

1. What does it mean that abduction is ignorance-preserving?
2. What are possible solutions (or responses) to an ignorance problem?
3. What is the meaning of \rightsquigarrow in GW-schema of abduction?
4. Explain the difference between attainment and presumptive attainment (of an abductive goal on the basis of a certain knowledge base) in terms of Ajdukiewicz's distinction of reasoning vs inference.
5. Characterize the structure of Inference to the Best Explanation.
6. Evaluate to what extent it is justified to consider diagnostic reasoning as a case of selective abduction, as opposed to creative abduction.
7. What is so creative in counterinduction?
8. Give examples of abductions: sentential, perceptual and manipulative one.
9. Account for considerations of subsection 2.2 in terms of alethic vs epistemic perspectives in analysing abduction.
10. Interpret the quotation from Peirce on p. 65 in terms of Rips' loose vs strict views of reasoning.
11. Find out what Peircean *synechism* is. Is it possible to express this view in terms of embodied cognition?
12. Why scientific theories are not just good fictions?