Exercise Answers for Chapter 6

# Exercise 6.1

**A. Evaluating Generosity**. For each of the following examples, make a case for why the character or characters do or do not display intellectual generosity. If a character exhibits a vice that is contrary to intellectual generosity, identify the vice. Cite relevant material from the text in section 6.1 in defense of your view.

Note that it is to be expected that there will be variability in student responses to these exercises. The answers included here are intended as good example answers. But there may be equally good answers that differ from the example answers here in some respects.

 1. The clinical researcher does not display intellectual generosity, but displays intellectual selfishness, caring more about retaining the reputation she has incurred as a result of her publication than about the grad student’s intellectual development—even if this requires suppressing the truth.

 2. The accountant displays intellectual generosity, giving sacrificially of his time and intellectual talents to help the coworker.

 3. The friend displays intellectual generosity, sacrificing an intellectual good of her own—attending the management class—in order to allow her friend time to pursue an arguably even more important intellectual good—reaching a decision about a major.

 4. The sociologist displays intellectual generosity. Indeed, by being generous toward his colleague, the sociologist enables the colleague to in turn behave in a way characteristic of intellectual generosity as well, benefiting the public.

 5. The professor does not display intellectual generosity, but displays intellectual stinginess. The professor prioritizes his own research accomplishments over the very significant good of the student’s intellectual development.

 6. The philosopher does not display intellectual generosity, but displays intellectual selfishness by valuing his own intellectual work over the consultant’s or the consultant’s client.

 7. Patrice is displaying intellectual selfishness by withholding intellectual goods from her company’s competitor. However, Patrice may have many reasons for withholding information: perhaps she has agreed to keep talks with her clients confidential, or perhaps sharing the information would sacrifice many other more valuable goods for her company.

 8. Although Jeremy appears to display intellectual generosity by sharing knowledge with others (albeit for a price), he displays intellectual patronage by providing summaries, which forestalls the need for his classmates to achieve intellectual goods they would receive by reading the books and developing their own summaries.

 9. Although Miles is motivated by intellectual generosity, Miles actions do not display intellectual generosity, both because drugs do not directly contribute to others’ intellectual goods and because the drugs inhibit goods of inquiry that others could receive by working through intellectual difficulties by their own effort.

 10. The logic student displays intellectual selfishness by prioritizing her own intellectual goods over her study partner’s.

# Exercise 6.2

**A. Identifying Sources of Confusion**. In each of the following passages, a character offers a communication that could contain a source of confusion for the character’s audience. Identify what the potential source of confusion is in light of your understanding of the material in section 6.2, and offer a way for the character to eliminate it.

Note that it is to be expected that there will be variability in responses to these exercises. The answers included here are intended as good example answers. But there may be equally good answers that differ from the example answers here in some respects.

 1. The student’s paper displays structural confusion by failing to clearly identify the thesis and the role the other sentences play in supporting it. The student could explicitly say which statement she wishes to defend and how the other statements support her thesis.

 2. The market research report displays structural confusion. It is unclear how each of the sentences are related to each other. The author can clarify by inserting linking words to indicate how the sentences are connected.

 3. The blogger does not display intellectual clarity, because he includes information irrelevant to the argument—that killing is permissible when the victim has killed someone else. If that information is relevant to the argument, the blogger needs to address it as part of the argument.

 4. The friend displays intellectual confusion by failing to indicate what the thesis is or how the sentences in the quote are connected. The friend can clarify by explicitly stating which claim she intends to defend.

 5. The patient commits the fallacy of amphiboly with the use of “concern.” The patient is mainly concerned about her back in one sense and mainly concerned about her pain in another sense. The patient can eliminate confusion by specifying whether she would primarily prefer treatment for her back or relief from her pain.

 6. The Bible-study attendee commits the fallacy of amphiboly by using an “–ism” without explicitly stating what “determinist” means and how someone’s being a determinist relates to God taking care of everything.

 7. The pastor displays intellectual confusion by referring to “–isms” without clarifying what exactly they mean. In addition, the pastor conflates two issues: whether someone can lose their faith after being saved and what one believes about whether someone can lose their faith after being saved. The pastor can clarify what he means by “Calvinism” and “Arminianism” and give reasons for and against the view that someone can lose their faith after being saved.

 8. The doctor commits the fallacy of amphiboly—it is unclear whether “pregnant” modifies just “women” or both “women” and “men”; some read the statement and laugh as a result. The doctor could restate the sentence to begin with “men” and end with “pregnant women.”

 9. The new employee displays intellectual confusion by failing to indicate what measure of success she is using. The employee could state which measures are relevant and spend more time evaluating the relevant measures.

 10. The analyst displays intellectual confusion with the last sentence, which seems disconnected from the rest. The analyst could explicitly indicate how that sentence is related to the others.

# Exercise 6.3

**A. Evaluating Audience Sensitivity**. For each of the following examples, make a case for why the character or characters do or do not display audience sensitivity. If a character exhibits a vice that is contrary to audience sensitivity, identify the vice. Cite relevant material from the text in section 6.3 in defense of your view.

Note that it is to be expected that there will be variability in responses to these exercises. The answers included here are intended as good example answers. But there may be equally good answers that differ from the example answers here in some respects.

 1. The director of accounting does not display audience sensitivity by failing to address the needs or concerns of the human resources department; human resources does not care about nor do they need to know about the company’s financial resource allocation or risk mitigation strategies.

 2. The marketing professor fails to appreciate the abilities of his class by using terms as if the students would have the ability to follow the discussion without knowing what the terms mean.

 3. The lecturer displays intellectual narcissism by directing attention toward his own superiority over his audience.

 4. The research analyst both fails to appreciate the concerns of her audience and displays intellectual narcissism by drawing attention to her own intellectual superiority rather than to the goods of the panel and audience members.

 5. The philosopher is sensitive neither to the medical students’ concerns, which are not over philosophical theories but over medical practice, nor abilities, which are to think concretely rather than abstractly.

 6. The speaker fails to display sensitivity to students’ needs or concerns, both of which are for concrete, real-world examples rather than theory.

 7. The visiting professor is insensitive to the audience’s view that swearing and being drunk are unacceptable practices.

 8. The professor does not display sensitivity to the audience’s views, which include the view that it is not obvious that someone cannot change their gender.

 9. By delving into the details of her most recently read book, Joylin is displaying insensitivity to partygoer’s concerns. Other party attendees may not be interested in what books she has read.

 10. The intern is insensitive to the doctor’s needs, which is not to be questioned while rushing around to attend to patients. In addition, the intern may be insensitive to the attending physician’s abilities if the attending physician is unable to provide adequate answers while in a hurry.