

Deadline: September 23, 5pm. Please upload your assignment to Moodle by this time, and also bring a paper copy to class on next day. This assignment will be graded anonymously, so please don't list your name, but only your MAC ID.

As noted by the syllabus as well as in class, the scope and content of assignments are set by lectures, instead of any specific textbook. Please beware that different textbooks may use different symbolism or definitions. Lemmon's as a very old textbook, for example, uses soundness and validity differently from the lectures.

Assignments are meant to be challenging! You are encouraged to discuss your answers with other students (but write up your own answers individually).

1. Please first identify the main conclusion of the following passage, and then the premises that support that conclusion. If there are sub-arguments among the premises, please also specify. If you find diagrams helpful (something like what we did in class), please draw one that you would find most helpful in analyzing the flow of argument in that passage.

(1) Democratic laws generally tend to promote the welfare of the greatest possible number; for (2) they emanate from the majority of the citizens, who are subject to error, but who cannot have an interest opposed to their own advantage. (3) The laws of an aristocracy tend, on the contrary, to concentrate wealth and power in the hands of the minority; because (4) an aristocracy, by its very nature, constitutes a minority. It may therefore be asserted, as a general proposition, that (5) the purpose of a democracy in its legislation is more useful to humanity than that of an aristocracy.

—Alexis de Tocqueville, *Democracy in America*, 1835

- Bonus question for fun (that is, it's optional):

(1) Nothing is demonstrable unless the contrary implies a contradiction. (2) Nothing that is distinctly conceivable implies a contradiction. (3) Whatever we conceive as existent, we can also conceive as nonexistent. (4) There is no being, therefore, whose nonexistence implies a contradiction. (5) Consequently there is no being whose existence is demonstrable.

—David Hume, *Dialogues Concerning Natural Religion, Part IX*, 1779

2. Please read through Copi et al., Chapter 2, and learn about fallacies. Come up with a few examples of fallacies that either you have committed before, or you have seen before (in news, movies, etc.) Please discuss your examples with your study buddies at the Study Group sessions, and select those you and your buddies find most insightful or changed your perspective. Please submit this part of the assignment as a group project and list what contribution each member made. Each group needs to submit at least as many examples as 3 times the number of group members; for example, if your group has 3 people, the minimum number of examples will be 9. For each example, please note what kind of fallacy it is an example of (such as red herring or false dichotomy), and briefly explain why it is that kind of fallacy and why it is a fallacy.
3. Reflection assignment: please briefly summarize what we have learned so far, and what you find useful (or helpful) and what you find confusing.