

PHIL 5/6210: ADVANCED INDUCTIVE LOGIC

Instructor

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Office Hours

Thursdays, 9-10am
 (and by appointment)
[CTIHB](#) 417

Class Meetings

Tuesdays 2-5pm, [CTIHB](#) 406
 1/9/2017 – 4/25/2017

COURSE DESCRIPTION

This term, the focus of this course will be on the probability theory and its prospects as an inductive logic. While we will get to know the probability theory intimately throughout the term, we will mostly do so by observing some of its philosophical applications. That is, students will primarily gain a working knowledge of various probability-based inductive logics by observing how philosophers of various sorts have put these devices to use. By the end of this course, students will have a clearer understanding of the philosophical issues that underlie the mathematics of probability and statistics; and they will be better equipped for doing philosophy with the aid of these formal tools.

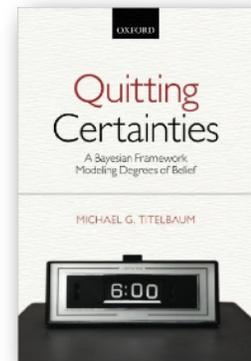
COURSE MATERIALS

Michael G. Titelbaum, *Quitting Certainties: A Bayesian Framework Modeling Degrees of Belief* (Oxford University Press, 2013).

- This is our only required text for the course.
- Online: [\[Oxford\]](#) [\[Amazon\]](#)

CANVAS <utah.instructure.com>

- I will use this resource throughout the term to distribute assigned readings, to keep you updated on your grades, for assignment submissions, for course communication, and for our course calendar.



COURSE PREREQUISITES

Graduate students must have earned a grade of B or better in a deductive logic class (through predicate logic) to satisfy their formal requirement with this course (see grad handbook). There are no *official* prerequisites for undergraduates; however, I will presuppose that all students have a working knowledge of classical logic and basic algebra.

COURSE REQUIREMENTS

Undergraduates

- Participation / Attendance (20%)

Active attendance each week is required. Participation points may be earned in class discussion, or by especially active involvement on CANVAS discussion boards.

- Reading Discussions (30%)

There are two components to this requirement:

1. Each student will initiate / lead two discussions on CANVAS pertaining to assigned readings. This will involve summarizing the thesis of the article, and the most important points / lines of argument of the article. Students should also motivate discussion, e.g. by asking discussion

questions in the initial post or by interacting with other students' comments / posts. Students must have discussions up and running **by Thursday** of the week before their assigned reading is discussed in class.

2. **All** undergrads must participate in the CANVAS discussion *each* week. Use this resource to share thoughts / questions about the assigned reading. The idea is to show that you've done the reading carefully and also to prepare yourself for class discussion. To receive credit, contributions must be made **by Monday night** of each week.
- Exams (2 × 25%)
Both exams will be take-home, open note / readings. The final exam will be cumulative. Exam 1 will be due (via our CANVAS site's Turnitin submission feature) by **2pm on March 7**. Exam 2 should be submitted by **2pm on May 2**.

Graduates

- Presentations (2 × 10%)
Grad students will each lead the class discussion on two of the assigned readings (one article and one assigned section of *Quitting Certainties*).
- Exams (2 × 20%)
Both exams will be take-home, open note / readings. The final exam will be cumulative. Exam 1 will be due (via our CANVAS site's Turnitin submission feature) by **2pm on March 7**. Exam 2 should be submitted by **2pm on May 2**.
- Term Paper (40%)
15-20 pages exploring some topic of our class in more detail. Written paper proposals should be submitted (via our CANVAS site's Turnitin submission feature) by **March 30**. Final papers should be submitted by **April 28**.

GRADING

Grading will follow a standard 10-point scale: 92-100 A, 90-92 A-, 88-90 B+, 82-88 B, 80-82 B-, etc.

POLICIES, ETC.

Missing and Late Assignments

Students will not be allowed to make up exams without a valid reason excusing them and evidence of that reason (e.g., sickness and a doctor's note).

Humanities Academic Misconduct Policy

Academic misconduct includes cheating, plagiarizing, research misconduct, misrepresenting one's work, and inappropriately collaborating. Definitions can be found in the [Student Code](#).

If you are suspected of academic misconduct, the process proceeds according to the rules found in the [Student Code](#), University Policy 6-400(V). According to that policy, after meeting with you, the instructor must determine whether academic misconduct has, in fact, occurred.

- If s/he determines that no academic misconduct has occurred, s/he will document that you are not responsible for any academic misconduct.
- If s/he determines academic misconduct has occurred and this is the first instance in which you have been alleged to have committed academic misconduct, s/he will take into account whether the act was intentional or a result of negligence in determining the appropriate sanction, which can be up to

failing the course. The sanction will be noted in the resolution of the case and your right of appeal is as specified in Policy 6-400(V).

- If s/he determines academic misconduct has occurred, and you have previously been sanctioned for an act of academic misconduct, and the prior instance of misconduct resulted in a sanction less than failing the course, the department will follow the process to fail you for the course. If the prior sanction was failure of the course, your new act of misconduct will result in failure of the course and the department will also follow the process to seek your dismissal from the program and the University.

ADA Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the [Center for Disability Services](#), 162 [Olpin Union Building](#), 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Addressing Sexual Misconduct.

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 581-8365, or the Office of the Dean of Students, 270 [Olpin Union Building](#), 581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 581-7776. To report to the police, contact the Department of Public Safety, 585-2677(COPS).