring sounds)

The English phoneme has several allophones (stop, attention, button)

/phoneme/ /phonology/ mental representation

[allophone] [phonetics] actual pronunciation

Distribution

Contrastive distribution

- 2 sounds appear in the same phonetic environment
- Commutation test gives minimal pairs

Complementary Distribution

- 2 sounds are in different phonetic environments
- Sound 1 is found in one type of environment and sound 2 is never found there or vice versa

Deletion

Word Initial deletion (deletion of something at the beginning)

Word Medial deletion (deletion in middle)

Word Final deletion ("last one" is "las one" this is deletion at end)

Insertion

Word Initial Epenthesis

Word medial Epenthesis

Word final Epenthesis

Dissimilation

one segment becomes more different from a neighbouring segment

Final Devoicing

Chapter 4 - Morphology

September 28, 2017 10:54 AM

Morphology is the study of the internal structure of words

The words have parts, known as constituents

"Morpheme" is the smallest lexical element that has meaning

Morphemes have 4 affixes, prefix, suffix, root, infix

Alternations are when we change a vowel to indicate plural, consonant to indicate tense or consonant to indicate a part of speech

Derivation and inflexion are 2 different things.

Derivations are the affixes that change the part of speech or meaning of a word (change to changeable)

Inflection are affixes we add to agree with other words in the sentence. (talk to talked)

Parts of Speech (aka Lexical Categories): classes of words

Open class: nouns, verbs, adjectives, adverbs

Closed class: pronouns, determiners, prepositions, conjunctions

Free morphemes a word that cannot be decomposed and can appear without affixes, is a free morpheme. For example: house

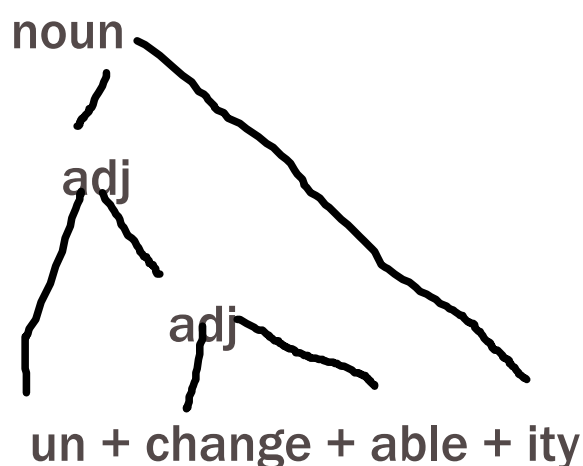
Bound morphemes must be attached to a stem. Anything that is an affix is bound to a root or stem.

Some roots are bound morphemes, infer, confer, refer. We can say "fer" is the root even though it cannot stand alone.

Raspberry, cranberry, with the roots as rasp or cran.

These are cranberry morphemes. The root is bound but can't be independent

This is the building of complex words



Expletive infixation

This is used for sarcasm or emphasis. It is when you say fan-fucking-tastic

Compounding is divided into 2 categories, endocentric and exocentric

Endocentric means it has a head, exocentric does not. A head is the part of speech that carries basic meaning and functions as a part of speech. Shopping centre, centre is the head. Heads are usually to the right of the word in english and to the left in french.

Cut-throat doesn't have a head, because cut throat isn't a type of throat or type of cut.

Allomorphs. These are morphemes that can have different phonological forms in different contexts. For example, cat-s, dog-s, and race-s the s sounds different.

The interaction of morphology with phonology is morphophonology

Reduplication is the duplication of one or the part of one word. For example, reiteration.

Midterm Review

October 5, 2017 10:03 AM

Syntax

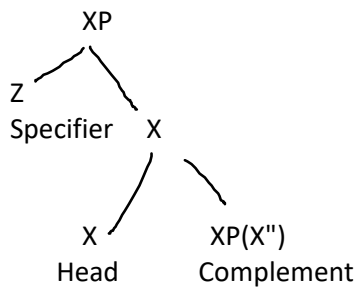
October 16, 2017 8:35 AM

This is the study of word order and how words are combined to make thoughts
Subject, verb, object (SVO) is the order for English, however, many more languages use SOV

Co-occurrence

- Arguments, required, cannot have more than required or be freely ordered
- Adjuncts, optional, can have as many as you like, freely ordered
- Agreement, information about number, person, gender

X-Bar format



Hypothesis: Every phrase has the same structure and it is the same in all languages.

Dialects

November 2, 2017 10:12 AM

Code Switching & Borrowing

November 9, 2017 10:03 AM

Chapter 1

September 27, 2017 9:56 AM

Critical thinking is the attempt to discern if there is good reason to believe something. (Thinking about thinking #Meta)

How and why do you come to believe things?

The bombardment of information does not really help critical thing. Things can be biased, people don't fact check, we blindly believe.

There is a false equality of all sources.

Most people don't want their beliefs changed, so people only look for information or articles that reinforces their beliefs.

The best marketing model is feeding your audience what they want to hear, this translates into the news market.

Toolbox Time

What is the claim they author or publisher or source is claiming? The claim is the first thing we should look for, it's the assertion.

Claims are also called proposition because it proposes something about the world.

Propositions can be true or false, but we don't have to know if it is true or false, just recognize it could be true or false.

A subjective opinion has no true or false answer, it is just what the person feels. How do we distinguish this from a claim?

Someone likes pickles, is a true or false, because someone likes pickles, but are they right to? This could depend on context.

Just because people have opinions, does not mean you have a subjective opinion.

Does the fact that people have different opinions mean there is no right or wrong answer? No.

When we question if a claim is true or false, it becomes an issue. The next question is, what counts as good evidence in this case? How do we know what truth is?

Imperial knowledge comes through our senses, like things we see

Imperial knowledge vs rational knowledge: Are there claims that are true, but not imperial.

Rationalists would say we can reason our way to think about the world.

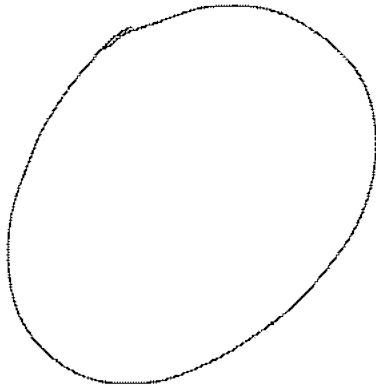
You look for different evidence in an imperial argument vs rational argument.

Plato asks, how do we know a chair is a chair? If I see a chair I have never seen before, how do I know it's a chair. We recognize the function of chair-ness. We have an abstract idea of chair; therefore, it isn't imperial, it is simply a function.

Plato says no imperial knowledge is valued, these ideas are.

We wouldn't know what a chair was until we tried it. You need the concept and idea of chair-ness to understand it.

Philosophy used to boil down to the rationalists (Plato followers). I think therefore I am (de carte), I cannot doubt my thinking. Doubting my thinking proves I am thinking Everything can be boiled down to that from rational knowledge. And the school of having no rational knowledge.



How do we know this is a circle? Its not perfectly round. We can't say its circular form without defining circle. No one has ever seen a perfect circle, but we know what it is. We have the idea of circle, the thing that is really true is that the idea of the circle stays the same over time. IF what is true stays true, then the only thing staying true is our idea of circle. We know that without imperially experiencing a perfect circle, therefore the rationalist is correct.

The question of evidence can be quite tricky. Is there empirical evidence for the question "Is abortion wrong?"

Until something is proven, it must be debated. We must find, what is good evidence for believing something?

Math is not empirical, it is a system of logic, but what makes it true?

There can be claims for which there is no evidence.

If something is falsifiable, it can't be a truth claim

Arguments, what is reason?

When we give a reason for believing a claim (a premise). Some premises the foundation of our argument so people believe our claim. A premise must be true.

Can you use claims as evidence if a claim isn't believed?

The key is to always work back to claims everyone agrees on. Once you get there, you must argue there is a link between the 2 things and the concluding claim. The premise makes the truth of the conclusion more like, they are linked by someone involved. If you cannot get back to premises everyone agrees on, stop arguing because you won't go anywhere. If you can't figure out what you both agree on, shut the hell up and go get beer.

Without common ground, there is no point in arguing or debating and no working out to truth and therefore, no democracy.

Unless we can decide there are some way to get to facts, we will stop progressing as a society. The question of all facts is not healthy. We mustn't undermine facts.

You can't win the argument if the shared belief can't be linked up to the point trying to be proved.

When we move from premise to conclusion, we are making an inference. That is when we are proving they have a proper connection.

An explanation is not an argument. An argument is trying to get you to believe something, an explanation is simply giving you a story of why something came to pass that is not an issue. "The sky is blue because of particles in the air" That is an explanation of why the sky is blue. We know this because no one is interrogating us on whether the sky is blue or not. Claims made in explanations can become issues. In an argumeint, we take the explanation or explicandum as a given. We can turn the explanatory part of an argument an issue. By questioning the explanation, like saying "How do we know these are the right particles in the sky?"

KNOW WHAT AN ARGUMENT IS VS AN EXPLANATION FOR THE TESTS.

Things get difficult when stuff really counts. People will often make claims and not back them up with premises. Often the crucial point in an argument is the difference between explanation and argument.

Chapter 2

October 1, 2017 11:21 PM

Cognitive Biases:

Certainty is the death of thought, once you're sure you know something, you stop thinking about it and stop learning. The more certain you are, the less you think, the more your mind decays. The key is to say, "this is what I believe, for now" always leave the door open to be wrong and to learn. It is crucial to be open to learning

Our beliefs become associated with our identity, which is why we are scared to change beliefs, but we should welcome that instead.

Confirmation Bias:

We perceive and believe more readily information that aligns with what we believe as opposed to what we do not.

As humans, we are naturally set up to fight for what we already believe. We must overcome these cognitive biases to think more critically

Bandwagon Effect: Just because many people are getting on board with a certain idea, doesn't mean it is right. Truth is not a question of popularity, the whole world could believe something different than you, but you could be right. Truth is not democracy, trends or popularity. Truth is truth.

The problem is we get led to believe things because of biases. If we think we are going to like something, we are more likely to like it.

Negativity Bias:

This is the tendency we have to weigh negative information heavier than positive information. If you have 10 pieces of information on someone, 5 good and 5 bad, in our minds, the negative will outweigh the good.

Loss aversion: We are more strongly motivated to hold on to a belief or anything, because we think if let it go, we are losing something. We are more motivated to avoid a loss than gain something new. For example, if you dump someone because they don't like you, then once they don't have you, they miss you, that is loss aversion

Obedience to authority: We tend to believe experts, even when they don't talk about what they are experts on solely based on the fact they are experts on something. (The Stanley Milgram experiment). When told by authority to believe something, we do blindly without questioning or putting our foot down.

In group bias: you listen to one group more than another

Overconfidence Effect: We are prone to thinking we are more capable than we are. The way to overcome this is to remind ourselves to be cautious. "The more I knew, the more I knew how little I knew" -Socrates

All arguments have either an implicit or explicit "therefore"

We need inference indicators, these are these that show us an inference is being made, for example "therefore"

There are also words known as premise indicators, but some of these words aren't always used as a premise indicator, a big example of these are the words "since, and, because", because of this we must use context to determine

1 main types of arguments

1. Deductive Arguments: The main attribute of this, is the argument produces certainty. The premises are linked to the conclusion in such a strong way, that the conclusion must be true. It only makes logical sense.
 - When one of these arguments is correct, it is known as a valid argument. In a valid argument, if the premises are true, the conclusion must necessarily also be true. The premises put in the opposite can't be true and the conclusion be false. "Andy Macdonald lives in northern Ontario, therefore he lives in Canada" Here there is an implicit premise, the example here being that Ontario is in Canada.
 - This is implicit because we know that the other person knows Ontario is in Canada. Even if Andy Macdonald didn't live in Northern Ontario, doesn't mean the argument is not valid. It just means the argument is not true. It is still valid, just not true.
 - If both premises are proven to be true, then the logic becomes a sound argument, this is a valid deductive argument with premises proven to be true. This is the holy grail of arguments.
2. Inductive Arguments: Have premises that merely support the conclusion, not guarantee it. They only make the conclusion more probable. Because of these, there is no certainty in inductive arguments.
 - These arguments aren't clear cut, black or white, they are more so on a scale of better argument to worse argument.
 - "Andy MacDonald lives in northern Ontario, therefore he uses mosquito repellent". In this argument, the implied premises are that people don't like to be bit by mosquitos, mosquito repellent works, Andy goes outdoors, Andy prefers repellent over nets or other things.
 - Which each of these premises we add, it becomes more likely to be true, but we cannot be certain.
 - It is much easier and much more prevalent to use inductive arguments, even though they are the weaker argument, as there is no guarantee of truth.
 - Science exclusively gives us mostly inductive arguments, because it cannot be completely proven. It is empirical knowledge. Your senses can lie and empirical things can change, whereas things that are true, are true and must remain true. Truth is a constant.

Inference to the best explanation. What is most likely given the circumstance?

We argue based on an inference to an explanation.

The best explanation does not conflict common knowledge, leads to accurate prediction, has the least unnecessary knowledge.

Do not add extra knowledge to your argument

Chapter 3

October 1, 2017 11:21 PM

Breaking down an Argument

Number every part of the argument.

Argument: (1) The selling of human organs should be outlawed. (2) Allowing human organs to be sold will inevitably lead to a situation in which only the rich will be able to afford transplants. This is so because (3) whenever something scarce is sold as a commodity, the price always goes up. (4) The law of supply and demand requires it.

4 proves 3.

3 proves 2, look for the inference indicator (this is so because)

2 proves 1.

To disprove an argument like this, you must just disprove any of the instances incorrect. Because they all hinge on each other

- (1) The selling of human organs should be outlawed. (2) If this practice is allowed to get foothold, people in desperate need financial straits will start selling their organs to pay their bills. (3) Alternately, those with a criminal bent will take to killing healthy young people and selling their organs on the black market. (4) In the final analysis, the buying and selling of human organs comes just too close to the buying and selling of life itself.

2 proves 1

3 proves 1

4 proves 1

Although these 2 arguments look very similar, they work very differently. In this argument, every claim supports the conclusion in its own way. It is not a chain anymore.

To disprove an argument structured like this, you have to disprove each individual piece.

- (1) Getting poor people off the welfare rolls require that we modify their behaviour patterns. (2) The vast majority of people on welfare are high school dropouts, single parents or people who abuse alcohol and drugs. (3) These behaviour patterns frustrate any desire poor people may have to get a job and improve their condition of life.

In this argument, you need 2 + 3 to prove 1.

Exercise 2-18 #3

2,3,4,5 prove 1

1 proves 6

Bad Arguments

What makes an argument bad?

-Vagueness, this means when things become borderline. For example, "wealthy". What defines wealth exactly? Democracy, liberal, reasonable, common sense. If someone is being vague, they are just waiting for you to fill them in so you join their side.

Obscure Arguments

Fallacy of division: directly related to the problem where one reasons from some characteristics of

the group reflect on each member in the group. I.E. just because you have the best team, doesn't mean you have any of the best players

Fallacy of composition: the inverse of the above

Syntactic ambiguity: When a claim is open to more than one interpretation because of its grammatical structure

Kentucky vs Witt: Drunk man leaves bar, gets on his horse to go home. Do you charge him with drunk driving?

How do we define terms?

We can define by example: we identify the thing to which the term applies

We can't point at pointing, therefore how do we actually learn language?

Chapter 5

October 4, 2017 11:15 AM

Is mostly an attempt to persuade by emotional language.

It is loading the argument with language subconsciously

Words that have this are called "slanters"

There is a difference between the logical force and psychological force in arguments, but often psychological is more powerful to humans, even if it makes less sense.

How rhetoric works

- Euphemism: When we use language that is more positive to downplay the negativity of what we are talking about
- Dysphemism: We deliberately use more negative language than we need to
- Stereotypes: We define someone or something as a certain way, generalizing them. For it to be true, it has to be innate
- *Innuendo*: When you are leading to a conclusion without stating the conclusion. Allows the speaker to make a point without explicitly making the point.
- Weissler: Single terms that water down an argument to create an escape hatch. These are words like "maybe, perhaps, some would say that"
- Downplayer: We use language like "merely, so called expert" to discredit, putting quotations around phrases. This can normally be determined by the context.
- Horselaugh or Ridicule: Without an argument or making a case, someone will laugh something off.
- Loaded Question: The question is framed in a way that to answer the question at all is to accept the real claim they want you to believe. There will be an assumption in the question.
- Hyperbole: Exaggeration to sway you one way or another
- Rhetorical Analogies: A comparison of two things to make one appear better because the comparative element is so weak of strong.

When we use emotional-laden language. We spin our argument as oppose to launch it.

A poor analogy is trying to mislead us. It compares 2 things that absolutely should not be compared in that context.

Make sure all context is analyzed and used so the analogy is relevant and correct

Proof Surrogate: "Experts say, studies show" if we want to be really serious, we would look in deep at one expert or study. We aren't actually bringing up the specific fact we need.

Persuasion using visual images: Images have their own form of rhetoric and work on subconscious levels. Think grade 12 media

What's on the Midterm

October 11, 2017 10:16 AM

Diagramming arguments

Identify arguments

A large section will be dealing with rhetoric. We will get a quote, argument or claim and we have to identify which rhetorical device it exemplifies

Multiple choice and fill in the blank on basic concepts and tools.

There are recaps at the end of every chapter

40 questions

Chapter 6

October 18, 2017 10:03 AM

Fallacies

These are logical errors. Simply put, they are incorrect ways of linking to the conclusion

These have to be treated as mistakes in reasoning. Not loaded language or anything.

The issue is that they look like good arguments

These can also be called formal fallacies because they relate to the form of the argument.

These fallacies often build off rhetorical devices, because they often build off emotions

An adhomonym is when instead of attacking the argument, you attack the person making the argument. This is the most common fallacy

XXXXX

You say, you're claiming this now, but you claimed something different before. That doesn't remove the validity of the argument. Just shows someone may be inconsistent with beliefs or have changed their minds.

Tu quoque

This is not that you said something different, its that you act different than the claim your trying to make. It is not practicing what you preach. Not practicing what you preach, doesn't remove validity of the argument.

Circumstantial adhomynyms

Poisoning the well

Indicates that the circumstances someone is in, or their identity, invalidates the argument.

Guilt by association

You associate the argument with someone or something people don't want to associate with. "Sam made that argument, but, ya know, she hangs out with Frank"

"Sam made that argument, but, she was at that march"

Straw Man

When we describe the position we are opposing makes it easy to knock down. Examples are if a political policy leans one way, we say "they're going communist"

False Dilemma/dichotomy

This is just ignoring other alternatives. "Either you're with me or you're a communist" you are just ignoring the fact that there are other alternatives. You must first ask yourself "have we exhausted all possibilities" We can also ask if the options are exclusive. Do you have to be on one side or the other? Or can you do both?

Perfectionist Fallacy

This says you either go all the way or don't go at all. "If you can't completely solve the problem, don't bother."

Line drawing fallacy

We reject a position because we can not draw a precise line or boundary as to where the position starts applying

Chapter 7

November 1, 2017 10:04 AM

Hasty Generalization

Generalizing from exceptional cases: Small, one offs used as examples.

Biased Sample: Similar to exceptional case, but this indicates that the sample was done to achieve a result, therefore can have large samples.

Fallacy of Accident: When we apply a general rule to a specific scenario where it does not apply

Weak Analogy:

Method of Agreement: We look for the common factor or cause when looking for the cause of an effect

Fallacies of Cause and effect

Post hoc: When one assumes that just because something preceded something else, means it's the cause.

Cum hoc: When you think a correlation between two things, means they must be causally related "In Canada, people wearing gloves have more car accidents" The real correlation is Winter causes accidents, not gloves

Statistical regression: This is when your first sample of something is an unusual result, you don't know this until you take more samples. Things return to their probability baseline

Confusing the effect with the cause: When you think a causes b, but really b causes a.

Slippery slope argument: One thing leads to another easily "doing pot leads to doing crack"

Untestable explanation: Only things that can be proven false can be truth claims. Just because something can't be proven wrong, doesn't make it right.

Modus Ponens (MP): Argument of the pattern

1. $P \rightarrow Q$
2. P
- C. Q

Chapter 9

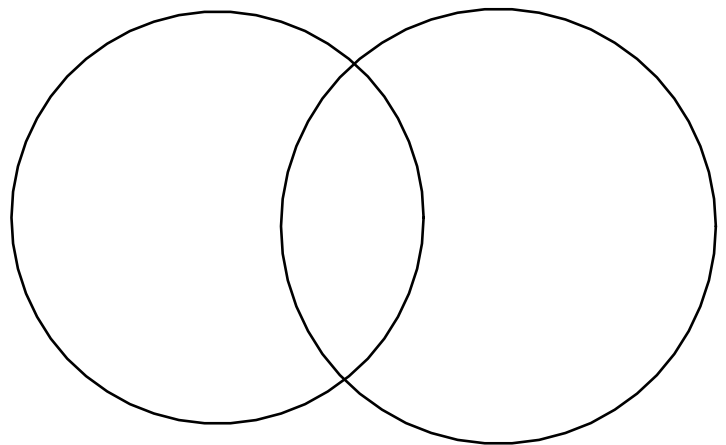
November 8, 2017 10:08 AM

Logical Structures

Categorical Logic: A kind of deductive logic - it talks about the relationships between different things

Categorical Claims:

1. A Claim ALL something has this characteristic I.E. ALL wolves are mammals
2. E Claim NO something has a certain characteristic I.E. NO lizards are mammals
3. I Claim SOME something has certain characteristics I.E. SOME sea creatures are mammals
4. O Claim SOME something does not have a certain characteristic I.E. SOME sea creatures are NOT mammals



Categorical Syllogisms:

"Some paintings are masterpieces, because some water colours are masterpieces. All watercolours are masterpieces"

1. The conclusion is some painting are masterpieces - thus it goes to the bottom of the list
2. This masterpieces is the major term (predicate of conclusion)

Correct Conclusion

1. Some watercolours are masterpieces
2. All watercolours are paintings
3. Some paintings are masterpieces

Conversion

No bachelors are married men. Is the same as no married men are bachelors. This only works for universal propositions. If we tried this with A and O claims, it wouldn't work. Ex. All cats are animals, all animals are cats. Only E and I give logical results

Obversion

-Complimentary terms (students and non-students)

1. First step is change the quality of the first term in A or E claim (make it negative)

In an I or O claim, we change the predicate

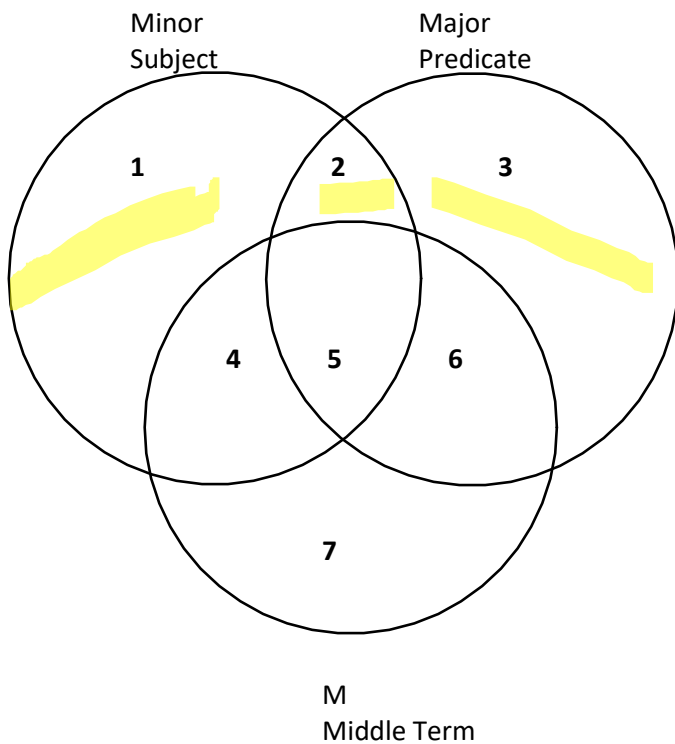
2. Replace the predicate with a complimentary term

Contraposition:

Only A and O claims give logical results

1. Subject and predicate switch places
2. Replace both the terms with their compliments
"All dogs are animals" -> "All non animals are non dogs"

Venn Diagrams: Universal Claims

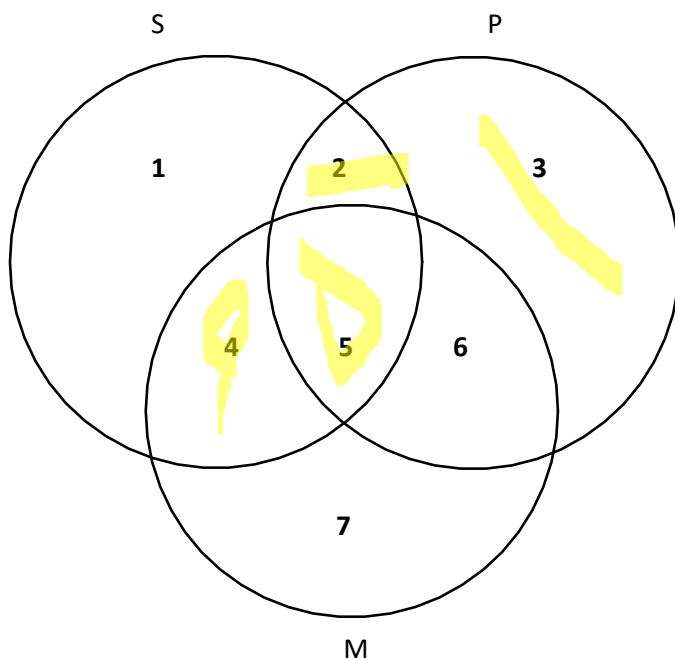


Always enter universal, categorical claims, first. (These are claims that say all or none)

1. No P are M (So here, we would shade out spaces 6 and 5 because no P can overlap with M)
2. All S are M (Here we shade 1 and 2 because all spaces where S is NOT M are empty)

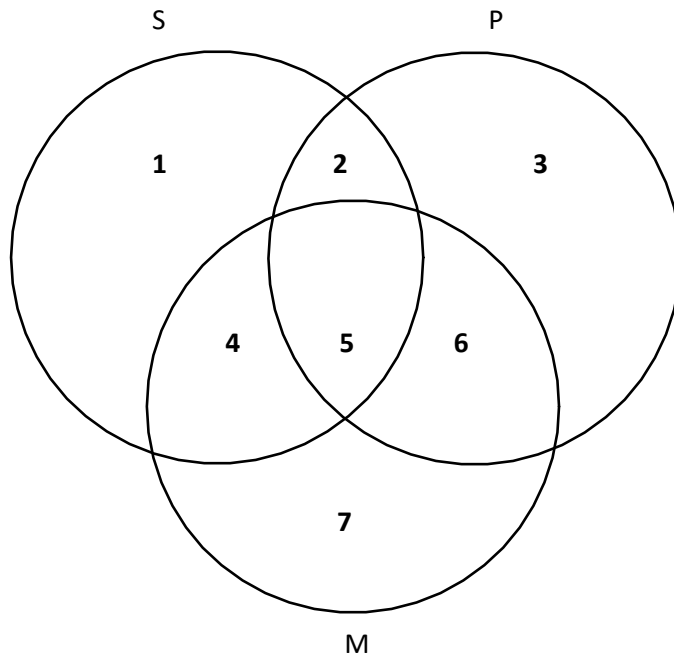
C. No S are P (Here we do not diagram because it is the conclusion, we look at our diagram and see if the conclusion matches with what we have drawn)

This is therefore a valid conclusion as there is no possibility that any S is a P. It is a good argument



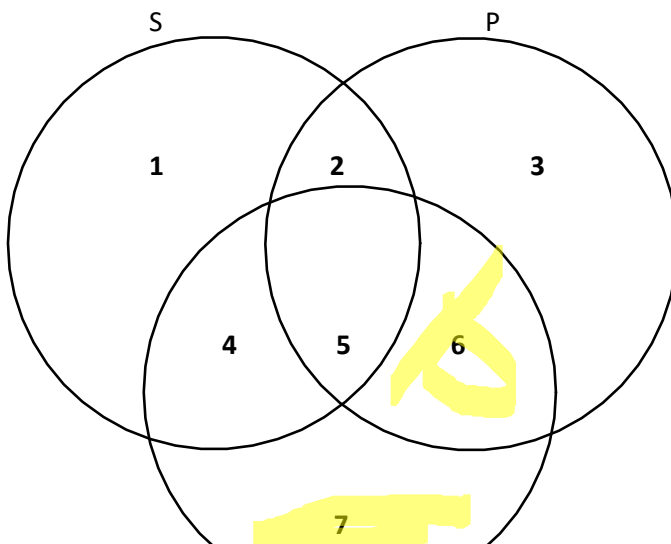
1. All P are M (Shade 3, 2)
 2. No M are S (Shade 4, 5, 2)
- C. No S are P

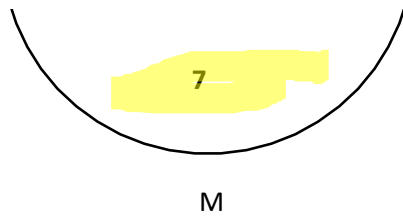
1. All M are P (shade 4, 7)
2. No S are M (Shade 5)
- C. No S are P (The conclusion is invalid as we did not have to shade space 2 where S and P overlap)



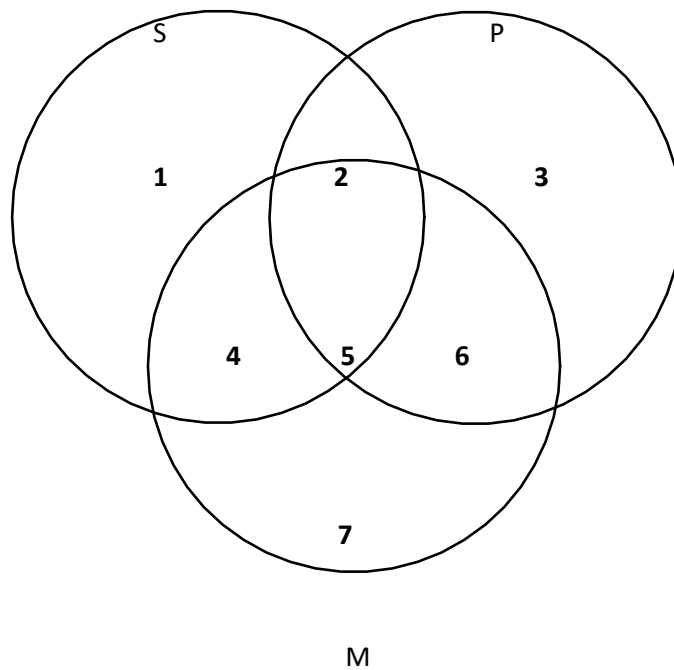
Venn Diagrams: Particular Claims

1. Some P are M (Only use an X with "some". So, we put and X in 5)
2. All M are S (Do first, shade 6 or 7)
- C. Some S are P (This is a valid argument because there is at least one S that is a P. The X shows this. X represents the minimum one entity)
(Always do universal premise first)

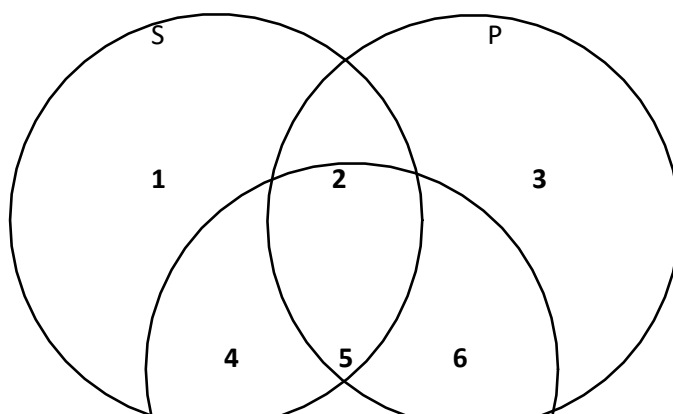


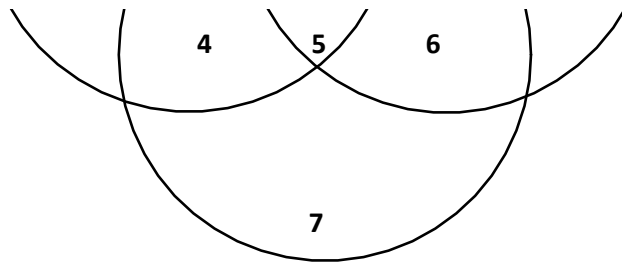


1. Some M are P (Use the X. Because there are 2 possibilities of where the X could go, we put it on the line. We only get one X to use because we can't confirm there is more than 1. This is a "dangling X")
2. All S are M (Step one because it is universal. Shade 1 and 2)
- C. Some S are P (This argument is invalid because a valid deductive argument necessarily proves the conclusion. This only makes is a probability.)



1. All P are M (Universal so do it first. Shade 3, 2)
2. Some S are M (Use your one X on the line of 4, 5)
- C. Some S are P (This is invalid. We can't guarantee that the X will allow the S and P to overlap. The conclusion is possible, not necessary)



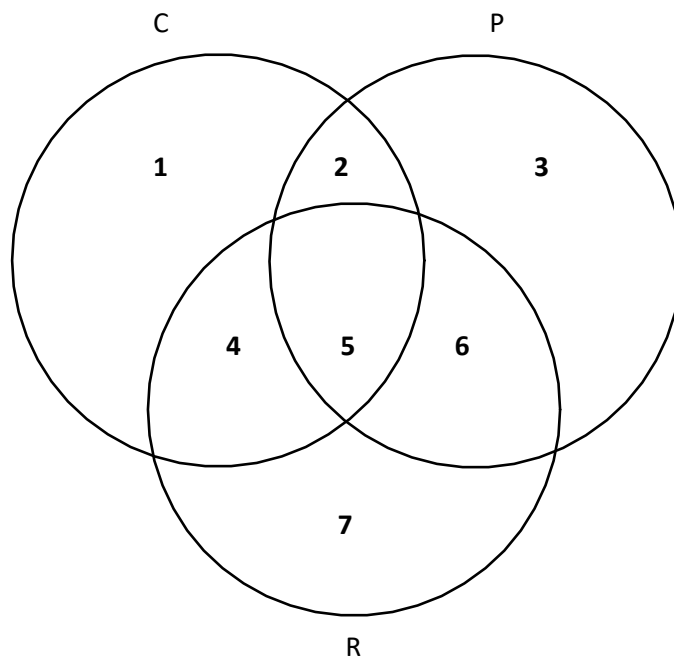


M

"Anyone, whoever" = All

"Not every" = Some

1. All C are R (Shade 1, 2)
2. All R are P (assumed premise, shade 4, 7)
- C. All C are P (Valid, 5 is still open)



What's on the Midterm

November 17, 2017 8:38 AM

Fallacies, know them

Venn diagrams, square of opposition

Chapter 10

November 24, 2017 8:32 AM

Propositional Logic

~ means deny. & Means and. V means or. -> means if than.

1. It is not the case that logic is simple. (~Logic is simple)
2. Kiss performs G.M. and slayer performs S.M. (K & S)
3. Either people get serious about democracy or we'll get worse representatives (S v W)
4. If the worlds nations do not join together then pollution will get worse (W -> P)

Truth Tables

P	Q	P&Q
T	T	T
T	F	F
F	T	F
F	F	F

P	Q	PvQ
T	T	T
T	F	T
F	T	T
F	F	F

P	Q	P->Q
T	T	T
T	F	F
F	T	T
F	F	T

Prozac relieves depression, and Allegra combats allergies or tums reduces stomach acid

$P \& (A \vee T)$

Prozac relieves depression **or both** Allegra combats allergies and tums reduces stomach acid

$P \& (A \vee T)$

Either Prozac relieves depression, and Allegra combats allergies or tums reduces stomach acid

$(P \& A) \vee T$

~

If Paula doesn't go to work, then Quincy will have to work a double shift.

P=Paula goes to work

Q=Quincy works double shift

$\sim P \rightarrow Q$



P	Q	~P	~P->
---	---	----	------

T	T	F	T
T	F	F	T
F	T	T	T

F	F	T	F
---	---	---	---

Translations

P = Parsons signs the papers

Q = Quincy goes to Jail

R = Rachel will file an appeal

$(P \& Q) \rightarrow R$

Class 1

January 8, 2018 3:55 PM

Rock N Roll

Anytime you have the beginning of a pop culture phenomena, don't call it sophisticated, it is a growing phenomena. At the beginning of rock n roll, it is not sophisticated, it is being created by a lot of other cultural influences.

Why was it hated by the establishment so much?

1. Religious angst against the art form. Rock was considered low brow (low class) to religious beliefs because of immoral lyrics. It could undermine everything an American family would teach their kids.
2. Aesthetics, it was not found very sophisticated. The youth could identify with this.
3. Racism, as a new arty form, rock n roll threatened to talk about racism and unite black and white youth.
 - Until the early 1950's black and white music was very segregated. Black artists were on black stations and vice versa. Artists would rarely try and speak to the other race. If as a black artist, you had to perform in front of whites, you would have to act more tamed and controlled. White artists were expected to never sing anything too offensive or edgy. Almost as if white audiences and artists didn't want to be "unpure" like black artists.
 - At the time, black artists made music which was called "Rhythm and blues" or "race music". Because it descended from southern blues, it had sensual lyrics white audiences wouldn't want to hear. It also added aggressive dancing beats, which was believed would lead kids into trouble.
 - Rock n roll came along and the youth would exchange records with other races, the lyrics would be crude, the songs louder, everything was more abrasive as well as less predictable.

After WW2, teens have economic clout and spend this money on music, music of the other race. This is how the teens rebelled against their parents.

- *Allan Fried, a very well known disc jockey, begins playing black music on white stations, but changes the name from "Rhythm and blues" to "Rock n Roll" giving it less of a negative, derogatory connotation.
- Because blacks sung about more sexually explicit topics, whites didn't like it
- Artists would take their body language from their churches, white choirs don't move, white artists don't move. Black choirs move a lot more and more fluidly, so the artists would do that as well
- Once the older generation caught onto the lyrics, they called them "Dirty songs" and fought for this type of music to be banned. The fear was rhythm and blues music would make their children animalistic. They didn't want the black artist to influence white women to become "loose"
- In 1954, the supreme court had just ruled on schooling segregation being unconstitutional. This ruling paves the way for the civil right movement.
- In 1956, a segregationist leader, Asia Carter, delivered a massive anti Rock n roll campaign. He claimed they were sexual, immoral "It is the basic music of negros. It bring out animalism and vulgarity." He believed Rock music was a movement by the NAACP to bring white people down to the level of black people. They even named it "Jungle music" They would make many of these references to create links between rock n roll, blacks and things with negative connotation
- Because of this, black artists would often get ripped off. The copyright act of 1909 allowed anything recorded to be rerecorded. So white artists would just steal black artists songs before they got big. Black artists would only get 2 cents per sale of the white record. The

- song hound dog by Elvis, was written by a black women for 500\$.
- People thought Rock n Roll would just be a phase and it would just pass by. "IT sounds phoney and false...written by keratinous goons"
 - White artists were scared they were losing their market share with younger crowds, then, here comes Elvis. He was still considered a threat because he acted more like a black artists, teenagers loved it though. CBS censored Elvis on the Ed Sullivan show, saying he could only be filmed from the waist up because it was so provocative.
 - Elvis became the bridge between the races.
 - This becomes the beginning of the revolution, the art form is still in its infancy. The 60's hit with civil rights, nukes, Vietnam war, drugs. The culture has changed and the music reflects the culture. The lyrics, tone and pace will change

Class 2

January 15, 2018 3:57 PM

-The 60's was about flipping the script. Less predictable and more ambiguous lyrics with multiple meanings.

-This makes the lyrics more thought provoking

The Doors

- They took rhythm and blues, and tried to make it sound more sophisticated. So they would add classical arrangements, poetry, psychedelic feelings to their tracks.
- They thought free association was the key to forming a new identity
- Jim Morrison wanted to rise above the sound and lyrics of pop music
- He read the philosophy of Nietzsche, then went to the writing of Elvis Huxley. He got the name "The Doors" from this because he was going to open peoples minds
- If there are to be no restrictions to the mind, he should act as such in the way you should act. Jim Morrison would try lots of drugs because of this.
- The 60's contained a lot of revolutions and social movements. People started to ask "Why" a lot more. Orthodoxy unconsciousness became conscious
- Morrison refused to obey. When asked to remove the word "higher" from "Light my Fire" for the Ed Sullivan Show, he replied with "Fuck you"
- In the song "The End" Morrison wanted to push the envelope so he tried to incorporate the Nietzsche philosophy of the death of god (The death of absolute values) with the Oedipus complex. So he says "Father, I wanna kill you" and "Mother, I wanna fuck you" this represented the death of the system and old ideas, while birthing new ones.
- Morrison drank to excess to the point where he would pass out at the beginning of a gig. He wanted to get rid of the old "God" he never thought about how to replace it with a new one. He had no self preservation.
- Morrison died in a hotel in Paris, his drug dealer was then killed, and when his girlfriend won his royalties, she died the same day from heroine.
- This happened a lot in rock (Hendrix, Morrison), they would fight for freedom, say people are controlling us, but would be controlled by drugs.

The Rolling Stones & Beatles

- Artists are products of their time, revolution was the time. Vietnam war and Napalm. So, artists would right about these things a lot, rebelling against them. This is where "Revolution" by The Beatles came from. This led to protests worldwide. Students seized campus buildings at Concordia to fight the war.
- Lennon wanted to make a statement on the political turmoil at the time.
- He made a statement, he declines to contribute. He tells people to stop giving money to the government. He wants us to rise above the violence. He said real change is personnel transcendence. Don't support people that hate.
- This is where the Beatles shift from things like "I want to hold your hand" to things like "Revolution" he wants change. The Beatles become a political group, this changes the entire field of music.
- John Lennon gets shot in 1980, shot outside his apartment in NY by a fan.
- People in society kill MLK, JFK, Lennon because people who are happy with the system don't want change.

The Rolling Stones

- They were straightforward with their revolution. They sounded angry. McJagger joined a protest on the war and outside the US embassy in London. He joined arms with people s they tried to smash through police lines to get in the embassy. This is where "Street Fighting Man" comes from. They are telling us to reject authority.
- After riots and beatings at the 1968 DNC, Street Fighting Man was denounced in America and banned in every station in Chicago. All this does is fuel the fire of the youth and revolutionists more. This is the threat music poses. Look at the Dixie Chicks and what they said in 2003.
- 3 Members of the Stones were arrested on drug charges. Guitarist Brian Jones was found dead

in a pool from drug and alcohol use.

- They one day, hired hells angels as security for a free concert. After Meredith Hunter pulled out a gun at the concert, a hells angel stabbed her many times, killing her.
- This marks the end of an era. The 60's were peace, love and change. Now artists are dying young, a lot of it being because of drugs.
- Now (1969-1970) lyrics start becoming more sophisticated and elevated. They take from the influences from the previous era, and bring it into this new era. Now you get experimentation in the Beatles and Morrison as well as everyone else. You are challenging styles. Everything needs to be more elevated. This is the **Progressive Rock Era**. You have one foot in the past, and one in the future. Respect for the past while moving towards the future.
- Now there are albums of 4 songs, all being 20 minutes, and these 20 minute songs are still selling out stadiums.
- Can the ProgRcok era take the influences from the past and make it better?

Class 3

January 17, 2018 2:19 PM

- The terms "progress" and "progressive" all are contested and based on context
- Most progrock bands rejected most American influences from the roots of rhythm and blues.
- In Europe because they aren't hearing R&B in their churches (Anglican), they hear classic music, most European bands are taking their influences from classic.
- Prog rock is therefore taking from rock, classic, jazz and sometimes psychedelic music.
- Most prog rock artists have knowledge of scoring because of the influences they draw from.
- Most pop music at the time was strictly vocal (Beach boys), then there was folk (Bob Dylan) and hard rock (Black Sabbath)
- Because progrock was different, the high brows thought you were a classical wannabe, the lowbrows thought you were trying to be too good or a snob
- Prog rock made lengthy, complex compositions. They didn't care about being on the radio, they had 15-20 minute long songs. The opposite of pop.
- This is the decommercialization of music
- They didn't play in 4/4 time, they played in things like 5/4 or 11/4
- It is in complete opposition to dance music. It has no choreography or dance rhythms.
- It has religious, spiritual overtones
- Now that the 80's are hitting, MTV and Much Music don't want 20 minute songs, so now comes prog-lite. Prog rock tones, but shorter songs, like bohemian rhapsody.
- Yes: The only band to have the #1 dance hit and win a grammy for an instrumental on the same album

Class 4

January 22, 2018 3:49 PM

Emerson, Lake and Palmer

- To be a perfectionist is a benefit to burden
- Emerson lake and palmer, they didn't want any electric guitar. This already moves them away from the herd. They used keyboards as the main instrument
- The keyboardist was one of the most talented ever, he had mastered rock, classic and jazz all while being ambidextrous adding another level of skill
- He becomes best friends with Bob Moog, the inventor of the Moog synthesiser, then mastered it
- He got the reputation of being a cyborg, that's how good he was with the technology
- He became the gold standard
- (Lucky man - Emerson, Lake and Palmer)
- That becomes one of their last hits as they wanted to make more inspirational music and do more classical things
- (Tarkus - Emerson, Lake and Palmer)
- The keyboardist wanted to make songs that compliment classical music, or would sound like movie soundtracks; make you feel spooked or sad
- (The endless enigma - Emerson, Lake and Palmer)
- Prog rockers are sci-fi fanatics
- (Toccata - Emerson, Lak and Palmer)
- Where the band goes wrong, they decide to bring 100 person orchestra and 50 person choir on tour with them. They wanted to show the classical world they weren't just rockers. This costs them a small fortune though. This was the orchestral tour. They lost millions of British pounds doing this
- ELP becomes the biggest act to ever play in the MTL Olympic stadium with 88000 people
- Emerson becomes a serious composer and started doing soundtracks for movies. He did the music for the movie Night Hawks n
- (Touch n Go - ELP)
- Even with much music pushing for 3 minute songs, these music videos focused on the instruments and had no choreography
- The 1990s arrive and Emerson gets a nerve disease where his fingers begin to curl. He can't play the same anymore. The pop music is also now rap and grunge. They don't have to same market share anymore. They are dinosaurs.
- They folded in 1998
- 400000 people come to their last show, Emerson can barely play it. He realizes he can't be a functioning musician anymore
- He would have classical orchestras play his music for him
- In 2010, he fell into a depression
- As a perfectionist, he had a very difficult time dealing with all this change and fall off after his run
- March 11, 2016 he shot himself
- His wife said he couldn't bear to disappoint his fans anymore
- He (Emerson) was the greatest keyboard player ever
- Every group led by a piano player, every neo-progressive group, every electronic music group, owe a debt of gratitude to him
- 9 months later, Greg lake died of cancer
- Perfectionism is a blessing and a burden
- Keith Emerson brought classical music to rock people. Nobody does that

Class 5

January 24, 2018 2:26 PM

- Anything that is a lite version, means it has derivatives from its original version
- A lot of prog-lite groups cared more about being mainstream than true to the genre. The goal was making hits
- Sticks, Journey, Foreigner, Boston, Kansas, the cars, heart, supertramp, queen, triumph, lover boy, honeymoon sweet are all examples of this
- These hit songs were guitar driven and always 4/4 time
- With hard rock coming out in the 80's big theatrics at shows became a must
- Fleetwood mac put 5 short hits on one record. This changed the industry because all the labels started looking for groups that would reject solos and just write short songs with prog like tendencies to produce as many hits as possible. Verse, bridge, chorus and pyrotechnics were also important
- Prog rock was known for being unpredictable, prog lite is far less complex and very predictable
- The 2 big prog-lite songs are Don't stop believing by journey and Come sail away by styx
- AOR (Album oriented radio) executives
- Once this formula for success was found, it wasn't going to stop
- Record companies cared about faceless bands, this means all anyone needed to know about a band was the name and the hit song
- Styx was described as having small prog influences, it would hint at every influence, never actually use them properly. "The rage of hard rock with a little progressive haze"
- Mostly white males between 13-25. This was the targeted market at the time for proglite
- Rage against the machine was defined as a more masculine sounding band. More heavy rock
- Styx Hits were predicated on style and strategy
- Prog-lite is style/constraints on the sound (4/4 time)
- Styx used slight strategies, this was them adding those small hints of jazz or Broadway etc.
- They would never veer too far from the original style, commercial
- Real prog rock mixed masculine and feminine music perfectly. The dynamics were perfectly balanced
- The difference between real prog and prog lite is conceptual density
- Prog lite has the blaring vocals and guitar chords making it anthem sounding, but is fairly structurally simple to appeal to the market.
- Now we begin to see a genre change, it shifts to alt rock, hip hop, rap and girl bands

Class 6

January 29, 2018 3:53 PM

Comparing hard rock (heavy metal) and punk - Why was Eddie Van Halen so popular?

- Hard rock has a distinct sound, they don't care so much of the dynamics and have more of a sloppy crunched sound
- The thing with Punk (Ramones and Sex Pistols) it was never very popular music
- They would allow the raw emotions they had out in full. That's why they sounded so rough and angry
- Commercially, punk lacked dynamics (Low, medium and high notes), melody, it was more about rhythm. They lacked ingenuity in terms of song writing

Eddie Van Halen

- The best guitar player of the 20th century
- He entered the scene in 1978 and competed against heavy metal and punk, so he decided to take their style and elevate it. He even used influence from jazz and piano. He took from piano by popularizing the double tap technique where you use both hands on the neck
- Described himself as Bach with a chainsaw
- He added melody in a way no one had ever done
- He decided to start playing more instruments. He was going to introduce the hard rock world to the keyboard
- Nobody used keyboards in hard rock before him. He made it work i.e. Jump
- He became so popular he started playing with Michael Jackson. He was the guitarist for M.J a lot. He played and co-wrote Beat It. He did it for free because it took him 20 minutes, he only asked for a case of beer

What did he contribute? (Legacy)

- He gave heavy metal more commercial appeal
- He added melody to heavy metal. Before him, it was more rhythmic
- On various polls, Van Halen finishes consistently at the top.
- In 2012, 35 years after he came out, he was still voted the best guitarist worldwide
- Everywhere, he ranks top 10
- Between 78-84 they sold 45 million records, then they added a new member in 1986 and sold 55 million records
- 100 million is the echelon on bands
- He made heavy rock popular. He made it popular
- Between 1978 and 1996 they never left the public eye. In those 18 years, every album went platinum and multi platinum
- When he was married to Valerie Bertinelli they were the power couple
- The critics (a lot of hardcore punk) would say he was just showing off, that making mistakes was a badge of honour and playing out of tune was good
- Punk was so anti-establishment they would shun the big labels or artists who made it big, they didn't want to be sellouts
- He started looking at guitars like a mechanic, something that hadn't been done before. He made everything ultra technical and that he could make it all better. This led to his own line of guitars and amps
- He popularized "Brown sound" this is a thick, organic sound. Rich in tone, quality. This is premised on the notion that volume and sound aren't sufficient.

Class 7

January 31, 2018 2:32 PM

Women in Video

- Why aren't there many female only bands? IN the 70's and 80's rock n roll was still the big music and it was predominately male and therefore males get to shape the industry
- If males are creating thing to appeal to males, it didn't take long to realize that sex sells
- Subject vs object. The subject is the music and the object would be the women dancing
- Come the 90's the hope was this would change as female artists are being more respected and being more mainstream
- These things are subjective, inevitable, controlled by the market
- These corporations don't care about social progress, they want to make money so in the 90's they remember the success of women in videos in the 80's and start pushing the sex sells model
- Record companies believe that they should tell the artists what to do, they should decide the market and the trends, not the opposite
- During the 90's we go away from musicianship and closer to the sex sells image. Where do you think the spice girls come from?
- The spice girls were created by 2 guys who made a fortune selling boy bands and could do the same with girl bands. Attack the ages 8-16 demographic
- They auditioned for the girls, found the perfect corporate image and stole "Girl power" from a punk band. The corporate image meant no rock, no punk cause its too aggressive. Just pretty girls who could dance and get along
- Real feminists of the time begin getting appalled by the images shown on MTV videos like the costumes, dance moves etc.
- When people studied the change in the videos from the 80's on, they realized the only difference was the women became more front and center. Cameras are going to be on women and their body parts, not instruments
- 2 men do a study and make their these that women became co-conspirators in the 90's. this means that women conspired to their own objectification
- What does this mean? The videos start to translate to the way they act and dress on stage
- They also lose their artistic autonomy
- The thing is, if you're in the sex sells model, you sacrifice your artistic side
- Now companies start faking this women empowerment. Women are "speaking out" or "appearing equal to men" except really they're still doing the same thing

Class 8 (Guest Speaker)

February 5, 2018 3:57 PM

Eight Seconds

- Wanted Canadian deal in 3 years and international one in 5 years
- Won chez contests and had music video play on much music

3 ways to make money in music

1. Sales of records
2. Publishing
 - Making money from the use of the song, like if its played on the radio
 - Divided into two types of royalties. Mechanical and performance.
 - Performance is when your song is used of broadcast, like when you're played on the radio
 - Mechanical is when someone uses your sheet music
 - You sign with a publisher, and they take another 50% of the money the band makes
 - SOCAN is the organization that collects the money for use of song
 - A publisher then gives you an advance on your royalties. Most artists live on this advance because the 50% the artist makes goes to paying things like the advance back
3. Merch
 - It's very hard to make money because you get like 10% a sale and have to pay back the record company for travel, initial investment, music video costs etc.

Class 9

February 7, 2018 2:31 PM

Eminem

- Became popular in the late 90's early 2000's
- He became popular and started offending people
- Almost looks like the 50's as some people wanted his music banned
- Many groups and critics named him homophobic or anti-feminist
- Eminem never seems to attack gays, trans etc. explicitly, if we look at his lyrics critically, he is genderphobia. He has expectations of gender that he feels aren't being met. He wants gender conformity
- Around 2000 hip hop is on the rise, it as a whole is a masculine gender
- He believes that you need to stay true to yourself, stick with what you learned where you're from
- He wants tough, masculine guys
- He likes things old school
- He considers the opposite fakes. Boybands are sellouts to him
- He doesn't like commercialization or "Whiteness"
- Doesn't like feminine or soft guys, doesn't like suburbs
- He defines what he likes and doesn't as "real" and "fake"
- Ironically, he became Uber popular with suburban kids
- On "White America" Eminem explains how he got so popular with people in his community. He thinks Dr. Dre being he producer is a big reason he caught on but also because he looks like the suburbs kids. He talks about new issues
- He also had commercial appeal on top of this sound that kids can relate to
- He fits best in the reality rap genre
- This hip hop genre consists of a tough environment. Tough beats, tough persona otherwise its not authentic
- Dr. Dre discovered him in 1998
- My name is off the slim shady LP got him going in 1999
- He had a violent imagination
- HE goes multi platinum even though he's being criticized left and right
- The more he became successful the more activist groups hated him
- G.L.A.D was very against Eminem and his message. Eminem went back against the group defending his position, defining how he and the rap community defines words like "faggot"
- Although he tries to justify these terms, because lyrically he uses it differently
- A part of his success was the marketing of his tough guy image
- To build bridges, Elton John did the chorus for Stan to show that he isn't homophobic per say

Class 0

January 8, 2018 3:57 PM

First 40% will be theories

Class 2

January 17, 2018 4:02 PM

- How do provide any sort of support for a moral argument?
- We look premises, conclusions, sub-conclusions, structure of the argument etc.
- *Refer to Deductive (Logic) and Inductive (Empirical) arguments from PHI 1101*

2 Types of arguments

1. Consequentialist arguments: We look at the effects or consequences when looking at if something was right or wrong
2. Deontological arguments: Despite the consequences, we asses the moral character of the person that did something. Here we focus on the reasons why the act was done
 - If we want to explain moral arguments, we have to understand the concepts involved at the core
 - So, we start with the concept of "Good"
 - Emotional terms are not an argument
 - **Naturalistic Fallacy:** Anything is the case, is not a reason it should be the case. You cannot get an ought, from something that ought to be a certain way, that is a certain way. Because animals rape each other (Because something is the case) should we agree with rape? (it should be the case)
 - This makes moral theory tough, because we know very little, all we get is from our senses
 - What do we mean when we say something is "Good"?
 - We use the word good in ways that are moral and non-mora
 - We use the word good to describe something we like or something that does its job well, these are examples of using the word good in a non-moral manner
 - There is a difference between our wants and likes compared to morally correct.
 - This is why good can't be used to replace what we like or is in our interest.

Global Ethics

- Human rights are an example of what people believe are fundamental moral laws that everybody must follow
- Kant believed what makes us human is the ability to asses our own lives. We can make rational decisions about how we want our lives to go. This is what distinguishes us from animals

Rights

- How do we protect human rights? They are fundamental, they separate us from animals, they make us autonomous
- We can't just have rights at a national level, the worse the world around you gets, the more likely you are to be attacked. Wars breed more wars
- "So long as there is the threat of war, there is war" -Kant
- This means that countries could violate rights to protect their own interests. We have to violate your privacy to stop terrorism
- You can't protect your citizens and their rights, without looking at the rights of citizens elsewhere
- This is how Kant really influenced the creation of the U.N.

-
- How do we know which religion is the correct one?

Class 3

January 19, 2018 2:45 PM

How long should a parent have control of their kid? Although we have measures in place, like kids must go to school despite what their parents want, but most children are unknowingly forced into following their parents religion

- You want to get the most basic and central of premises of any issue. We want to look for the moral theory in any principal
- The only way to have true freedom of religion would be setting an age minimum on attending church and forcing everyone to try all dominant religions. This way the decision is informed and autonomous
- We approximate everything we think god or religion asks of us
- All religions are true in their impulses, all religions have error, I love every other religion as much as I love mine (Ghandi)
- One of the most dangerous things is someone who is sure they're right
- Just because people disagree doesn't mean there is no truth.
- *Know the difference between a descriptive claim and a normative claim

Why do people disagree?

1. Cultural Relativism: People grow up in different cultures leading to different values
 - Ethics vary society to society
2. Individual Relativism:
 - You believe what you believe because of the specifics of your life. Things you learn from your parents for example.
 - Its hard to come to absolute, true conclusions, even with empirical claims
 - We all have potentially descriptive relativism, which means that things are hard to prove, even the things we believe in. We aren't going to come to an answer on the descriptive part of the equation or the normative part of it

3 reasons to support ethical and moral relativism

1. The diversity of moral views
 2. There is so much uncertainty
 3. We recognize situational differences. Everyone has different life experiences
- How do we combat this?
 - We can interrogate the depth of the disagreement
 - To get past moral disagreements, we need shared starting points on some facts
 - To come to agreements, we have to have discussions and hash things out, but now people have very slim perspectives, which makes this very difficult
 - When we echo chamber ourselves in our own reality, we can't ever get past the descriptive issue and therefore not to the normative issue either
 - A lot of moral disagreement is just disguised factual disagreement

Class 4

January 24, 2018 3:55 PM

- Descriptive relativism: We don't agree about the facts of the matter
- Here we have to be careful with is and ought claims
- Meta relativism/meta-ethics: We don't agree about the moral principals of it
- Within these 2 there are strong and weak ones
- Strong relativism means there is no right answer because different people get perspectives and morals based on their life and situations they've been in
- "People who are powerless in the world will value being able to put up with being powerless" - Nietzsche
- People with power tend to value initiative
- Nietzsche believed Christianity developed a slave morality because it values a one sided perspective
- We can contrast this with weak relativism
- Weak relativism would suggest that there are values or morals that are good for every human and the way we act on these values varies person to person

Nussbaum's 10 central capacities

1. Life
2. Bodily Health
3. Bodily integrity
4. Imagination and thought
5. Emotions
6. Practical Reason
7. Affiliation (Producing relationships with other people)
8. Recognizing other species
9. Play
10. Control our environment in deliberate ways

John Finnis's crucial 7 Goods

1. Religion
 2. Vitality
 3. Knowledge
 4. Play
 5. Aesthetic experience
 6. Sociability
 7. Practical reasonableness
- There are intrinsic (The end point. These are goods that are good within themselves) and instrumental goods (Other factors play into them being good. We want them because they bring us something)
 - Intrinsic: Relationships, freedom, Family, friends, food, knowledge
 - Instrumental: Money,
 - Why should I be a moral relativist?
 - Moral diversity
 - Disagreement is possible
 - People often slip from believing tolerance is a good thing to moral relativism is true. The argument for tolerance doesn't prove the argument for moral relativism
 - If you truly believe in tolerance to its extreme, you can't be a moral relativist, because you believe in the moral of tolerance. Therefore you must believe in abuse and slavery because you have no reason not to. There are no general morals
 - Our moral relativism can even stem from within ourselves
 - Another reason for moral relativism is that different rules apply in different circumstances,

meaning it would be an unfair imposition to have everyone conform to the same moral standard (This defense can go both ways)

- You could be a moral objectivist that still believes that morals vary between lives
- Fairness -/> moral objectivity
- How do I deal with the plurality of objective goods in one problem?
- **Cultural Relativism** (Morals effected by culture)
- **Dependence thesis:** Moral can depend on culture
- **Subjective ethical relativism** (Individual)
- **General conventional relativism** (What we do around here)
- Beliefs and moral values are different. In Africa, if a deformed child is believed to be from the hippopotami and thrown to them, the moral is one of property and lineage, the mistaken belief is the issue

Class 5

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- It is often the beliefs about the empirical world that are mistaken in arguments, not the morals and values
- Benefits of relativism and why its different to avoid it
- Fear shuts down the mind quicker than anything
- The first idea is that morals are self evident
- Normal is relative, just like colours, there are no pure colours as they depend on lighting. Morals are the same, they are relative

4 ways we get these morals (John Lachs)

1. Society/culture
 - How can you begin to define what these are?
2. Human Nature
 - Lachs believed human nature was relative
3. Nature (Potentialities of nature)
 - Hegel says Everything has an end state. Anything that gets in the way of somethings purpose is problematic
 - Lachs says most things don't end up fulfilling their purpose
4. Religion
 - He still argues that there are somethings that are universal as when we make a bad decision, we experience a negative feeling
 - This is how he suggests there could still be a middle ground

Class 6

January 31, 2018 4:00 PM

Egoism continued

1. Psychological egoism
 - Claim about human nature
 - Claims that we do things always for selfish reasons
 - Descriptive claim
 - The psychological egoist always asks "What was the effect on the world from this act?"
 - There is no falsifiability when acting selfishly as the only evidence is you did it
2. Ethical egoism
 - We should be selfish
 - Ayn Rand is the most popular ethical egoist

 - Neither of these can really be altruistic as there are grey areas. You can act between 100% selfish and 0% selfish
 - If you are a true psychological egoist, you cannot be an ethical egoist
 - If everyone is selfish, like in psychological egoism, then there is no foundation of what selfish is. Therefore, ethical egoism would be impossible
 - Ethical egoism leaves room for people to be altruistic
 - Adam Smith is not an egoist, he says we should be selfish because it's for the good of society, not himself
 - It is contradictory to our own mental workings. Our brains seek simplicity, not complex keeping track of wins and losses, what you put in and the value of what you're getting out
 - When the threat of punishment or bad things happening goes away, so do the "morals" we have stopping us from doing them.
 - This is from the theory that says "Morals are just taught conventions in society."

Class 7

February 2, 2018 2:36 PM

More Egoism FFS

- Plato says the only way to determine what a real good person is, is to study how they would act in their ideal state
- Even on the spectrum of selfishness, we can debate where humans are on the scale. People are different
- A psychological egoist would say that everyone is selfish, yet this leaves less room for human variation
- Why don't we ask ourselves, are people nice? Or are they generally bad? Even believing one of these puts you in a camp. Therefore, is it possible that people are malleable? That they change based on their social surroundings

- **Hobbs:** 16th century philosopher, innovator of a lot of political philosophy.
- Hobbs says that without law and state etc. we would be spending all our time being selfish. Trying to cater to our needs.
- Hobbs also says humans are rational. i.e. we would quickly figure out how much that life would be
- He thinks what we call good is just what we like and what we don't like is just bad for us
- In pure psychological egoism, you would not be able to trust anybody
- We want status, security and wealth, but because we all want this, we would always fight
- Because we do whatever it takes to protect ourselves, we would enter a social contract with everybody. Create rules, a society
- Hobbs says the modern state comes into existence because we know it is actually better for us
- Society needs a law to enforce the laws, something powerful enough to ensure everyone stays in line. Hobbs calls this the leviathan
- Hobbs says the best leviathan is a king
- Hobbs is a psychological egoist and says that any psychological egoist would realize the best world is a society.
- A real psychological egoist would want a highly interfering state to control everything
- Hobbs says anyone who is rational will give up all power to the leviathan as it is for their greater good
- Fear tends to produce more authoritarian states, history supports this

- **Pinker** argues human emotions came out of animal nature
- That thousands of years of social contracts being broken builds up moral ideas
- Although emotions came out of biological evolution, its now moved past that. They are real and we are rational. We can think about them. Emotions now play a part in things that are not life or death
- He says that Just like people who like sausage and legislation don't want to see that made, same goes with emotions
- A hard thing for humans to do is to extend their sympathy beyond our closed inner circle. Why do we care about nationalism now?
- Cultural, artificial constructs can play on our emotions because of symbolic things that have been built up.

Utilitarianism

- Weighing the pros and cons over the course of action if done in simple terms of pleasure and pains, is simple utilitarianism
- Jeremy Bentham is the first real utilitarianism. He also tutored John Mill
- Both are writing around French revolution during the enlightenment. Science is taking off

- Bentham represents the attempt to create a scientific political science. To look at political philosophy as a science. He called himself "The Newton of the moral sciences"
- He was going to look at humans in an empirical way and use the same objectivity as science. This would uncover the true laws of human behaviour
- Bentham uses pleasure and pains as empirical data
- The basis of all human action he says is that we want pleasures and don't want pains thus the best political philosopher creates a society that creates the most pleasure for their people
- Bentham uses the word pleasure, Mill uses happiness
- Consequentialist: The way to figure out if something was good or bad, is to look at the consequences
- In a pleasure and pain approach, motives matter not.
- Utilitarianism is therefore a consequentialist theory
- Because of the nature of this theory, a murder could be a good thing, depending on the consequences of it
- So, what if we could all live in utopia if we had to torture 1 person ruthlessly?
- A utilitarian says of course we torture the person
- This is the central issue with utilitarianism, there is no grounds to protect anyone if it has benefit

Class 8

February 7, 2018 4:02 PM

Bentham's Utilitarianism/Hedonism

- Wants to look at humans as a science. What is input and output. Everything is just pleasures and pains (this is how we measure things)
- Epicurus said the first thing we must do is study philosophy so we can figure out what gives us pleasure
- Bentham has a lot of egalitarianism. Everyone's pains and pleasures are equal. The happiness of the king and the homeless are the same
- We must first have units of pain and pleasure
- If the pleasure is equal to the pain, it is not worth it, you should always profit
- We should try and maximize intense pleasures
- Duration counts
- We also have to worry about fruitfulness - Will this pleasure increase future capacity for pleasure or not?
- Learning is the fruitful pleasure
- We must also worry about the purity of the pleasure. Learning has some pain, but the net is pleasure and it is fruitful
- The likelihood of the pleasure coming out at the end must be thought of

Mill

- Taught by Bentham
- Is the question of pleasure just quantity? Are some pleasures not more valuable than others?
- Now we not only have the problem of calculating pleasure, but also a problem of distributing it
- Is one guy getting 10 pleasures equal as 10 people getting 1
- The law of diminishing returns takes into play here and that must be calculated
- Some pleasures can be of a higher quality even if the quantity is the same
- "A beasts pleasures do not satisfy a human begins conception of happiness"
- Mill talks about happiness, Bentham talks about pleasures
- "Human beings have faculties more elevated than the animal appetites, and when once made conscious of them, do not regard anything as happiness which does not include their gratification."
- Humans have unique forms of happiness, such as mental pleasures
- The quantity of these pleasures may be the same, but Mill says these are worth more
- Mill says the pleasure of higher quality is the one that someone who has tried both prefers
- Mill argues people would never return to a lower state of being even if it gave you more pleasure
- Mill says its better to be a dissatisfied human than a satisfied pig

Class 9

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- Bentham and Mill both disagree with human rights as the goal is pleasure, rights prevent that
- Kant is the opposite of utilitarianism. Deontological moral theory
- Kant argues that humans use our rationality to make autonomous choices
- Kant argues that humans will only perceive the world in the ways humans can
- He believes we perceive the world in basic categories
- We conceptualize things like space, time
- Because we perceive things, the world doesn't shape our perception, we shape our perception of the world
- We want moral theory to shape why we do things, its not what we do that matters, but why
- Kant says the reason we act, can't just be to avoid punishment, that makes you selfish, not moral
- He also says you're not a moral person if you act good only for the good consequences
- He also says you can't be good if you're just inclined to act that way. He says that also doesn't mean you're a moral person
- Kant says you are only good and moral when you are controlling yourself and trying to act good. A moral action has to be self regulating
- A moral person controls their own behaviour **by using their rationality**
- Kant believes what matters are our **motives** and the right motive is always one of rational assessment. Whereas utilitarian motives are consequence motives
- Humans are the highest good because autonomy is the highest capacity of humans. To achieve the full potential of being human, is to be autonomous, not pains, pleasures and consequences
- Other wise, Kant says you are being treated as a non human
- We use our rationality to discover moral truths, then use these truths because we rationally discovered they are correct. We don't act because it's good or bad, or has so and so consequences
- This is acting in our duty.
- To be moral is to overcome natural instincts and to be rational
- According to Kant, this means you have a good will which is the intrinsic good to him
- He says a good will is necessary before you are worthy of happiness
- Kant give us the **categorical imperative: act only on the maxim that you can will as universal law**
- This is a moral guide, the categorical imperative is us doing something based on thought and rationale not feeling
- This moral rule applies because it applies to all human beings the same way
- Kant says that we would rather live a worse life but be autonomous than be not autonomous but happy "The ultimate gest"

Class 10

February 14, 2018 4:00 PM

- Autonomy is something we learn, we learn reason and rationale to make our choices, you can't make a random choice
- Can the imperative produce incompatible duties?
- Is Kant a closet consequentialist
- Is it emotionless?
- How much should you help other people?
 - These are questions of degree, not absolute. People have tried to produce flexible Kantian duties

Natural Law & Human Rights

- When is a law unjust enough that you should disobey it?
- Positivism
 - Law is simply what the formal procedures of power require from you
 - Law is just what is there, put there by powers that be, we obey solely because if we don't we get punished
 - Law is distinct from morality
 - If law is power, then is a thug asking me for my wallet, creating a law?
- Naturalism
 - Natural law, there are fundamental universal moral laws
- How do we determine these laws?
 - Aquinas says if it does not match religious motivation, it is not a law and therefore you are not to obey it
- Human rights could be part of natural law, as we believe they are eternal and universally true
- John Locke and rights
 - Rights to property, otherwise, a government can always out vote you and overrule you to take what's yours
 - Property is the basis of your first rights
 - The language of economics explains human nature to him
 - He says mixing your work with the earth, you create property. Your property
 - He believes this to be a natural law
 - The state is there to protect the law, which protects property, therefore, the state