

PHI 1101B: Reasoning and Critical Thinking (Fall 2017): **Final Exam Sample**

I. Determine whether each passage is most likely meant to give an argument, an explanation, or neither. For those that are arguments, identify the final conclusion. And for those that are neither an argument nor an explanation, state what kind of sentences they are. (3/50)

(a) Many philosophers have tried to distinguish between what they called *just* and *unjust* wars. But all war causes the suffering of innocent people. So there can be no such thing as a just war.

II. Put the following arguments into standard form, and then diagram them. (4/50)

(a) Laura gets pretty good grades, she is the best gymnast in the school, she has a lot of friends, and she organized the campaign last year that forced the school to start a recycling program. I think she will probably win the election for president of the Students' Council.

III. Identify, and then explain, exactly why each of the following arguments is unconvincing. (4/50)

(a) Recently the Philosophy Department surveyed all students registered in its introductory courses. One of the questions asked students whether they expected that a university education would improve their communication skills, and 88 % answered yes to this question. So it seems that 88% of students at the university think that a university education will improve communication skills.

IV. (A) Symbolize the following arguments using the letters provided, and (b) identify the form of inference used (*modus ponens*, *modus tollens*, etc.), (c) stating at the same time whether or not the argument form is valid (4/50).

(a) If Green had mastered calculus, she would have no difficulty with the math in first-year physics. But she's having difficulty with the math in first-year physics, so she didn't master calculus. (G, D)

(c) Mix either killed all the people he said he killed or he is totally out of touch with reality. If he killed them all, he should be locked up in the state penitentiary at Raiford. If he is totally out of touch with reality, he should be locked up in the state hospital at Macclenny. Therefore, Mix should be locked up in the state facility at Raiford or he should be locked up in the facility at Macclenny. **(K, O, R, M)**

V. Show that the following argument forms are valid by constructing proofs of their conclusions from their premises using the rules of inference we have studied in this course (included in the appendix). (4/50)

Example:

1. $(C \cdot \sim E) \rightarrow (E \vee T)$
2. C
3. $\sim E$
4. $C \cdot \sim E$ 2,3 Conj
5. $E \vee T$ 1,4 MP
6. T 3,5 DS

- (a)
1. $P \rightarrow Q$
 2. $R \vee \sim Q$
 3. $\sim R$
 4. $\sim P$

VI. Draw a Venn diagram for each of the following categorical syllogisms, and then circle whether it is valid or invalid. (4/50).

- (a) No All tortoises are terrestrial.
Some turtles are not tortoises.

Therefore, some turtles are not terrestrial.

Valid Invalid

VII. Each of the following passages contains a statement about causes and effects. Determine whether the cause mentioned is best interpreted as: a) a necessary condition, b) a sufficient condition, c) a necessary and sufficient condition, d) a proximate cause (or triggering factor), or e) a controllable condition. (4/50)

(a) Drug overdoses cause death.

VIII. Discuss the use of Mill's methods in identifying the possible cause in the following schemes. (4/50)

(a) (A, B, C) → Event

(A, D, F) → Event

IX. (A) identify the following arguments by analogy as factual or moral; (b) specify the points of comparison between the two different subjects in each case; (c) evaluate the arguments. (6/50)

(a) It is wrong to kill an innocent person. But in some unusual circumstances, everyone agrees it can be morally legitimate. For example, suppose a mad scientist invents an implantable device that can take over a person's brain, blanking out his consciousness and controlling his body like a robot's. The mad scientist implants the device in your neighbor Pack's brain. When you arrive home, Pack grabs you, holds a knife to your throat, and in a toneless voice says, "I'm going to kill you." You happen to have in your pocket an autosyringe loaded with a poison that causes instant paralysis and death. Is it morally permissible to kill this brain-controlled but innocent person? It is permissible, although unfortunate. The same is true of abortion, even if we assume the fetus is a person. The fetus is innocent, yet it poses a threat to the pregnant women. Just as she is justified in defending herself from the brain-controlled killer, she is warranted in defending herself from the fetus.

(b) “Wives, submit yourselves to your own husbands, as unto the Lord. For the husband is the head of the wife, even as Christ is the head of the church.” - St. Paul, *Ephesians* 5:22

X. Match the description on the left with the fallacy on the right (5/50).

Description	Fallacy
(a) Lack of contrary evidence	a. Appeal to ignorance
(b)	b. Appeal to popular belief
(c)	c. Gambler’s fallacy
(d)	d. Post Hoc (False Cause)
(e)	e. Hasty generalization
	f. False Dilemma
	g. Begging the Question
	h. Straw Man
	i. Slippery Slope
	j. Loaded Words
	k. Attacking the Person
	l. You Too (<i>Tu Quoque</i>)
	m. Loaded Question
	n. Pooh-Pooh

XI. Name the fallacy involved in each passage below. (8/50).

(a) Every society that has collapsed throughout history has done so because of rottenness within. The collapse has always been preceded and thus triggered by the slackening of shame typified by widespread nudity.

(d) When can I make up the exam I missed?

(e) Gloria Grag's views on fighting terrorism are wrong. Is she an intelligence expert? No. Someone with police experience? No. I tell you what she is, she's a commercial baker. That's right, a cookie maker.

Appendix: Rules of inference

MP	MT	Conj.
$P \rightarrow Q$ P	$P \rightarrow Q$ $\sim Q$	P Q
Q	$\sim P$	$P \cdot Q$

Simp.	Simp.	Add.	Add.
$P \cdot Q$ Q Q P	$P \cdot Q$ P	P $P \vee Q$	Q $P \vee Q$ Q

HS	DS	DS
$P \rightarrow Q$ Q $\rightarrow R$ R RRR	$P \vee Q$ $\sim P$	P $\vee Q$ $\sim Q$ $\sim Q$
$P \rightarrow R$	Q	P

CD

P \vee
QP
 \rightarrow RQ
 \rightarrow SR
 \vee S