



Logic and Rhetoric for Political Analysis

Political Science 123
Wellesley College

Fall 2020
Term One

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Class Hours

Monday, Tuesday, Thursday, and Friday: 14.30 to 15.45 (EDT)
The Zoom Room will be opened at 14.00.

We have a break from 15.00 to 15.15.
Please log in by 14.25 pm.

Office Hours

Monday through Friday: 15.45 to 17.00 (EDT)
and by appointment

Class Zoom Room ID
[842 330 7418](#)

Office Hours Zoom ID
[587 818 060](#)

Description

This course uses logic and rhetoric – two of the three core liberal arts in classical education – to examine current political discourse in the United States and around the world. We study processes of reasoning, methods of detection and discovery, forms of inductive and deductive inference, and kinds of experimentation. We study methods of persuasion – including appeals to authority (which seem to be decreasingly effective), to beauty (which seem rare overall), and to emotion (which seem common and effective). Students learn principles of logic, what

are known as 'logical fallacies' and 'rhetorical devices.' The course then builds on skills in the fields of logic and rhetoric by subjecting current political arguments to critical scrutiny.

Objective

Our objective is to reveal the inner workings of persuasive political discourse. We focus on logically flawed but persuasive speech. Students learn fundamentals of logic, theories related to discovery of truth, techniques of rhetoric, and varieties of fallacious persuasion. Students practice identifying logical fallacies and reflecting critically on, discussing, and writing about the validity, truth, and truthfulness of current political claims. The central objective of the course is to sharpen awareness and strengthen analysis of the use of rhetoric and persuasive fallacies in political speech.

Format

The course is conducted as a seminar. Our classes are instructor-guided group study sessions wherein we discuss what we have learned since the last class. Students are expected to come to class having completed the reading and other assignments, having thought about the subject for the class, and having prepared to discuss it.

I may change the schedule and assignments to meet student needs, address emergent issues, or incorporate new resources. Additionally, we will face unexpected difficulties during our course together this fall. We will certainly have problems with the technology. I want to hear from you suggestions for how we can best adapt. I am determined to ensure that this course is the very highest quality logic and rhetoric (for political analysis) courses offered anywhere.

The topics provided below for the last two weeks of the course – where we take new skills to significant political claims – are suggestive. Students will decide the topics and select the reading.

Structure

The course has five parts. The first week is for introducing the course, getting to know each other, reflecting on the learning process, and specifying our learning goals. Over the next two and a half weeks, we consider language and truth, technology and science, and politics and government. The following three and a half weeks brings our focus to methods of discovery and processes of thought. Following that, we consider logical fallacies, including appeals to emotion, which make up the bulk of political speech and the bulk of the course. In the final two weeks of the course, we analyze current political speech and identify specific types of logical fallacies.

Reading

All reading is available on our Sakai course conference. Each of the major books is also available for purchase at reasonable prices. If possible, please do purchase paperback copies of the following, so that you can refer to them without additional screen time.

- Aristotle, *Rhetoric*, trans., W. Rhys Roberts, London: Oxford University Press, 1924, (322BC), Dover replication thrift edition 2004 (\$5 new)
- Gula, Robert, *Nonsense: Red Herrings, Straw Men, and Sacred Cows: How We Abuse Logic in Our Everyday Language*, Edinburg VA: Axios Press, 2007 (\$12 used)
- Orwell, George, *Nineteen Eighty-Four: A Novel*, intro. Eric Fromm, New York: Signet Classic, (1949) 1977 (\$7 new)
- Quinn, Arthur, *Figures of Speech: 60 Ways to Turn a Phrase*, Seattle: Thrift Books Edition, (\$4 used)
- Whitey, Michael, *Mastering Logical Fallacies, The Definitive Guide to Flawless Rhetoric and Bulletproof Logic*, Berkeley: Zephyros Press, 2016 (\$11 new)

Bibliography

The bibliography has full references for all assigned reading. And it includes the most valuable works related to political logic and persuasion.

Research Assistance

Daria Hafner, Research and Instruction Librarian, would like to show us how to use online research tools. I have asked her to attend our class on Monday, September 21.

Assignments

The most important assignments are thoughtful consideration of others' written and spoken contributions, of the reading, and of other source material (e.g., videos of political oratory) and timely completion of assignments.

The graded assignments include (1) informed participation in class (25%), (2) timely, informed, and thoughtful responses to the study questions (25%), (3) in-class demonstration of mastery of persuasive fallacies and rhetorical devices (10%), and (4) a final paper (of fewer than 3,500 words) on a question designed by you and approved by me (40%). A one-page proposal describing your final paper project is due by the end of the day Friday, October 2 (EDT).

Study questions appear in the schedule below after the related reading and before the class in which we discuss your responses. For each class in which there is new reading, you are to submit to the Sakai course conference by 9 am EDT the day of the class a short response to the study questions. Please read others' comments after you post your own. Your own observations about the reading or issues that you would like to discuss are very welcome.

Specific assignments and study questions appear in the schedule below. Additionally, please listen and watch C-SPAN daily and be on the look-out for logically flawed but persuasive political speech. Please note instances of fallacious persuasion and rhetorical devices in the speech that you encounter each day.

The expectation of the College is that a one-unit course in a 7-week term format will have 5 hours of class time weekly and 19 hours of work outside of class weekly.

Class Participation

I know that different people have different propensities to speak in class. I will not assess your contribution to class discussion by amount but by relevance, significance, insightfulness, clarity, and benefit to others. I expect thoughtful reflection on class discussion and attendance at all classes. Please do make an effort to speak each class, especially in the early classes. I might ask you by name for your thoughts on the discussion.

Class Speaking Tutors

The course has two public speaking tutors. You are required to consult with one of the tutors during the first two weeks of the course. They can help you to be confident and effective in making comments in class.

The Zoom Classroom

If you have any technical trouble please contact the Computing Help Desk at helpdesk@wellesley.edu or 1-781-283-2222. Also, feel free to let me know.

Log on early! Stay late! The Zoom meeting is scheduled from 2.00 to 3.45 pm (EDT). 2.00 to 2.30 is time to hang out and meet friends from class before class. The professor will make any interested student a co-host and then rejoin the meeting at 2.30 pm.

We will decide, by consensus if possible, expectations related to the use of Zoom, one of our technology platforms for the course. We have important issues to consider, such as whether we would like to record our classes, if we record them when to erase them, whether and how to use the chat and other functions, and overall ground rules for our discussions.

The Sakai Course Conference

The Sakai course conference is private. Nobody other than registered students, the instructor, and Wellesley College Computing are permitted to see the content or posts. We will discuss and decide other ways to keep our discussions private.

Please let me know if you have any trouble accessing or using the Sakai course conference.

Online Applications

This course uses Zoom for hosting our classes; Sakai for accessing readings and videos, posting short essays (the responses to the study questions) and commenting on those, and submitting video assignments; and Gmail for exchange of messages and documents. I would be pleased to consider the adoption of other applications that students suggest.

Electronic Devices

During class, please do not use electronic devices other than the computer needed for the Zoom used in class. I make this request so that we cultivate the habit of looking at the person who is speaking. Please do let me know if, for any reason, you need to use electronic devices other than those that all of us are using for class.

Office Hours

I will hold office hours for individual consultations from 15.45 to 16.30 pm EDT, Monday through Friday. I will try to ensure that anyone in the Zoom waiting room will not wait for more than 5 minutes. Please note that office hours has a different Zoom ID: 587 818 060.

Accommodations

If you would like to have, or know whether you might be eligible for, accommodations for assessment or learning, I encourage you to consult with James Wice, Director of Disability Services (x 2434).

Holidays

Please let me know if you observe holidays for which you will miss class or would like accommodations.

Authorship

The writing that you submit must be your original work. I do encourage you to seek assistance with your thinking and writing. You are permitted to ask others to read drafts of your work and to make suggestions related to content and even to grammar and style. But you are not permitted to ask for assistance with grammar and style from professional copy editors or to allow anyone to edit your writing for you, including by sending comments that can be accepted or declined electronically.

Plagiarism

Your ideas and words exist because of your efforts. Others' ideas and words exist because of others' efforts. Representing another's ideas or words as your own is a form of theft, even if those ideas and words are not published and even if you are only paraphrasing rather than quoting. Please note the origins of your ideas and words. Carefully citing all sources in your writing protects you from plagiarism. Carefully citing all sources also impresses your reader with the research and authority that you bring to your subject.

Emotional and Mental Health

Life is stressful, often painful, and even more so in this pandemic era. Our emotional and mental health is critical to our physical health. If you have emotional or mental discomfort, please consider telling others, including me. I would be pleased to give extensions or make other accommodations.

Also, consider using the excellent resources of the Stone Center (at 1-781-283-2839). These include individual counseling and group therapy.

Let us be especially attentive in this course to each other's wellbeing; let us think at all times about what we might say and do for the benefit of others.

Class Schedule

I. Course Overview and introductions

Monday, August 31

1. Course Overview

The professor will answer questions about the course and syllabus. We will test our technology.

Assignment

Read this syllabus carefully before the first class and post questions to the Sakai course conference [here](#) by the end of the day on Sunday, August 30.

Tuesday, September 1

2. Introductions and Class Etiquette

Students will introduce themselves and ask questions of one another. We will continue to improve our technological arrangements. And we will determine by consensus, if possible, the ground rules of our conversations.

Reading

Leo Tolstoy, "The Three Questions" (1885) [here](#)

Begin Reading

Orwell, chapter one, *Nineteen Eighty-Four* (1984)

Note: Orwell's book is available on the Sakai conference in text and audio formats.

Questions

During this course, what is the right time for every action, who are the most necessary people, and what is right thing to do?

Assignment

Please make a video of two minutes introducing yourself to the class and post that video to our Sakai course conference Media Gallery by the end of the day (Sep 1) EDT. Please watch and listen to everyone's video introduction before class tomorrow (Sep 2). Prepare questions for one another. nb. You need not record or post a video, if, for any reason, you would not like to do so.

Assignment

Please complete the self-introduction form and post it to the Sakai course conference.

Assignment

Please think about informal rules you would like to have for our classes this term and be

prepared to propose them. For example, I will propose, to lift one possible inhibition to speaking in class, that we agree that nothing that is said in class may be attributed to anyone in conversations that we have with people outside of class.

Questions

What knowledge do you hope to gain by taking this course? What skills do you hope to develop?

Continue reading

Orwell, *Nineteen Eighty-Four* (1948)

II. Language and Truth, Science and Technology, Politics and Government

Thursday, September 3

4. Political Truth

We discuss truth, power, language, and their relationships.

Reading

Orwell, "Politics and the English Language" (Orwell 1946: 252-265)

Orwell, chapter one, *Nineteen Eighty-Four* (Orwell 1948: 1-104)

Heidegger, "Language" (Heidegger 1962: 189-210)

Questions

Why does Winston want to remember the past? Why does he have trouble doing so? Why does he begin writing a diary? What is Orwell suggesting overall in *Nineteen Eighty-Four* about the relationship between language and truth?

Friday, September 4

5. How are Official Truths Created?

We discuss ideologies and how they are created.

Reading

Orwell, chapters two and three, *Nineteen Eighty-Four*. (Orwell 1949: 105-393)

Note: The third chapter of *Nineteen Eighty-Four* involves graphic description of torture.

Thompson, "Ideology" (Kreiger 2012: 1-3)

Haidt, "The Hive Switch" (Haidt 2012: 256-262)

Questions

How do people living in Oceania avoid committing Thoughtcrimes and being subject to re-education by the Ministry of Love? How could a person living in Oceania avoid being

deceived by the Newspeak of the Ministry of Truth? What is the relationship between love and truth suggested by the relationship between Julia and Winston? How might Winston's emotional reaction, alternatively, to working in the Records Department and then being treating in the Ministry of Love be explained with reference to the 'hive switch'?

Monday, September 7

6. How Does Media Influence Thought?

We discuss technology and corporate media, including social media.

Reading

Crick, "In Defence of Politics Against Technology" (Crick 1962: 94-110)

Fuchs, "Social Media Surveillance" (Fuchs 2015: 395-414)

Klobucher and Kennedy, "S. 2728: A Bill to Protect the Privacy of Users of Social Media and Other Online Platforms" (U.S. Senate 2018: 1-16)

Questions

What is the difference between media and social media, between communications technology and live interaction? How does online communication influence political thinking? Is there anything Orwellian about online communication today?

Tuesday, September 8

7. What is Politics? Delegation and Representation or Camouflage and Deception

We discuss the nature of politics.

Reading

Crick, "In Praise of Politics" (Crick 1962: 140-161)

Mervin, "Deception in Government" (Mervin 2000: 25-27)

Questions

What are your feelings about politics? How would you formally define politics? Is politics adequately conceived of as 'who gets what when'? Or is the distribution of goods and services of value, including the distribution of power, a consequence of politics? Is politics primarily about coercive power or about persuasive power? Why is it said that politics is an art? What logical fallacies or valid but untrue claims can be found in Mervin's argument?

Thursday, September 10

8. What is the Good of Government? What is the Nature of the Nation?

We discuss the nature of government and the idea of the nation.

Reading

Candland, "What is the Good of Government?" (Candland 2017: 1-7)

Tagore, "Nationalism in the West" (Tagore 1918: 3-46)

Questions

What does Tagore mean about the nation being bad for the nation? (42) ("...the Nation is the greatest evil for the Nation.") Is it possible to think clearly about politics without a distinction between agents and instruments? (e.g., the government vs. the state; the head of a government department vs. the people who work in the department; or the people who live in a country vs. the idea of that they are a nation) Is the purpose of government (1) to produce public goods, (2) to protect the ruling classes, or (3) to project myths that keep the public obedient?

III. Processes of Thought and Methods of Discovery

Friday, September 11

9. Inference, Induction, and Deduction

We discuss the mental processes needed for discovery of truth.

Reading

Dewey, "What is Thought?" (1910: 1-12)

Doyle, "Mr. Sherlock Holmes" and "The Science of Deduction" from "A Study in Scarlet" (1905: 5-12) and "The Science of Deduction" from "The Sign of Four" (1890: 3-6)

Mill, "Of Inference, Or Reasoning, in General" (1843: 193-202 or 121-126 in the original)

Questions

What, according to Dewey, are the varieties of mental processes referred to as thinking? Which kinds of thinking are used in thinking about politics? What is induction? What is deduction? Why does induction require access to a large number of observations while deduction requires no more than one observation?

Monday, September 14

10. Logic: Syllogisms and Enthymemes

We discuss the basics of logic and deductive reasoning.

Reading

Gula, "More on the Syllogism" (Gula 2016: 199-218)

Mill, "Of Ratiocination, Or Syllogism" (Mill 1843: 126-138)

Corbett and Connors, "The Appeal to Reason" (Corbett and Connors 1965: 39-70)

Aristotle, *Rhetoric*, Book Two, Chapters 20, 21, 22 (Aristotle 322 BC: 93-100)

Questions

What is a syllogism? What is an enthymeme? Which is more widely used in political speech and why?

Tuesday, September 15

12. Interpretation, Thought, and Argument

We discuss the process of concept formation and the meanings of argument.

Reading

Gula, "More on Arguments" (Gula 2016: 173-182)

Dewey, "The Analysis of a Complete Act of Thought," "Systematic Inference: Induction and Deduction," and "Judgment: The Interpretations of Facts" (Dewey 1910: 68-115)

Questions

It has been said that one should never argue with someone who disagrees with you. Do you agree? What is predictive inference? What is diagnostic inference?

Thursday, September 17

13. Theory and Experimentation

We discuss the centrality of experimentation to discovery.

Reading

Doyle, "The Yellow Face" (Doyle 1894: 1-9)

Dewey, "Empirical and Scientific Thinking" (Dewey 1910: 145-156)

Mill, "Of the Four Methods of Experimental Inquiry" (Mill 1843: 253-266)

Lehrer, "The Truth Wears Off: Is there Something Wrong about the Scientific Method?"
(Lehrer 2010: 1-14)

Questions

Why was Sherlock wrong about the identity of the yellow face? What is experimentation through the chemical method? What is a theory? Why does scientific discovery rely on disconfirmation rather than confirmation?

Friday, September 18

14. Mid-term Assessment

We will use the class to take a self-assessment.

Assignment

Review notes and reading.

Monday, September 21

15. Library Resources

Daria Hafner will lead a workshop on using library resources.

Note: Daria will give us links and exercises.

Tuesday, September 22

16. Neuroscience of Political Orientation

We discuss the neurological processes associated with political thought.

Reading

Kolbert, "Why Facts Don't Change Our Minds" (Kolbert 2017: 1-10) available [here](#)

Flynn, Nyhan, and Reifler, "The Nature and Origins of Misperceptions"

(Flynn, Nyhan, and Reifler 2017: 127-144)

Jost and Amodio, "Political Ideology as Motivated Social Cognition" (Jost and Amodio 2012: 55-64)

Note: The article by John Jost and David Amodio will require you to look up several terms in neuroscience and genetics.

Questions

What is an ideology? What is a 'liberal' orientation? What is a 'conservative' orientation?

What are the leading neuroscience explanations for 'liberal' and 'conservative' orientations?

Note

The upcoming readings and assignments are substantial. They require you to read more than one hundred pages of text (for each class) and to memorize several broad categories of fallacious thinking and dozens of specific kinds of logical fallacies. You might want to begin the reading and memorization now.

Note

A one-page proposal describing your final paper project – following the five-steps suggested below – is due by the end of the day on Friday, October 2.

IV. Logical Fallacies, including Emotional Appeals

Thursday, September 24

17. What is Rationality? Incentives, Information, Institutions, and Ideology

We discuss the conditions for rationality.

Reading

Bano, "Logic of Adaptive Preference: Islam and Western Feminism" (Bano 2012: 125-154)

Tolstoy, "Confessions," chapter 14, (Tolstoy 1921: 84-88) [here](#)

Questions

Is rationality necessarily logical? Are there competing rationalities? What does Tolstoy reveal about the alleged incompatibility of faith and reason?

Friday, September 25

18. Biases and Values

We discuss varieties of personal biases and research biases, distinguish it from statistical biases, and discuss means for overcoming personal and research biases,

Reading

Nussbaum, "The Study of Non-Western Cultures" (Nussbaum 1997: 118-139)

Myrdal, "Valuations, Beliefs, and Opinions," "The Role of Social Sciences," "The Importance of the State," and "The Hidden Role of Valuations" (Myrdal 1969: 14-19 and 35-54)

Martin, "The Egg and the Sperm" (Martin 1991: 485-501)

Questions

How does one avoid descriptive and normative 'vices'? Is value-free social science inquiry possible? Is value-free natural science inquiry possible?

Monday, September 28

19. Logical Fallacies

We review the ways to persuade without reason, often with the appearance of reason.

Reading

Corbett and Connors, "The Ethical Appeal" and "The Emotional Appeal"
(Corbett and Connors 1965: 71-84)

Gula, *Nonsense* (Gula 2016: 1-171)

Assignment

Please memorize each of the broad categories of fallacies identified by Robert Gula.

Assignment

Select a short segment of a video of current political speech from any place or polity ('foreign' or 'domestic'). (C-SPAN offers registered users the option of making short clips.) Post the clip to the Forum folder. Watch others' clips and be prepared to identify the fallacies in the political speech that others have posted.

Tuesday, September 29

20. The Uses of Logical Fallacies

We continue to review ways to persuade without appeal to reason (though often with the semblance of deductive inference).

Reading

Whitey, *Mastering Logical Fallacies* (Whitey 2016: 16-194)

Question

Which broad types of fallacies described by Corbett and Connors and by Gula do you regard as most prevalent in current U.S. political speech and why?

Assignment

Select a short segment of a video of current political speech from any place or polity ('foreign' or 'domestic'). (C-SPAN offers registered users the option of making short clips.) Post the clip to the Forum folder. Watch others' clips and be prepared to identify the fallacies in the political speech that others have posted.

Assignment

Please memorize the 63 logical fallacies identified by Michael Whitey.

Tuesday, September 29 (21.00 to 22.30 EDT)

21. Democratic and Republican Presidential Candidates Debate

Reading

Whitey, *Mastering Logical Fallacies* (Whitey 2016: 16-194)

Assignment

Be prepared to identify each of the logical fallacies / persuasive techniques, using Whitey's scheme, deployed by the U.S. Democratic and Republican party presidential candidates.

Thursday, October 1

22. Analysis of Presidential Candidates Debate

Reading

Whitey, *Mastering Logical Fallacies* (Whitey 2016: 16-194)

Question

What are the dominant logical fallacies / forms of fallacious persuasive used by each candidate? How do they differ? Where are they similar? How did these techniques evolve during the debate? How much did the candidates rely on logical appeals (as opposed to ethical and emotional appeals)?

Assignment

Read and be prepared to speak about others' replies to these questions.

Friday, October 2

23. Discussion of final paper proposals.

Proposals are due by midnight EDT.

Please post your proposal to the Sakai course conference folder by the end of the day.

Monday, October 5
24. Rhetorical Devices

We consider styles of speech and writing that help to persuade one's listeners and readers.

Reading

Harris, "Guide to Rhetorical Devices" (Harris 2002: 1-157)
Corbett and Connors, "Figures of Speech" (Corbett and Connors 1965: 396-411)

Question

What are your three favorite rhetorical devices and why?

Assignment

Please memorize as many of the rhetorical devices identified by Harris as you can. Prepare to use your favorite rhetorical devices in class and prepare to spot them in the speech and diction of others.

Assignment

Print or copy by hand the list of logical fallacies posted to the Sakai course conference and cut into pieces so that you have a single fallacy on each piece of paper. Group these by category, using circles and lines, take a photo, and upload to the course conference. Be prepared to explain your groupings.

Tuesday, October 6
25. U.S. Executive is Immune from Criminal Prosecution

We critically analyze the argument.

Reading

Post, "The Fifth Avenue Immunity" (Post 2019: 1)
Moss, "Memorandum Opinion for the Attorney General" (Moss 2000: 222-260)
Trump v. Vance Oral Arguments (Katzmann, Consovoy, Drone, Chin, and Dunne 2019)
(52:01 min) [here](#)

Assignment

Compose the argument that the U.S. Executive is Immune from Criminal Prosecution. What are the logical premises and inferences in the argument?

Assignment

Identify the persuasive logical fallacies in the political speech in favor of the argument. Post the speech - as audio or audio-visuals - that you regard as most persuasive politically so that others can attempt to identify the persuasive logical fallacies. Be prepared to discuss your material in class.

Wednesday, October 7 (21.00 – 22.30 EDT)

26. Democratic and Republican Vice Presidential Candidates Debate

Reading

Whitey, *Mastering Logical Fallacies* (Whitey 2016: 16-194)

Assignment

Identify each of the logical fallacies / persuasive techniques, using Whitey's scheme, deployed by the U.S. Democratic and Republican party vice presidential candidates.

Thursday, October 8

27. Analysis of Persuasive Techniques of Vice Presidential Candidates

Reading

Whitey, *Mastering Logical Fallacies* (Whitey 2016: 16-194)

Assignment

Using the template that we have developed, identify each of the logical fallacies / persuasive techniques, deployed by the U.S. Democratic and Republican party vice presidential candidates.

Friday, October 9

28. U.S. Executive Communications are Privileged

We critically examine the argument.

Reading

Huq, "Background on Executive Privilege" Brennan Center for Justice (Huq 2007: 1-6)

Garvey, "Presidential Claims of Executive Privilege: History, Law, Practice, and Recent Developments" (Garvey 2014: 1-28)

Congressional Research Service, "Congressional Subpoenas: Enforcing Executive Branch Compliance" (CRS 2019: 1-45)

Assignment: Compose one of the arguments made in favor of the conclusion that U.S. executive communication is privileged. What are the logical premises? What are the inferences?

Monday, October 12

29. Public Security Requires State Surveillance

We critically examine the argument.

Reading

Savage, Charlie. U.S.A. Triples Collection of Data from U.S. Phone Companies” (Savage 2018: 1-3)

Clarke, “Is the Foreign Intelligence Surveillance Court Really a Rubber Stamp?” (Clarke 2014: 125-133)

Assignment

Using C-SPAN or other source identify a persuasive logical fallacy (or combination of fallacies) in speech in favor of the argument that public security requires state surveillance. Please post that speech, as a hyperlink with the minute and second of start and finish. View posts of others; identify persuasive logical fallacies therein; and be prepared to discuss in class.

Tuesday, October 13

30. The Geneva Conventions Are Irrelevant

We critical analyze the argument.

Reading

Associated Press, Common Article 3 of the Geneva Conventions (n.d.: 1)

Geneva Conventions and Additional Protocols, International Armed Conflicts, Protocol I of 8 June 1977 (ICRC 1977: 239-295)

Roth, “Geneva Conventions Still Hold Up” (Roth 2009: 1-3)

Assignment

Using C-SPAN or other source identify a persuasive logical fallacy (or combination of fallacies) in speech in favor of the argument that the Geneva Conventions and Additional Protocols are irrelevant. Please post that short piece of audio-video, as a hyperlink with the minute and second of start and finish. View posts of others; identify persuasive logical fallacies therein; be prepared to discuss these in class.

Wednesday–Friday, October 14–16

Reading (and writing) period

Office hours daily (14.00 – 16.00 EDT)

Saturday, October 17
Papers Due – 16.00 EDT

Bibliography

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Strategy for Your Final Paper

Please use this five-staged approach to plan, propose, and write your final paper.

1. Articulate a question.

The most crucial and most difficult task in designing a good paper is posing a productive question. Take some time to figure out what is most puzzling or most unsatisfying about what you have learned in the study of logic, rhetoric, and political persuasion. If the answer to a question requires merely the presentation of information, then that question is unlikely to make for an interesting paper. A fruitful question is often posed as a puzzle; and a successful paper often presents a new way of looking at and thereby resolving that puzzle.

2. Explain briefly why that question is important to study of logic, rhetoric, and political persuasion.

In the face of the literature, or in the face of common sense, briefly explain why the question or puzzle demands an answer.

3. Defend briefly a strategy for addressing that question.

Different questions demand different methodological approaches. A single case study can answer some questions. Others require explicit comparative analysis of more than one case. Some questions require interpretive approaches; others statistical analysis. (For discussion of methodological approaches, see Charles Ragin, *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*.) Explain briefly what your approach can deliver. (e.g., By identifying the types and frequency of logical fallacies used by Judge Gorsuch at his confirmation hearing, I aim to predict the Gorsuch's likely judicial alliances with sitting Supreme Court Justices.)

4. Use that strategy.

Most of your paper should be devoted to analysis. Having done the difficult work of framing the paper with a question and devising a strategy for addressing that question, the analytical work should proceed without great difficulty.

5. Draw conclusions.

In your conclusion, state forcefully what you established. Avoid the temptations to introduce some last-minute variable that might explain more, to acknowledge the weaknesses of your argument, to speculate on the future, or to make policy recommendations.

Writing Suggestions for Your Final Paper

Narrow your focus. A narrower argument is almost always more defensible and more revealing than a general argument. Be succinct. It's not merely a virtue; it's a requirement. The text of your paper – not including footnotes and bibliography – must be fewer than 3,500 words. Accordingly, it is good to write long rough drafts and then to eliminate nonessential material. Papers may be shorter than the word limit. Many excellent papers are. At the end of the paper, give a word count (e.g., 3,202 words).

In your introduction, state your question, your approach, and your argument. Throughout the paper, use topic sentences. The contribution of each paragraph should be clear from its first sentence. Avoid lists, familiar metaphors, and contractions. Give phrases and the acronym for these phrases in parentheses before using an acronym alone. (e.g., non-governmental organizations (NGOs)) Capitalize all letters of an acronym. But do not capitalize common nouns.

Avoid first person claims when they direct attention away from the central contribution of the claim. A sentence such as "I believe that all discourse is rhetorical" leads the reader to divide her attention between you and the truth of your claim. ("Hmm...? That's an interesting claim. But I wonder why *she* believes that.") Stating a claim directly can give it more credibility. (e.g., "All discourse is rhetorical.") At the same time, do not feel that you must avoid first person claims. Sometimes, you want to bring yourself to the attention of the reader.

Distinguish between countries, governments, people, and states. Do not use country names as substitutes for governments, people, or states. The claim that "the United States treats Mexicans as second-class citizens" is confusing, as "United States" might refer to the government (i.e., those who manage the state), the people (i.e., those who reside within the country), or the state (i.e., the institutions for the rule of law).¹ Avoid the word "nation." A nation is the idea that people who consider themselves to be united by a collective identity, such as ethnicity or religion, should constitute a separate state. A "nation-state," where territorial borders and collective identity are co-terminus, is an emotionally compelling notion but is non-existent (even at the Vatican) and often used to legitimate the violation of human rights. Keep in mind that governments, like non-governmental associations (so called, "non-state actors"), can act, but that countries and states, being inanimate, cannot.

Double-space; do not use one and one half-space formatting. Paginate. Check your grammar; edit thoroughly; proof read carefully.

Use one of the citation formats described below.

¹ The Immigration and Nationality Act does treat citizens of Mexico and their U.S. citizen family members differently from, and less preferentially than, citizens of other countries.

Citation and Bibliography Formats

Use one of the following citation formats in your papers. At the conclusion of a sentence that reflects or reports someone else's opinion or information, use either an in-text citation or a footnote.

(1) An in-text citation gives the author's last name, year of publication, and page, in parentheses. (Last Name of Author(s) year: page). Then, in an attached bibliography, each source is given like this:

Last Name, First name, year, *Title of Book*, Place of Publication: Publisher

Last Name, First name, year, "chapter title," in *Title of Edited Book*, First and Last Name of Editor, ed., Place of Publication: Publisher

Last Name, First name, year, "article title," *Title of Periodical*, (Volume: Number)

For example:

Pakistan has one of the world's largest gaps between female and male economic and educational attainment. (Hausman, Tyson, and Zahidi 2009: 9)

Then, in your bibliography, give the full citation, like this:

Hausman, Richard, Laura Tyson, and Saadia Zahidi, 2009. *The Global Gender Gap Report 2009*, Geneva: World Economic Forum

Following the in-text citation format, chapters in books or articles in periodicals should be listed in your bibliography like so:

Chaudhry, Hafeezur Rehman, 1990. "The Shrine and Lunger of Golra Sharif," in *Pakistan: The Social Sciences' Perspective*, Akbar S. Ahmed, ed., Karachi: Oxford University Press, 190-206

Kamali, Masoud, 2001. "Civil Society and Islam: A Sociological Perspective," *European Journal of Sociology*, 42: 3, 457-482

(2) A footnote refers your reader to a complete citation at the bottom of the page. The footnote format is:

First name Last Name, *Title of Book*, Place of Publication: Publisher, Year, Page(s).

First name Last Name, "article title," *Title of Journal*, (Volume: Number), Month Year, Page(s).

First name Last Name, "chapter title," in *Title of Edited Book*, First and Last Name of Editor, ed., Place of Publication: Publisher, Year, Page(s).

For example:

Pakistan's early development strategy intentionally promoted economic inequality as a technique for rapid economic growth.¹

At the bottom of the page, appears the footnote.

¹ Angus Maddison, *Class Structure and Economic Growth in India and Pakistan*, Oxford: Oxford University Press, 1973, 136.

Articles in periodicals or chapters in books should be listed in your footnote like so:

² Miriam Hoexter "Waqf Studies in the Twentieth Century: The State of the Art," *Journal of the Economic and Social History of the Orient*, (41: 4) 1998, 478

³ Robert D. McChesney, "Charity and Philanthropy in Islam," in *Philanthropy in America: A Comprehensive Historical Encyclopedia*, Dwight F. Burlingame, ed., Washington, DC: ABC-CLIO, 2004, 269

If you use footnotes, you may include a bibliography but are not obligated to do so.

Please do not place footnotes at the end of the paper (i.e., do not use endnotes).