XHAIRS APOLOGETICS AUDIT LAB

CURRICULUM FOR YOUNG HONEST SEEKERS

Fair Inference Under Pressure

A complete small-group curriculum for teaching the Inductive Symmetry Audit

Course thesis	Honest inquiry is not betrayal. Similar inductive patterns deserve similar evidential permission unless a real differentiator changes the evidential situation.

Version 2.0 | xhairs.com/apps/inductive-symmetry-audit/

Contents

Design promise	The course teaches students how to think with the tool: identify anchors, generate parallels, test differentiators, read tension, and repair overreach without contempt.

1. Curriculum Vision

This curriculum is designed for a small group of young, sincere seekers who are willing to test cherished conclusions without being shamed for having them. It teaches the core contents of the Inductive Symmetry Audit as a repeatable practice of fair comparison.

The course does not aim to manufacture skeptics. It aims to cultivate students who can ask what the evidence licenses, notice when they are protecting a conclusion, and repair their reasoning without losing intellectual courage.

The course forms	The course resists
- clearer thinkers - more charitable critics - students who can name the structure of an argument - seekers who can live with proportionate uncertainty	- debate theater - cheap dunking - score worship - performative certainty - the assumption that sincerity makes reasoning symmetrical

Moral center	The question is not "How do I defeat apologetics?" The question is "Am I willing to apply my standards of evidence when they become inconvenient?"

2. Teacher Profile And Group Conditions

The teacher should be dynamic, creative, and alert to the emotional cost of honest inquiry. The best teacher is not a lecturer with a fixed answer, but a guide who can make invisible reasoning visible.

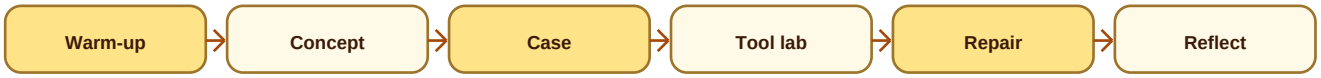
Teacher capacity	Description
Socratic agility	Can turn a defensive statement into a better question.
Conceptual precision	Keeps induction, abduction, deduction, modal reasoning, and rhetoric distinct.
Emotional steadiness	Does not reward cruelty, panic, or performative certainty.
Creative embodiment	Uses room movement, cards, graphs, role reversals, and repair games.
Charitable pressure	Steelmans before pressing and presses without contempt.

Group condition	Recommended practice
Size	5 to 12 students. Small enough for trust, large enough for varied perspectives.
Age posture	Young seekers who can handle abstraction when grounded in concrete cases.
Time	10 sessions of 75 to 90 minutes, plus optional extension labs.
Norms	Curiosity before critique; steelman before challenge; repair before ridicule.
Privacy	Reflections are private unless students choose to share.

3. Core Learning Outcomes

By the end, students can...	Evidence that they can do it
Explain induction and distinguish it from deduction, abduction, rhetoric, and modal reasoning.	Correctly classify mixed examples and explain the difference in their own words.
Identify an anchor claim in an apologetic argument.	Underline the rule or pattern being projected and state its force.
Generate relevant parallel inductions.	Produce parallels that share structure without becoming trivial gotchas.
Use Accept, Weaken, Reject as permission levels.	Explain why each choice changes the permission gap.
Explain the score formula.	Calculate a simple example by hand.
Classify differentiators.	Separate independent support, scope, quality, defeater, assertion, circularity, modal smuggling, and specificity inflation.
Read the visuals.	Identify the upper-right pressure zone and name repair priorities.
Repair honestly.	Lower force, accept parallels, narrow conclusions, or add bridge premises.
Converse humanely.	Ask transfer questions without turning the tool into a weapon.

4. Course Architecture



Each meeting moves from intuition to structure, then from diagnosis to repair.

Session	Core focus	Primary tool connection
1	Why fair inference matters	Tool as pressure map, not verdict machine
2	Induction 101	Anchor claim as accepted inductive pattern
3	Anchors and parallels	Numbered stance statements
4	Permission gap and residual tension	Score ring, mini-bars, score drivers
5	Differentiators	Differentiator type and allowance
6	Modal smuggling and scope drift	Defense modes and bridge premises
7	Reading visuals	Stance map, pressure scatter, archetypes
8	Full audit workshop	Complete workflow, export, AI prompt
9	Repairing arguments honestly	Repair panel and proportionate conclusion
10	Conversation and final briefs	Humane use and final synthesis

Pacing note If students are younger or the group includes mixed backgrounds, split sessions 4, 5, and 6 into two meetings each. The curriculum expands naturally into a 14-session course.

5. Essential Vocabulary

Term	Student-friendly definition
Induction	Reasoning from observed patterns to probable conclusions.
Anchor claim	The inductive rule the argument wants to accept and use.
Parallel induction	A similar pattern that should also count if the anchor counts.
Evidential permission	How much a claim is allowed to count as support.
Permission gap	The difference between the force given to the anchor and the permission given to the parallel.
Differentiator	A reason the anchor and parallel should be treated differently.
Residual tension	The unresolved asymmetry left after similarity and differentiator allowance are counted.
Modal smuggling	Treating an observed pattern as necessity without an independent bridge.
Scope drift	Moving a rule beyond the domain where the evidence supports it.
Specificity inflation	Using modest evidence to reach a more detailed conclusion than it warrants.

PERMISSION GAP
anchor force minus parallel permission

X

SIMILARITY
how close the parallel is

X

UNDEFENDED REMAINDER
what the differentiator fails to cover

= residual tension for each parallel, scaled to 0-100

6. Assessment And Evidence Of Growth

Do not assess students by whether they become skeptical. Assess the quality, clarity, charity, and revisability of their reasoning.

Criterion	Beginning	Developing	Strong
Anchor identification	Names the conclusion but misses the rule.	Finds the rule with prompting.	Clearly states the projected pattern and force.
Parallel generation	Produces unrelated objections.	Finds some related parallels.	Generates relevant, structurally similar parallels.
Differentiator testing	Accepts protective language too quickly.	Can classify weak types.	Uses transfer tests and independent support tests.
Score interpretation	Treats score as truth verdict.	Reads score as pressure with reminders.	Explains exactly what drives the score.
Repair quality	Defends or abandons too quickly.	Offers partial revisions.	Narrows, supports, or reframes proportionately.
Conversation posture	Debate mode.	Mixed posture.	Charitable, precise, and brave.

Assessment artifacts Use entrance reflections, exit tickets, audit worksheets, differentiator court notes, pressure graph sketches, repair drafts, and the final Fair Inference Brief.

7. Materials To Prepare

Print or digital materials	Room materials
- student workbook - audit worksheet - differentiator field guide - score formula card - repair moves card - final project template - rubric - case packet	- sticky notes in three colors - large wall grid for similarity/tension - index cards - markers - timer - projector - device with the tool open - reflection journals

Case packet category	Suggested cases
Cosmological cause	Beginnings, causation, spacetime, ex nihilo, uncaused exception.
Design and fine-tuning	Order, complexity, natural process, anthropic reasoning, specificity.
Consciousness	Brains, minds, agency, disembodied consciousness.
Miracles and resurrection	Testimony, priors, alternatives, independence, extraordinary claims.
Morality	Moral experience, grounding, social construction, divine command.
Revelation	Authority, circularity, canon, inner witness, rival revelations.

8. Session Rhythm

Each session should have a predictable architecture so students feel safe enough to think adventurously.

Segment	Minutes	Purpose
Opening question	5	Invite curiosity and surface assumptions.
Nonreligious warm-up	10	Practice the reasoning skill without theological pressure.
Concept lesson	15	Define the intellectual tool for the day.
Apologetic case	15	Apply the concept to a real argument.
Tool lab	20	Use the Inductive Symmetry Audit or a paper simulation.
Repair challenge	15	Turn diagnosis into proportionate revision.
Reflection and exit ticket	5	Consolidate learning and preserve private honesty.

Teacher move	When discussion gets heated, return to structure: What is the anchor? What is the parallel? What is the differentiator? What would change the evidential situation?

9. Pre-Course Setup

Preparation task	Why it matters
Choose three anchor arguments in advance.	The teacher should know which examples will carry the course if students freeze.
Print the field guides and worksheet pages.	Young groups need concrete surfaces to write on, move, and mark.
Prepare a visible stance map area.	The wall becomes a shared thinking surface.
Create emotional norms before hard critique begins.	Students need permission to revise without embarrassment.
Run the tool once before class.	The teacher should know where the score, graph, export, AI prompt, and repair panel are.
Prepare a debrief plan for sensitive moments.	Some students will feel that argument critique threatens identity or community.

Opening covenant	We are not here to punish belief or reward disbelief. We are here to test whether our standards of evidence remain fair under pressure.

10. Ten Session Lesson Plans

The next pages provide complete session plans. A creative teacher should adapt examples while preserving the conceptual sequence.

Session 1: Orientation: Why Fair Inference Matters

Core question	Why do sincere people sometimes apply uneven standards without noticing?

Learning outcomes	Key concepts
- Define the purpose of the audit without weaponizing it. - Explain why sincerity does not guarantee symmetry. - Practice swapping standards across religious and nonreligious examples.	- motivated reasoning - belief protection - evidential permission - consistency burden - symmetry as fairness

Segment	Plan
Warm-up	Standards swap: evaluate a claim about medicine, gambling, or rumor first; then apply the same evidential standard to a religious claim.
Apologetic case	A student accepts testimony when it supports a miracle claim but dismisses testimony when it supports a rival religion.
Tool lab	Open the tool and identify where the app asks for force, treatment, and differentiators. Do not run a full audit yet.
Repair challenge	Rewrite a defensive response into a fair question: "What would count as a relevant difference?"
Reflection prompt	Where do I feel most tempted to protect a conclusion before testing it?

Teacher prompts	Expected student struggle
What exactly is being inferred? Would we allow that move elsewhere? What would count as a real differentiator? What narrower claim survives?	Students may hear critique as personal accusation. Keep returning to structure, not character.

Session 2: Induction 101: From Patterns To Permission

Core question	What kind of reasoning is being used when we infer from observed patterns?

Learning outcomes	Key concepts
- Classify deductive, inductive, abductive, modal, and rhetorical claims. - State the observed pattern behind an argument. - Name the projected domain and its limits.	- induction - deduction - abduction - reference class - projectibility - defeaters

Segment	Plan
Warm-up	Card sort: students classify short arguments by reasoning type.
Apologetic case	"Observed things that begin have causes; therefore the universe has a cause."
Tool lab	Load the cosmological pattern and identify the anchor as an inductive rule rather than a deductive proof.
Repair challenge	Change "therefore God" into a more proportionate inference and list missing bridge premises.
Reflection prompt	What is the difference between "this often happens" and "this must happen"?

Teacher prompts	Expected student struggle
What exactly is being inferred? Would we allow that move elsewhere? What would count as a real differentiator? What narrower claim survives?	Students may treat every argument as either proof or opinion. Introduce degrees of support.

Session 3: Anchors And Parallels

Core question	If I accept this inductive pattern, what else should I also consider?

Learning outcomes	Key concepts
- Identify the anchor in a short apologetic argument. - Generate at least three relevant parallels. - Explain why parallels are consistency tests, not automatic refutations.	- anchor claim - parallel induction - relevant similarity - symmetry - burden of differentiation

Segment	Plan
Warm-up	Parallel hunt: for "trusted experts are usually reliable," students generate similar and rival inferences.
Apologetic case	Known causes occur within spacetime; known minds depend on brains; known creators are embodied.
Tool lab	Use the numbered stance statements and locate the anchor plus all parallel cards.
Repair challenge	For each parallel, write one honest reason it might matter and one reason it might differ.
Reflection prompt	Which parallel do I want to dismiss quickest, and why?

Teacher prompts	Expected student struggle
What exactly is being inferred? Would we allow that move elsewhere? What would count as a real differentiator? What narrower claim survives?	Students may generate unrelated objections. Ask what structural feature makes the case parallel.

Session 4: Permission Gap And Residual Tension

Core question	How does uneven treatment become measurable?

Learning outcomes	Key concepts
- Compute a simple residual tension score by hand. - Explain Accept=10, Weaken=5, Reject=0 as permission levels. - Interpret the score as repair pressure rather than truth verdict.	- anchor force - Accept - Weaken - Reject - permission gap - residual tension

Segment	Plan
Warm-up	Manual math drill: force 8, reject 0, similarity 80 percent, allowance 25 percent.
Apologetic case	The anchor receives 8/10 force while a 90 percent similar parallel is rejected.
Tool lab	Change treatment buttons and watch mini-bars and score drivers update.
Repair challenge	Lower tension three different ways: lower force, accept a parallel, or supply a better differentiator.
Reflection prompt	What makes a number helpful, and what would make it misleading?

Teacher prompts	Expected student struggle
What exactly is being inferred? Would we allow that move elsewhere? What would count as a real differentiator? What narrower claim survives?	Students may overtrust the number. Make them explain which choices created it.

Session 5: Differentiators: The Heart Of The Tool

Core question	What actually justifies treating similar inductions differently?

Learning outcomes	Key concepts
- Classify differentiator types accurately. - Separate a real evidential difference from a protective restatement. - Use the transfer test on a proposed differentiator.	- independent support - scope distinction - evidence quality - defeater - assertion - circularity

Segment	Plan
Warm-up	Differentiator court: one student offers a reason; others test whether it transfers.
Apologetic case	"God is different" versus "this case has independent support that changes the reference class."
Tool lab	Try each differentiator type in the tool and observe how allowance changes risk.
Repair challenge	Rewrite three weak differentiators into stronger versions or admit that no repair is available yet.
Reflection prompt	When is "this case is special" a reason, and when is it just a shield?

Teacher prompts	Expected student struggle
What exactly is being inferred? Would we allow that move elsewhere? What would count as a real differentiator? What narrower claim survives?	Students may confuse theological distinctness with evidential distinctness.

Session 6: Modal Smuggling, Scope Drift, And Specificity Inflation

Core question	Where does an argument quietly become stronger than its evidence?

Learning outcomes	Key concepts
- Spot shifts from observation to necessity. - Identify when evidence leaves its domain. - Distinguish generic explanation from specific doctrine.	- modal smuggling - scope drift - specificity inflation - bridge premise - possibility - necessity

Segment	Plan
Warm-up	Register labels: students mark claims as empirical, inductive, modal, metaphysical, or theological.
Apologetic case	"The universe appears ordered" becomes "the Christian God designed it."
Tool lab	Explore defense modes and read why modal/metaphysical modes add burden.
Repair challenge	Insert explicit bridge premises between the observation and the conclusion.
Reflection prompt	Where do I most often confuse "could be" with "probably is"?

Teacher prompts	Expected student struggle
What exactly is being inferred? Would we allow that move elsewhere? What would count as a real differentiator? What narrower claim survives?	Students may feel bridge premises are nitpicky. Show how bridges preserve honesty.

Session 7: Reading The Visuals

Core question	What does the tool show that prose alone hides?

Learning outcomes	Key concepts
- Read the pressure scatter and identify the upper-right risk zone. - Use mini-bars to choose repair priorities. - Compare archetypes without turning them into stereotypes.	- score ring - mini-bars - stance map - pressure scatter - archetypes - repair panel

Segment	Plan
Warm-up	Students predict the highest-pressure point before looking at the graph.
Apologetic case	A rejected parallel with 92 percent similarity versus a weakened parallel with 86 percent similarity.
Tool lab	Trace the graph point to the relevant card; compare Agnostic, Skeptic, Cautious Theist, Apologist, and Dogmatist.
Repair challenge	Choose one high-pressure point and propose the smallest honest revision.
Reflection prompt	Which visual changed what I noticed?

Teacher prompts	Expected student struggle
What exactly is being inferred? Would we allow that move elsewhere? What would count as a real differentiator? What narrower claim survives?	Students may stare at the total score and miss the drivers. Make them name the top two variables.

Session 8: Full Audit Workshop

Core question	Can students run a complete audit responsibly?

Learning outcomes	Key concepts
- Complete a full audit in pairs. - Present the highest pressure point and best repair. - Use exported reports and AI prompts responsibly.	- audit workflow - charitable statement - score drivers - export report - AI prompt

Segment	Plan
Warm-up	Steelman first: each pair states the argument in a form a believer would recognize.
Apologetic case	Pairs choose cosmological cause, design, consciousness, revelation, miracles, or morality.
Tool lab	Run the full workflow from pattern selection through export and AI prompt.
Repair challenge	Prepare a two-minute repair proposal with a narrower conclusion.
Reflection prompt	What did the audit make clearer than ordinary discussion?

Teacher prompts	Expected student struggle
What exactly is being inferred? Would we allow that move elsewhere? What would count as a real differentiator? What narrower claim survives?	Students may rush to results. Require written anchor, parallel, differentiator, repair before presenting.

Session 9: Repairing Arguments Honestly

Core question	What does intellectual repair look like?

Learning outcomes	Key concepts
- Distinguish repair from evasion. - Produce a proportionate repaired conclusion. - Explain what evidence would be needed for a stronger conclusion.	- lower force - accept parallels - narrow conclusion - independent support - bridge premises - proportion

Segment	Plan
Warm-up	Repair ladder: students rank revisions from evasive to honest.
Apologetic case	"Whatever begins to exist has a cause; therefore God exists" becomes a modest explanatory question.
Tool lab	Use the repair panel and score drivers to choose a repair route.
Repair challenge	Repair competition: the best repair is charitable, clear, and proportionate.
Reflection prompt	What does it feel like to improve an argument by making it less ambitious?

Teacher prompts	Expected student struggle
What exactly is being inferred? Would we allow that move elsewhere? What would count as a real differentiator? What narrower claim survives?	Students may equate humbler claims with losing. Reframe repair as intellectual strength.

Session 10: Conversation, Character, And Final Briefs

Core question	How do we use sharp tools without becoming cruel?

Learning outcomes	Key concepts
- Present a fair inference brief. - Respond to critique without contempt. - Name one personal standard of evidence to carry forward.	- charity - courage - humility - steelman - honest uncertainty - conversation norms

Segment	Plan
Warm-up	Language swap: turn debate-winning lines into inquiry-friendly questions.
Apologetic case	A friend feels threatened by the audit score. How do we keep the conversation humane?
Tool lab	Use the AI prompt as a second-pass review, not as an oracle.
Repair challenge	Final brief includes the argument, anchor, parallels, differentiators, pressure point, repair, and reflection.
Reflection prompt	What belief or habit became more honest during this course?

Teacher prompts	Expected student struggle
What exactly is being inferred? Would we allow that move elsewhere? What would count as a real differentiator? What narrower claim survives?	Students may weaponize clarity. Require a repair offer before critique is considered complete.

11. Activity Protocols

Activity	Protocol	Debrief question
Standards swap	Judge a nonreligious claim first, then apply the same rule to an apologetic claim.	Did the standard change when the topic changed?
Argument surgery	Mark observation, anchor, bridge premise, scope shift, modal leap, and conclusion in different colors.	Where did the argument become stronger than the evidence?
Differentiator court	One student offers a differentiator. The group tests independence, transfer, scope, and circularity.	Is this a reason or a restatement?
Human stance map	Students physically stand in Accept, Weaken, or Reject zones.	What would move you one zone over?
Sticky-note pressure graph	Place parallels on a wall grid: similarity left to right, tension bottom to top.	Which point is the repair priority?
Repair workshop	Teams revise an overreaching conclusion into the strongest proportionate claim.	What did the repair preserve and what did it surrender?
AI prompt lab	Paste the generated prompt into an assistant and critique the reply.	Did the reply clarify tension or flatter a side?

12. Printable Student Tools

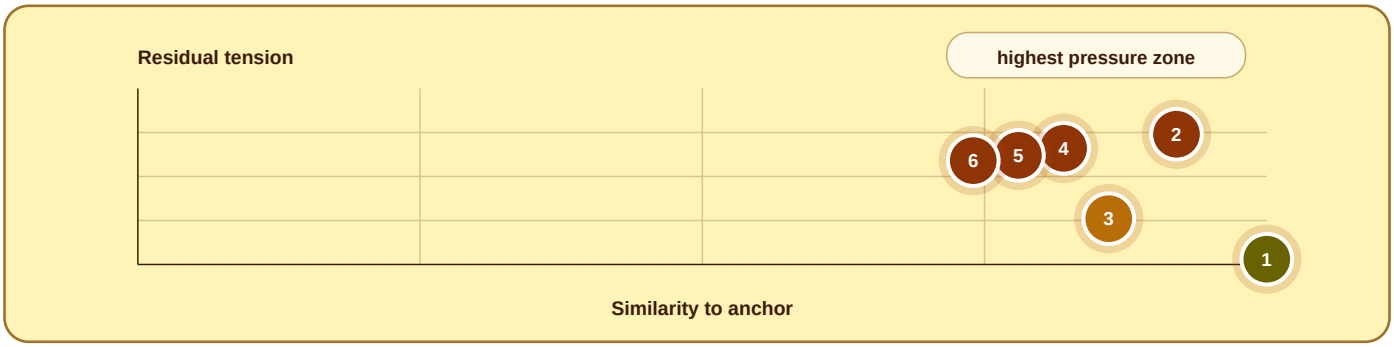
These pages can be copied directly into a student workbook. They intentionally leave space for writing because the course is a reasoning lab, not a lecture transcript.

Audit worksheet field	Student entry
Argument in strongest charitable form	
Anchor claim	
Anchor force, 0-10	
Parallel inductions	
Treatment: Accept, Weaken, Reject	
Differentiator type and reason	
Highest pressure point	
Honest repair	

Notes

Student Page: Pressure Graph Sketch

Use this page before or after the app graph. Place each numbered stance where it belongs.



Question	Response
Which point is farthest upper-right?	
What makes it similar to the anchor?	
What differentiator is currently being used?	
What repair would reduce this pressure honestly?	

Sketch and notes

13. Differentiator Field Guide

Type	When it is strong	Weak or abusive use
Independent support	External evidence changes the comparison without assuming the conclusion.	The alleged support is just the preferred conclusion in new words.
Scope distinction	The cases operate in domains where projection really differs.	The anchor is allowed to cross domains but the parallel is not.
Evidence quality	Reliability, replication, independence, or specificity genuinely differ.	One side merely feels more plausible or familiar.
Defeater supplied	A reason undercuts the parallel without also undercutting the anchor.	The defeater would damage the favored argument if applied consistently.
Mere assertion	Marks where a reason still needs to be supplied.	The user says the case is different without showing why.
Circular	Not a repair unless the circularity is removed.	The conclusion is used to protect itself from a parallel.
Modal smuggling	Flags illicit movement from observed regularity to necessity.	Observed regularity is treated as metaphysical necessity without a bridge.
Specificity inflation	Flags overreach from modest evidence to detailed doctrine.	Evidence for some explanation is inflated into evidence for a specific theological package.

Transfer test	Could a fair critic use this same differentiator in a case that does not protect your preferred conclusion? If not, it may be doing protective work rather than evidential work.

14. Repair Moves Guide

Repair move	What it improves	Warning sign
Lower anchor force	Keeps confidence proportional to the observed pattern.	The conclusion still sounds certain after force is lowered.
Accept relevant parallels	Applies the same standard consistently.	The student accepts the parallel in words but ignores its implication.
Narrow the conclusion	Stops evidence for a generic claim from carrying a specific doctrine.	The narrower claim is treated rhetorically as if it were still the stronger one.
Add independent support	Supplies a real reason the favored case differs.	The support assumes the conclusion.
State bridge premises	Makes hidden transitions testable.	The bridge is vague or unfalsifiable.
Change defense mode honestly	Admits when the argument is modal, metaphysical, analytic, or rhetorical.	The mode changes only when pressure appears.

Repair principle	A repaired argument is not weaker because it is humbler. It is stronger because it no longer spends evidence it does not have.

15. Final Project: Fair Inference Brief

The final project asks each student or pair to complete an honest audit and present a repaired conclusion.

Brief section	Required content
1. Argument analyzed	State the argument in its strongest charitable form.
2. Anchor claim	Name the accepted inductive rule and its force.
3. Parallel inductions	List relevant numbered parallels and why they matter.
4. Differentiators tested	Classify each differentiator and explain whether it is strong or weak.
5. Highest pressure point	Identify the most similar, most unresolved comparison.
6. Repaired conclusion	State the most honest conclusion the evidence currently licenses.
7. Personal reflection	Describe one way your standard of evidence became clearer.

Presentation rule	Reason
Begin with the strongest version of the argument.	Prevents straw-manning.
Report the pressure point without contempt.	Keeps critique humane.
Offer repair before final judgment.	Makes the project constructive.
Name uncertainty honestly.	Models intellectual adulthood.

16. Teacher Question Bank

Situation	Questions to ask
A student jumps to the conclusion	What is the exact inference? What observed pattern is being projected?
A student dismisses a parallel	What makes this case relevantly different? Would that difference transfer?
A student says "God is different"	Different in what evidentially relevant way? How do we know that without assuming the conclusion?
A student treats possibility as support	Are we saying could be, probably is, or must be? What changes between those?
A student feels threatened	What narrower claim could preserve the honest part of the argument?
A student gets combative	Can you state the opposing view in a way its holder would recognize?
A student overtrusts the score	Which variables created the number? What would change it honestly?
A student repairs well	What did your repair clarify, and what did it stop claiming?

Recurring refrain Similar cases deserve similar permission unless a real differentiator changes the evidential situation.

17. Extension Modules

Module	Core questions	Suggested deliverable
Cosmological argument	What travels from observed causes to the universe? What does not travel?	Bridge-premise map.
Design and fine-tuning	When does order support design, and when does specificity inflate?	Pressure graph for design parallels.
Consciousness	What follows from brain-mind dependence, and what would a disembodied mind require?	Differentiator court.
Miracles and resurrection	How should testimony, priors, alternatives, and dependence be weighted?	Competing explanation ledger.
Moral arguments	What does moral experience license: realism, obligation, lawgiver, or doctrine?	Narrowed-conclusion repair.
Revelation and scripture	When does authority become circular, and what would independent support look like?	Source-independence map.

Expansion path	A dynamic teacher can turn each extension module into a two-session lab: one session for argument surgery and one session for full audit plus repair.

18. Appendices And Source Links

These appendices anchor the curriculum to the tool and its underlying theory.

Resource	Use
Inductive Symmetry Audit	Run live audits with students during sessions 4 through 10.
Manual: Fair Inference Under Pressure	Give students as a reference before session 3 or 4.
Theory page	Use during session 6 for modal smuggling, scope drift, and specificity inflation.
Source paper	Advanced reading for teachers or older students.

Tool	https://xhairs.com/apps/inductive-symmetry-audit/
Manual	https://xhairs.com/assets/manuals/inductive-symmetry-audit-manual.pdf
Theory notes	https://xhairs.com/apps/inductive-symmetry-audit/theory.html
Source paper	Inductive Symmetry and the Smuggling of Necessity

Closing charge

Teach students to want their reasoning to be fair more than they want their first conclusion to survive. That is the deepest skill this curriculum can offer.