Logic and the set theory Lecture 2: Arguments

S. Choi

Department of Mathematical Science KAIST, Daejeon, South Korea

Fall semester, 2012

• Arguments, Nolt. Ch. 1.

э

- Arguments, Nolt. Ch. 1.
- Argument diagrams

э

- Arguments, Nolt. Ch. 1.
- Argument diagrams
- Argument evaluation: Nolt Ch. 2

- Arguments, Nolt. Ch. 1.
- Argument diagrams
- Argument evaluation: Nolt Ch. 2
- Fallacies Ch 8. (no need to memorize here.)

- **A**

H 5

- Arguments, Nolt. Ch. 1.
- Argument diagrams
- Argument evaluation: Nolt Ch. 2
- Fallacies Ch 8. (no need to memorize here.)
- Course homepages:

http://mathsci.kaist.ac.kr/~schoi/logic.html and the moodle page (KLMS) http://edu3.kaist.ac.kr

- Arguments, Nolt. Ch. 1.
- Argument diagrams
- Argument evaluation: Nolt Ch. 2
- Fallacies Ch 8. (no need to memorize here.)
- Course homepages:

http://mathsci.kaist.ac.kr/~schoi/logic.html and the moodle page (KLMS) http://edu3.kaist.ac.kr

• Grading and so on in KLMS. Ask questions in KLMS.

• "Susahak" in our library

2

- "Susahak" in our library
- "Mookja" (1977) Mozi in our library

- "Susahak" in our library
- "Mookja" (1977) Mozi in our library
- "Nonuh", Lunyu (English: Analects)[1] (also known as the Analects of Confucius)

- "Susahak" in our library
- "Mookja" (1977) Mozi in our library
- "Nonuh", Lunyu (English: Analects)[1] (also known as the Analects of Confucius)
- Modern rhetoric / Brooks, Cleanth / Harcourt Brace Jovanovich (1979)

4 3 5 4 3

A D M A A A M M

- Susahak" in our library
- "Mookja" (1977) Mozi in our library
- "Nonuh", Lunyu (English: Analects)[1] (also known as the Analects of Confucius)
- Modern rhetoric / Brooks, Cleanth / Harcourt Brace Jovanovich (1979)
- Ancient Rhetorics, S. Crowley, D. Hawhee, 3rd Edition, Pearson,Longman

4 3 5 4 3

- Susahak" in our library
- "Mookja" (1977) Mozi in our library
- "Nonuh", Lunyu (English: Analects)[1] (also known as the Analects of Confucius)
- Modern rhetoric / Brooks, Cleanth / Harcourt Brace Jovanovich (1979)
- Ancient Rhetorics, S. Crowley, D. Hawhee, 3rd Edition, Pearson,Longman
- http://plato.stanford.edu/contents.html has much resource. Search for rhetoric, informal logic, Mozi.

• What is an "argument"?

2

イロト イヨト イヨト イヨト

- What is an "argument"?
- It is an attempt to convince some one of certain beliefs.

- What is an "argument"?
- It is an attempt to convince some one of certain beliefs.
- This was developed as ancient rhetorics by Greek Sophists, Roman Orators (Cecero), Arab philosophers, and Chinese philosophers (Mozi).

- What is an "argument"?
- It is an attempt to convince some one of certain beliefs.
- This was developed as ancient rhetorics by Greek Sophists, Roman Orators (Cecero), Arab philosophers, and Chinese philosophers (Mozi).
- The Logicians or School of Names was a Chinese philosophical school that grew out of Mohism in the Warring States Period. (See Stanford)

4 3 5 4 3

A D b 4 A b

- What is an "argument"?
- It is an attempt to convince some one of certain beliefs.
- This was developed as ancient rhetorics by Greek Sophists, Roman Orators (Cecero), Arab philosophers, and Chinese philosophers (Mozi).
- The Logicians or School of Names was a Chinese philosophical school that grew out of Mohism in the Warring States Period. (See Stanford)
- Confucius arguments are mainly about how to bring humane natural compulses out of any one.

- What is an "argument"?
- It is an attempt to convince some one of certain beliefs.
- This was developed as ancient rhetorics by Greek Sophists, Roman Orators (Cecero), Arab philosophers, and Chinese philosophers (Mozi).
- The Logicians or School of Names was a Chinese philosophical school that grew out of Mohism in the Warring States Period. (See Stanford)
- Confucius arguments are mainly about how to bring humane natural compulses out of any one.
- Indian logic (Very developed and complete)

- A TE N - A TE N

- What is an "argument"?
- It is an attempt to convince some one of certain beliefs.
- This was developed as ancient rhetorics by Greek Sophists, Roman Orators (Cecero), Arab philosophers, and Chinese philosophers (Mozi).
- The Logicians or School of Names was a Chinese philosophical school that grew out of Mohism in the Warring States Period. (See Stanford)
- Confucius arguments are mainly about how to bring humane natural compulses out of any one.
- Indian logic (Very developed and complete)
- Buddhism (The west learned it mostly from the Japanese.)

- What is an "argument"?
- It is an attempt to convince some one of certain beliefs.
- This was developed as ancient rhetorics by Greek Sophists, Roman Orators (Cecero), Arab philosophers, and Chinese philosophers (Mozi).
- The Logicians or School of Names was a Chinese philosophical school that grew out of Mohism in the Warring States Period. (See Stanford)
- Confucius arguments are mainly about how to bring humane natural compulses out of any one.
- Indian logic (Very developed and complete)
- Buddhism (The west learned it mostly from the Japanese.)
- Mostly, these involve much emotional components. Seizing the moments...

- What is an "argument"?
- It is an attempt to convince some one of certain beliefs.
- This was developed as ancient rhetorics by Greek Sophists, Roman Orators (Cecero), Arab philosophers, and Chinese philosophers (Mozi).
- The Logicians or School of Names was a Chinese philosophical school that grew out of Mohism in the Warring States Period. (See Stanford)
- Confucius arguments are mainly about how to bring humane natural compulses out of any one.
- Indian logic (Very developed and complete)
- Buddhism (The west learned it mostly from the Japanese.)
- Mostly, these involve much emotional components. Seizing the moments...

 Socratic methods. Examine people's arguments. Definitions exist? What are undefined and used freely? Find self-contradictions in the reasoning.

(4) (5) (4) (5)

- Socratic methods. Examine people's arguments. Definitions exist? What are undefined and used freely? Find self-contradictions in the reasoning.
- Socratic methods can be used constructively to produce sound reasonings.

- Socratic methods. Examine people's arguments. Definitions exist? What are undefined and used freely? Find self-contradictions in the reasoning.
- Socratic methods can be used constructively to produce sound reasonings.
- Plato condemned the Sophists.

- Socratic methods. Examine people's arguments. Definitions exist? What are undefined and used freely? Find self-contradictions in the reasoning.
- Socratic methods can be used constructively to produce sound reasonings.
- Plato condemned the Sophists.
- Aristotelian Syllogism:

(http://en.wikipedia.org/wiki/Syllogism) superceded by Frege and Russell.

A B F A B F

- Socratic methods. Examine people's arguments. Definitions exist? What are undefined and used freely? Find self-contradictions in the reasoning.
- Socratic methods can be used constructively to produce sound reasonings.
- Plato condemned the Sophists.
- Aristotelian Syllogism:

(http://en.wikipedia.org/wiki/Syllogism) superceded by Frege and Russell.

• Aristoles Rhetoric (a book to Alexander). There are also books by Sophists (for example by Isocrates).

• In the modern times, we use "just the facts, please".

- In the modern times, we use "just the facts, please".
- Opinions of majority of people (or experts) are considered facts.

- In the modern times, we use "just the facts, please".
- Opinions of majority of people (or experts) are considered facts.
- Use examples.

- In the modern times, we use "just the facts, please".
- Opinions of majority of people (or experts) are considered facts.
- Use examples.
- Mathematical arguments are limited to logical steps only. So this is very much distinctive.

- In the modern times, we use "just the facts, please".
- Opinions of majority of people (or experts) are considered facts.
- Use examples.
- Mathematical arguments are limited to logical steps only. So this is very much distinctive.
- One follows the logic of Russell and Frege as only valid forms of arguments.

- In the modern times, we use "just the facts, please".
- Opinions of majority of people (or experts) are considered facts.
- Use examples.
- Mathematical arguments are limited to logical steps only. So this is very much distinctive.
- One follows the logic of Russell and Frege as only valid forms of arguments.
- This is the formal logic (This is the content of Nolt, Ch. 3-7)

- In the modern times, we use "just the facts, please".
- Opinions of majority of people (or experts) are considered facts.
- Use examples.
- Mathematical arguments are limited to logical steps only. So this is very much distinctive.
- One follows the logic of Russell and Frege as only valid forms of arguments.
- This is the formal logic (This is the content of Nolt, Ch. 3-7)
- Informal logic is the attempt to develop a logic to assess, analyze and improve ordinary language (or "everyday") reasoning

Mathematical arguments

• All humans are mortal. Socrates is human. Therefore, Socrates is mortal.

Mathematical arguments

- All humans are mortal. Socrates is human. Therefore, Socrates is mortal.
- Since the U.S. federal reserve has issued too much money, there will be inflation.

Mathematical arguments

- All humans are mortal. Socrates is human. Therefore, Socrates is mortal.
- Since the U.S. federal reserve has issued too much money, there will be inflation.
- China has many intelligent people. Thus, China must soon become very rich.

Mathematical arguments

- All humans are mortal. Socrates is human. Therefore, Socrates is mortal.
- Since the U.S. federal reserve has issued too much money, there will be inflation.
- China has many intelligent people. Thus, China must soon become very rich.
- Which of the above is right?

Mathematical arguments

- All humans are mortal. Socrates is human. Therefore, Socrates is mortal.
- Since the U.S. federal reserve has issued too much money, there will be inflation.
- China has many intelligent people. Thus, China must soon become very rich.
- Which of the above is right?
- The arguments involve premises (for, since, because, assuming that) and conclusions. (Therefore, thus, hence, accordingly...)

< ロ > < 同 > < 回 > < 回 >

• Arguments have to be put in order of premises and then conclusion.

э

< ロ > < 同 > < 回 > < 回 >

- Arguments have to be put in order of premises and then conclusion.
- One often needs to break down the sentences into "atomic" pieces.

- Arguments have to be put in order of premises and then conclusion.
- One often needs to break down the sentences into "atomic" pieces.
- This means that you break them down until no further decomposition can be done. (Linguistically always possible. So we assume or enforce.)

- Arguments have to be put in order of premises and then conclusion.
- One often needs to break down the sentences into "atomic" pieces.
- This means that you break them down until no further decomposition can be done. (Linguistically always possible. So we assume or enforce.)
 - $\sqrt{2}$ cannot be expressed as a ratio of two integers

4 3 5 4 3

- Arguments have to be put in order of premises and then conclusion.
- One often needs to break down the sentences into "atomic" pieces.
- This means that you break them down until no further decomposition can be done. (Linguistically always possible. So we assume or enforce.)
 - $\sqrt{2}$ cannot be expressed as a ratio of two integers
 - Every rational number is expressible as a ratio of two integers.

4 (1) × 4 (2) × 4 (2) × 4 (2) ×

- Arguments have to be put in order of premises and then conclusion.
- One often needs to break down the sentences into "atomic" pieces.
- This means that you break them down until no further decomposition can be done. (Linguistically always possible. So we assume or enforce.)
 - $\sqrt{2}$ cannot be expressed as a ratio of two integers
 - Every rational number is expressible as a ratio of two integers.
 - Thus, $\sqrt{2}$ is not a rational number.

< ロ > < 同 > < 回 > < 回 >

```
Argument diagram
```

• Label the atomic sentences.

э

Argument diagram

- Label the atomic sentences.
- One groups atomic sentences into groups that implies another atomic sentence excluding any sentence that is not needed.

Argument diagram

- Label the atomic sentences.
- One groups atomic sentences into groups that implies another atomic sentence excluding any sentence that is not needed.
- The result has no cycles for the argument to be valid.

Argument diagram

- Label the atomic sentences.
- One groups atomic sentences into groups that implies another atomic sentence excluding any sentence that is not needed.
- The result has no cycles for the argument to be valid.
- Outside the formal logic, one can still draw argument diagrams..

S. Choi (KAIST)

Logic and set theory

September 9, 2012 10 / 21

(□) (@) (E) (E) [E]

• • Seoul has most of the resources of Korea.

2

イロト イヨト イヨト イヨト

Seoul has most of the resources of Korea.
People need resources to be in their city.

э

Seoul has most of the resources of Korea.
People need resources to be in their city.
Therefore, many people came to Seoul.

A (10) A (10) A (10)

 Seoul has most of the resources of Korea. People need resources to be in their city. Therefore, many people came to Seoul. Hence, Seoul has too much population. Seoul has most of the resources of Korea. People need resources to be in their city. Therefore, many people came to Seoul. Hence, Seoul has too much population. Too much people in Seoul create problems.

- N

 Seoul has most of the resources of Korea. People need resources to be in their city. Therefore, many people came to Seoul. Hence, Seoul has too much population. Too much people in Seoul create problems. Seoul should not have the problems. Seoul has most of the resources of Korea. People need resources to be in their city. Therefore, many people came to Seoul. Hence, Seoul has too much population. Too much people in Seoul create problems. Seoul should not have the problems. We must disperse the population to other places. Seoul has most of the resources of Korea. People need resources to be in their city. Therefore, many people came to Seoul. Hence, Seoul has too much population. Too much people in Seoul create problems. Seoul should not have the problems. We must disperse the population to other places.

1-+ 2 -> 3 -> 4 + 5+6 -> 7

• China must grow fast or there will be instabilites.

2

- China must grow fast or there will be instabilites.
- China must not become unstable.

э

- China must grow fast or there will be instabilites.
- China must not become unstable.
- If a large country becomes unstable, then the nearby country suffers.

The Sec. 74

- China must grow fast or there will be instabilites.
- China must not become unstable.
- If a large country becomes unstable, then the nearby country suffers.
- China is large.

The Sec. 74

- China must grow fast or there will be instabilites.
- China must not become unstable.
- If a large country becomes unstable, then the nearby country suffers.
- China is large.
- South Korea is a nearby country.

- China must grow fast or there will be instabilites.
- China must not become unstable.
- If a large country becomes unstable, then the nearby country suffers.
- China is large.
- South Korea is a nearby country.
- South Korea must not suffer.

- China must grow fast or there will be instabilites.
- China must not become unstable.
- If a large country becomes unstable, then the nearby country suffers.
- China is large.
- South Korea is a nearby country.
- South Korea must not suffer.
- Therefore China must grow fast.

- China must grow fast or there will be instabilites.
- China must not become unstable.
- If a large country becomes unstable, then the nearby country suffers.
- China is large.
- South Korea is a nearby country.
- South Korea must not suffer.
- Therefore China must grow fast.
- 3+4+5+6-> 2 + 1 -> 7

• This is mostly in informal logic.

æ

- This is mostly in informal logic.
- Truth of premises

æ

- This is mostly in informal logic.
- Truth of premises
- Deductive argument: If all the premises are true, then the conclusion must be true. i.e., the conclusion is necessary.

The Sec. 74

- This is mostly in informal logic.
- Truth of premises
- Deductive argument: If all the premises are true, then the conclusion must be true. i.e., the conclusion is necessary.
- Inductive argument (Strong, weak): here, the conclusion is not necessary but often with large probability.

The Sec. 74

- This is mostly in informal logic.
- Truth of premises
- Deductive argument: If all the premises are true, then the conclusion must be true. i.e., the conclusion is necessary.
- Inductive argument (Strong, weak): here, the conclusion is not necessary but often with large probability.
- Valid arguments: A deductive argument

- This is mostly in informal logic.
- Truth of premises
- Deductive argument: If all the premises are true, then the conclusion must be true. i.e., the conclusion is necessary.
- Inductive argument (Strong, weak): here, the conclusion is not necessary but often with large probability.
- Valid arguments: A deductive argument
- Invalid arguments: non-deductive argument (includes inductive ones)

4 3 5 4 3 5 5

Argument evaluation

- This is mostly in informal logic.
- Truth of premises
- Deductive argument: If all the premises are true, then the conclusion must be true. i.e., the conclusion is necessary.
- Inductive argument (Strong, weak): here, the conclusion is not necessary but often with large probability.
- Valid arguments: A deductive argument
- Invalid arguments: non-deductive argument (includes inductive ones)
- Any conclusion follows deductively from inconsistent premises.

A B F A B F

• Some pigs have wings.

2

イロト イヨト イヨト イヨト

- Some pigs have wings.
- All winged things sing.

æ

- Some pigs have wings.
- All winged things sing.
- Therefore, pigs sing.

э

< ロ > < 同 > < 回 > < 回 >

- Some pigs have wings.
- All winged things sing.
- Therefore, pigs sing.
- All mathematical theorems are always true.

3 > 4 3

- Some pigs have wings.
- All winged things sing.
- Therefore, pigs sing.
- All mathematical theorems are always true.
- The Black-Scholes equation is a mathematical theorem.

- Some pigs have wings.
- All winged things sing.
- Therefore, pigs sing.
- All mathematical theorems are always true.
- The Black-Scholes equation is a mathematical theorem.
- Therefore, the Black-Scholes equations are always true under all situations.

12 N A 12

- Some pigs have wings.
- All winged things sing.
- Therefore, pigs sing.
- All mathematical theorems are always true.
- The Black-Scholes equation is a mathematical theorem.
- Therefore, the Black-Scholes equations are always true under all situations.
- See also the Black Swan theory. (There is a book by Nassim Nicholas Taleb)

The Sec. 74

• Mistakes or deceptions in arguments. See Stanford under informal logic. There are criticisms against classifying fallacies but

(I) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1))

- Mistakes or deceptions in arguments. See Stanford under informal logic. There are criticisms against classifying fallacies but
 - Fallacies of relevance

< ロ > < 同 > < 回 > < 回 >

- Mistakes or deceptions in arguments. See Stanford under informal logic. There are criticisms against classifying fallacies but
 - Fallacies of relevance
 - Circular reasoning

A B F A B F

4 A N

- Mistakes or deceptions in arguments. See Stanford under informal logic. There are criticisms against classifying fallacies but
 - Fallacies of relevance
 - Circular reasoning
 - Semantic fallacies

- A TE N - A TE N

- Mistakes or deceptions in arguments. See Stanford under informal logic. There are criticisms against classifying fallacies but
 - Fallacies of relevance
 - Circular reasoning
 - Semantic fallacies
 - Formal fallacies

4 3 5 4 3 5 5

- Mistakes or deceptions in arguments. See Stanford under informal logic. There are criticisms against classifying fallacies but
 - Fallacies of relevance
 - Circular reasoning
 - Semantic fallacies
 - Formal fallacies
 - False premises.

• Ad hominem

æ

- Ad hominem
- The kind

æ

- Ad hominem
- The kind
 - Ad hominem abuse: attacks a person's age, character, ethnicity, personality,...

(I) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1)) < ((1))

- Ad hominem
- The kind
 - Ad hominem abuse: attacks a person's age, character, ethnicity, personality,...
 - guilt by association: attacks the company he or she keeps

- Ad hominem
- The kind
 - Ad hominem abuse: attacks a person's age, character, ethnicity, personality,...
 - guilt by association: attacks the company he or she keeps
 - Tu quoque: attacks that a person has a double standard.

- Ad hominem
- The kind
 - Ad hominem abuse: attacks a person's age, character, ethnicity, personality,...
 - guilt by association: attacks the company he or she keeps
 - Tu quoque: attacks that a person has a double standard.
 - Vested interest: a proponent is motivated by greed

- Ad hominem
- The kind
 - Ad hominem abuse: attacks a person's age, character, ethnicity, personality,...
 - guilt by association: attacks the company he or she keeps
 - Tu quoque: attacks that a person has a double standard.
 - Vested interest: a proponent is motivated by greed
 - Circumstantial ad hominem: a proponent is endorsing conflicting propositions.

• Straw man argument: refutes a claim by confusing with less plausible claim.

э

< ロ > < 同 > < 回 > < 回 >

- Straw man argument: refutes a claim by confusing with less plausible claim.
- Ad baculum: Apeal to force.

- Straw man argument: refutes a claim by confusing with less plausible claim.
- Ad baculum: Apeal to force.
- Ad verecundiam: Apeal to authority

The Sec. 74

- Straw man argument: refutes a claim by confusing with less plausible claim.
- Ad baculum: Apeal to force.
- Ad verecundiam: Apeal to authority
- Ad populum: Apeal to the people

- Straw man argument: refutes a claim by confusing with less plausible claim.
- Ad baculum: Apeal to force.
- Ad verecundiam: Apeal to authority
- Ad populum: Apeal to the people
- Ad misericordiam: Apeal to pity

- Straw man argument: refutes a claim by confusing with less plausible claim.
- Ad baculum: Apeal to force.
- Ad verecundiam: Apeal to authority
- Ad populum: Apeal to the people
- Ad misericordiam: Apeal to pity
- Ad ignoratium: Apeal to ignorance

- Straw man argument: refutes a claim by confusing with less plausible claim.
- Ad baculum: Apeal to force.
- Ad verecundiam: Apeal to authority
- Ad populum: Apeal to the people
- Ad misericordiam: Apeal to pity
- Ad ignoratium: Apeal to ignorance
- Ignoratio elechi: missing the point.

- Straw man argument: refutes a claim by confusing with less plausible claim.
- Ad baculum: Apeal to force.
- Ad verecundiam: Apeal to authority
- Ad populum: Apeal to the people
- Ad misericordiam: Apeal to pity
- Ad ignoratium: Apeal to ignorance
- Ignoratio elechi: missing the point.
- Red herring: tangential matter to divert attention.

• Teachers are opposing teaching evaluations. They will live comfortably if there are no teaching evaluations. Therefore, we must implement teaching evaluations.

- A TE N - A TE N

A D b 4 A b

- Teachers are opposing teaching evaluations. They will live comfortably if there are no teaching evaluations. Therefore, we must implement teaching evaluations.
- The minister of education said that there will be no college enterance exams in five years. I am going to college 5 years later. Therefore, I don't have to study.

- Teachers are opposing teaching evaluations. They will live comfortably if there are no teaching evaluations. Therefore, we must implement teaching evaluations.
- The minister of education said that there will be no college enterance exams in five years. I am going to college 5 years later. Therefore, I don't have to study.
- Since the father of former president ZZZ is a fraudulent person, we cannot trust ZZZ.

- Teachers are opposing teaching evaluations. They will live comfortably if there are no teaching evaluations. Therefore, we must implement teaching evaluations.
- The minister of education said that there will be no college enterance exams in five years. I am going to college 5 years later. Therefore, I don't have to study.
- Since the father of former president ZZZ is a fraudulent person, we cannot trust ZZZ.
- (These are used often by political party spokesmen/spokeswomen.)

4 E N 4 E N

Circular reasoning

• Circular reasoning: the argument assume the conclusion

Image: A matrix

Circular reasoning

- Circular reasoning: the argument assume the conclusion
 - Question begging epithets: phrases that prejudice discussion "When did you stop cheating on your exams?".

The Sec. 74

Circular reasoning

Circular reasoning: the argument assume the conclusion

- Question begging epithets: phrases that prejudice discussion "When did you stop cheating on your exams?".
- Complex question: question tricks people into the desired conclusion

Circular reasoning

Circular reasoning: the argument assume the conclusion

- Question begging epithets: phrases that prejudice discussion "When did you stop cheating on your exams?".
- Complex question: question tricks people into the desired conclusion
- These are more subtle. (Confucius scholars often. Such and such men are big and big persons do so and so...)

4 3 5 4 3 5

• Ambiguity (equivocation): multiple meaning

э

- Ambiguity (equivocation): multiple meaning
- Amphiboly: ambiguity in the level of sentence structures.

The Sec. 74

- Ambiguity (equivocation): multiple meaning
- Amphiboly: ambiguity in the level of sentence structures.
- Vagueness: indistinctiveness of words

The Sec. 74

- Ambiguity (equivocation): multiple meaning
- Amphiboly: ambiguity in the level of sentence structures.
- Vagueness: indistinctiveness of words
 - doublethink: every sentence cancels outs its predecessor and its successor. Orwell's 1984.

"War is Peace, Freedom is Slavery, and Ignorance is Strength"

- Ambiguity (equivocation): multiple meaning
- Amphiboly: ambiguity in the level of sentence structures.
- Vagueness: indistinctiveness of words
 - doublethink: every sentence cancels outs its predecessor and its successor. Orwell's 1984.
 - "War is Peace, Freedom is Slavery, and Ignorance is Strength"
 - Accent; generate multiple interpretations.

4 3 5 4 3 5

Hasty generalization: generalizing from an insufficient number of cases

э

- Hasty generalization: generalizing from an insufficient number of cases
- Faulty analogy:

э

(4) (5) (4) (5)

- Hasty generalization: generalizing from an insufficient number of cases
- Faulty analogy:
- Gambler's fallacy: something will keep being so.

- Hasty generalization: generalizing from an insufficient number of cases
- Faulty analogy:
- Gambler's fallacy: something will keep being so.
- False cause : confusing cause.

- N

• Formal fallacies: logical mistakes

æ

イロト イヨト イヨト イヨト

- Formal fallacies: logical mistakes
- Fallacies of false premise (slipperly slope also)