

HALE'S INTRODUCTION TO CRITICAL REASONING

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CHAPTER ONE: IDENTIFYING ARGUMENTS AND THEIR PARTS

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What Is an Argument?

Our focus in this course will be on identifying and evaluating arguments that occur in natural language, with an emphasis on arguments in everyday reasoning. The purpose of this chapter is to help you improve your ability to identify arguments and their parts (that is, their premises and conclusions). We will begin to learn how to evaluate arguments in Chapter Two, and we will sharpen our evaluative skills in Chapter Three.

Before getting to the definition of the word 'argument', it is important for me to point out to you that our definition of 'argument' in critical reasoning and logic is a technical definition. This definition corresponds with one – but not all – of the ways the word 'argument' is used in everyday language. Most commonly in everyday language, the word 'argument' is used to mean *a heated verbal altercation*, but that is not what we mean by 'argument' in critical reasoning and logic. There is nothing wrong with how the word 'argument' is used outside of critical reasoning and logic, but in critical reasoning and logic we are using this word with only one of its common meanings.

When we use the word '**argument**' in critical reasoning and logic, we mean the following: *a set of statements in which some statements (the premise or premises) are intended to be reasons to believe another statement (the conclusion).*

There are four aspects of this definition that need individual elaboration.

First, a **statement** is *a sentence that is either true or false*. Here is another way to express the definition of a **statement**: *a statement is a sentence that has a truth value*.

There are two **truth values**: one is the truth value *true* and the other is the truth value *false*. For example, the sentence

Los Angeles is in California

has the truth value *true*, whereas the sentence

New York City is in California

has the truth value *false*.

Because each of these two statements has a truth value, each of them is a statement.

Some sentences have truth values, and therefore are statements, even if we do not know what their truth values are. For example, if I do not know which city is the capital of Texas, then I do not know the truth value of the sentence

Dallas is the capital of Texas.

But I do know that that sentence is either true or false, so I know that it is a statement. (Of course, some of you might know the truth value of this statement even if I don't; also, it would be easy to find out what its truth value is.) The point is that my lack of knowledge about which truth value a statement has is separate from whether or not it has a truth value.

Let's notice, too, that it is possible for one sentence to contain more than one statement. For example, the sentence

Sacramento is the capital of California and Denver is the capital of Colorado

contains two statements, because it contains two parts that have truth values separately from each other. That is,

Sacramento is the capital of California

is either true or false, and

Denver is the capital of Colorado

is also either true or false. So, the statement

Sacramento is the capital of California and Denver is the capital of Colorado

counts as a *compound* statement.

Other than statements, what kinds of sentences are there? Usually sentences that, grammatically speaking, are phrased as questions, commands, requests, and exclamations do not have truth values, and therefore are not statements. For example, if I say to my cat Felix:

Get off the counter!

I have given Felix a command (which he probably will ignore) but I have not made a statement. (I will mention my cats Felix and Ghost in various examples in this course.)

Changing the wording of a command so that it is a request does not matter as to whether or not it is a statement. In other words, if I were to say to Felix:

Please get off the counter,

what I would have said would not have a truth value, so it would not be a statement.

Consider questions. If you ask a classmate

How did you do on your homework assignment?

your question would be neither true nor false, so it would not a statement.

Exclamations, similarly, do not usually have truth values, so are not statements. For example, if I stub my toe and exclaim

Ouch!

my very short sentence is not a statement.

To recap briefly: every premise and every conclusion must be a statement, which means that every premise and every conclusion must have a truth value (that is, be either true or false, even if you don't know which truth value it has).

The second aspect of the definition of 'argument' that needs elaboration is this: notice the phrase 'are intended to' in the definition: the premise or premises *are intended to* be reasons to believe the conclusion. Of course, we do not always do the things we intend to do; this is just part of being human. Sometimes – often, in fact! – I do not get up as early in the morning as I intend. Similarly, sometimes a person giving an argument – that is, an *arguer* – might give premises that they intend as reasons to believe a conclusion, but their premises might not really be reasons to believe the conclusion. Such an arguer has given a bad argument. Having the phrase 'are intended to' in the definition of 'argument' is very important, because otherwise the definition would imply that all arguments are good arguments, and we know from our experiences with reasoning that this is not right.

Later in this course (in Chapters Two and Three), we will refine the concepts used to determine whether arguments are good or bad, and we will learn some techniques that will help us apply those concepts, but for now the important point to remember is this: not all arguments are good arguments – some are good and some are not.

The third aspect of the definition of 'argument' to notice by itself is that the definition requires that there be at least one premise, and one conclusion. There are no other restrictions on the number of premises (as long as that number is finite): there might be only one premise and there might be a large number of premises. Also, as we will see later, sometimes arguers leave a premise unstated and sometimes they leave a conclusion unstated. (We will work with unstated conclusions later in Chapter One, but we will wait until Chapter Two to work with unstated premises.) No argument, however, can be completely unstated.

The fourth aspect of the definition of 'argument' that needs to be discussed is that no statement can be a premise unless it is part of an argument, and no statement can be a conclusion unless it is part of an argument. The terms 'premise' and 'conclusion' are defined according to the role or function that the relevant statement plays or has within an argument. A premise is a statement that is intended to be a reason to believe a conclusion. A conclusion is a statement that a premise or premises are intended as

reasons to believe, or, in other words, a conclusion is a statement that a premise or premises are intended to support. The definitions of the words 'premise' and 'conclusion' are *unavoidably* circular.

An easy way to remember the basic idea of the definition of 'argument' in logic is to think of it in terms of this little equation:

$$\text{ARGUMENT} = \text{PREMISE(S)} + \text{CONCLUSION}$$

Premise Indicators and Conclusion Indicators

Often certain words or phrases are used to signal or indicate the presence of a conclusion or of a premise. Let's call such words and phrases *conclusion indicators* and *premise indicators*.

A premise indicator (almost always) comes before a premise, and a conclusion indicator is (almost always) presented before a conclusion. Later I will briefly discuss some variations on this placement of conclusion indicators, but let's ignore this complication for now.

I think of the word 'therefore' as the paradigm (or model) of a conclusion indicator, and I think of the word 'because' as the paradigm (or model) of a premise indicator.

The following box gives you some words and phrases that are commonly used to indicate conclusions; in each, I have put a blank line where the conclusion would be.

BOX 1A	
COMMON CONCLUSION INDICATORS:	
Therefore	_____
So	_____
Consequently	_____
As a result	_____
Hence	_____
Thus	_____
Here's why	_____
This is why	_____
That's why	_____
This proves that	_____
This shows that	_____
This demonstrates that	_____
This means	_____
This suggests that	_____
It follows that	_____
Accordingly	_____
We may conclude that	_____
For these reasons	_____
As such	_____
Given that,	_____
Ergo	_____
Perforce	_____

The following box gives you some words and phrases that are commonly used to indicate premises; in each, I have put a blank where the premise would be.

BOX 1B COMMON PREMISE INDICATORS: Because _____ 'Cause _____ Cuz _____ B/c _____ Since _____ For _____ This is implied by _____ In view of the fact that _____ In light of _____ As _____ Inasmuch as _____ Seeing as _____ Seeing that _____ Given that _____ This follows from _____ For the reason that _____ The reason is that _____ The reason being that _____ Reason being _____ This is because _____ In that _____ After all _____ Here's why: _____ Due to _____

The lists in these boxes are not exhaustive; that is, they do not contain each and every conclusion indicator or every premise indicator. If you are familiar with the indicators in these boxes, however, it is very likely that you will recognize any other indicators you might encounter. Also, when we look at an arguments that is presented without any indicators, often we will be able to add a common conclusion indicator (like our model 'therefore') or a premise indicator (like our model 'because') to figure out which part of the argument is the conclusion and which is the premise or which are the premises.

I need to give you a quick warning about indicators. Many common premise indicators and many common conclusion indicators can be used with meanings that have nothing to do with introducing any part of an argument. For example, in the sentence

I have taught at CSUN since 1991,

the word ‘since’ is used to indicate the beginning of a period of time, not to signal a premise. (I hope it’s obvious to you that this one sentence is not an argument at all.) Later in Chapter One, we will focus in a little more depth on different uses of common conclusion indicators and common premise indicators, but please be aware now that they do have other meanings. It is important to know, however, that a common conclusion indicator never signals a premise, and a common premise indicator never signals a conclusion.

Switching gears now, let’s notice a little bit more about how the premise indicators ‘because’ and ‘since’ work. Consider this argument:

You should take your umbrella because it’s going to rain.

The word ‘because’ indicates a premise. (If the word ‘because’ could talk, it would be saying: “Hey, what comes after me is a premise.”) So, the statement that it’s going to rain is the premise in this argument. The conclusion is the other statement in the argument, which says that you should take your umbrella. We can understand the structure of the sentence expressing the argument as follows:

conclusion because premise

The same argument could have been presented in a different order, like this:

Because it’s going to rain, you should take your umbrella.

Here, the structure of the sentence expressing the argument is:

because premise, **conclusion**

The function of the premise indicator ‘because’ does *not* depend on its placement (or position); no matter whether ‘because’ is placed at the beginning of an argument or someplace later in the argument, it indicates a premise.

Here are two “real life” examples (when I say “real life” examples, I mean examples I have found rather made up) to illustrate this point, in which I have italicized and underlined the indicator ‘because’ and I have **boldfaced** the conclusion:

Black rage can be constructive because anger can be the starting point of hope. [Andre Henry, *All the White Friends I Couldn't Keep: Hope – and Hard Pills to Swallow – about Fighting for Black Lives*. (New York: Convergent, 2022), p. 53.]

Because the coffee and the water are boiled in the same pot, **Turkish coffee has a thick sediment that collects at the bottom of the cup.** [Arlene Voski Avakian, *Lion Woman's Legacy: An Armenian-American Memoir*. (New York: The Feminist Press at The City University of New York, 1992), p. 12.]

The premise indicator 'since' functions exactly like the premise indicator 'because':

conclusion since premise

since premise, **conclusion**

Here are two “real life” examples to illustrate this point, in which I have italicized and underlined the indicator 'since' and I have **boldfaced** the conclusion:

I never met my grandfather since he died of alcoholism eight days before my birth.... [Reyna Grande, *A Dream Called Home*. (New York: Atria, 2018), p. 149.]

Since the sun always shines in space, **space-based solar power is seen as a uniquely reliable source of renewable energy.** [Denise Chow and Alyssa Newcomb, “Solar Farms in Space Could Be Renewable Energy's Next Frontier,” www.nbcnews.com, March 9, 2019.]

There are only two phrases of which I am aware for which punctuation matters as to whether the phrase indicates a premise or a conclusion. To be honest, I wish punctuation did not matter to any indicators – it's annoying to have to pay attention to something so small! But punctuation does make a difference for these two indicators, so we need to be aware of this.

Consider these two examples:

Given that it's going to rain, you should take your umbrella.

It's going to rain. Given that, you should take your umbrella.

Both of these examples present exactly the same argument; in both, the statement

It's going to rain

is intended to be a reason for believing (in other words, a premise to support) the statement that

You should take your umbrella.

Does this mean that the phrase 'given that' functions as a premise indicator in the first example and as a conclusion indicator in the second example? No, that's not quite right. The important difference is that there's a comma *immediately* after 'given that' in the second example, but there's not a comma immediately after 'given that' in the first example; the comma later in the second example is not relevant to the logic of the argument presented there. In the second example, the comma immediately after 'given that' signals that the word 'that' refers back to the statement – the premise – right before it. So, the phrase 'given that' without a comma immediately after it is a premise indicator, whereas the phrase 'given that' with a comma immediately after it is a conclusion indicator; we can understand this structurally, as follows:

Given that premise, **conclusion**

Premise. Given that, **conclusion**

A colon instead of a comma is important to the other indicator for which punctuation matters. Consider these two examples:

You should take your umbrella. Here's why: it's going to rain.

Here's why you should take your umbrella: it's going to rain.

Both of these examples present exactly the same argument. In both, the statement that it's going to rain is intended to be a reason for believing that you should take your umbrella. It is the presence or absence of a colon *immediately* after the phrase 'here's why' which makes this difference, as follows:

Conclusion. Here's why: premise

Here's why premise: **conclusion**

Again, these are the only two indicators for which you need to pay attention to punctuation to determine which kind of indicator you are looking at. For the rest of the indicators, punctuation does not matter at all to which kind of indicator it is.

Occasionally a conclusion indicator will be placed inside a conclusion, usually very early in the conclusion, instead of being placed in front of the entire conclusion. Consider this example (in which I have *italicized and underlined* the conclusion indicator, left other italics that were in the original passage, and boldfaced the conclusion):

In 1990, at least one out of three Angelenos was of Mexican descent. **It is therefore natural that – aside from economic and historical links – Mexico has occupied a very special place in the *corazón*, the heart of *Nuestra Señora de Los Angeles*.** [Rodolfo F. Acuña, *Anything But Mexican: Chicanos in Contemporary Los Angeles*. (London: Verso, 1996), p. 231.]

Notice that here Professor Acuña has placed the conclusion indicator ‘therefore’ as the third word in the second sentence, but the two words before ‘therefore’ are, of course, part of his conclusion. (We can tell that those two words are part of his conclusion, because otherwise the conclusion would be an incomplete sentence and wouldn’t quite make sense.) The word ‘therefore’ is not part of this conclusion; he has used ‘therefore’ to indicate where his conclusion is. His complete conclusion is the following:

It is natural that – aside from economic and historical links – Mexico has occupied a very special place in the *corazón*, the heart of *Nuestra Señora de Los Angeles*.

This kind of placement is not unusual for ‘therefore’, ‘thus’, ‘hence’, ‘consequently’, ‘accordingly’, and perhaps some other conclusion indicators as well.

It is extremely rare for a conclusion indicator to be placed after a conclusion, but this sometimes does occur with the conclusion indicators ‘as a result’ and ‘as such’. I am not aware of this kind of placement of any other conclusions indicators, and, as far as I have observed, this only happens at the end of any argument in which a premise or premises were presented before the conclusion. Here is one example, in which I have italicized and underlined ‘as a result’, to illustrate this:

...[T]he rent is too high and **millions of people across this country are struggling to stay stably housed as a result**. [Representative Jamaal Bowman and Senator Elizabeth Warren, quoted in Sharon Zhang, “‘The Rent Is Too High’: Warren, Bowman Ask Biden to Fight Crushing Housing Costs,” *Truthout*, January 9, 2023.]

One way to understand this passage is to notice that the conclusion indicator ‘as a result’, which Representative Bowman and Senator Warren put at the very end, could be moved to immediately after the word ‘and’ without changing their meaning at all, as follows:

The rent is too high and, **as a result, millions of people across this country are struggling to stay stably housed.**

This repositioning would put ‘as a result’ immediately before the conclusion, leaving us with the following, more familiar structure:

premise and as a result **conclusion**

Here is an example in which the arguer puts the conclusion indicator ‘as such’ at the end of her argument, immediately after the conclusion; I have boldfaced and underlined the entire argument in this passage, but I did not edit out the sentence before the argument because I think it is context that will help you understand the argument:

We love each other madly, my brothers, sister and I, and we were raised to look out for each other from the very beginning. Jasmine is the baby, our baby, and **we love her up as such**.... [Patrisse Khan-Cullors and Asha Bandele, *When They Call You a Terrorist: A Black Lives Matter Memoir*. (New York: St. Martin’s Griffin, 2017), p. 13.]

To understand Patrisse Khan-Cullors’ argument, let’s reposition ‘as such’ just like we did ‘as a result’ while we were considering the last example from Representative Bowman and Senator Warren; this would give us the following:

Jasmine is the baby, our baby, and as such **we love her up**.

Now we have the following, more familiar structure:

premise and as such **conclusion**

Where Is the Conclusion?

There is no rule about where in an argument a conclusion must be placed (or positioned) in an argument. This has already been in the background in this chapter, but now I would like to foreground it explicitly. The conclusion might be the first statement in an argument, it might be the last statement, or it might be put between premises (in arguments with more than one premise).

Here are three examples of each, in which conclusions are **boldfaced**, and in which premise indicators and conclusion indicators are italicized and underlined.

The conclusion is the first statement in each of the following three examples:

You should take your umbrella because it's going to rain.

The Spaniards knew and understood irrigated farming, for irrigation is necessary throughout the whole of the Spanish peninsula.... [Carey McWilliams, *North from Mexico: The Spanish-Speaking People of the United States*. (New York: Praeger, 1949/1990), p. 40.]

...[A]ll forms of gender entitlement and gender anxiety are, at their core, expressions of insecurity. After all, people who are truly comfortable with their own desires and expressions of gender and sexuality do not have any need to be bothered or concerned by dissimilar expressions and desires in others. [Julia Serano, *Whipping Girl: A Transsexual Woman on Sexism and the Scapegoating of Femininity*. (Emeryville, California: Seal Press, 2007), pp. 90-91.]

The conclusion is the last statement in each of the following three examples:

Because it's going to rain, **you should take your umbrella.**

Among the vowels there are no double letters; but one of the double letters (*w*) is compounded of two vowels. Hence **a letter compounded of two vowels is not necessarily itself a vowel.** [C. S. Peirce, "Some Consequences of Four Incapacities," in *Philosophical Writings of C. S. Peirce*, ed. Justus Buchler. (New York: Dover, 1955.)]

Since the way we feel changes all the time, **our [meditation] practice will need to change....** [Sakyong Mipham, *Turning the Mind into an Ally*. (New York: Riverhead Books, 2003), p. 222.]

The conclusion is between premises in each of the following three examples:

It's going to rain. So, **you should take your umbrella**, because you don't want to get wet.

Bicultural refers to the simultaneous influence of two different cultures on an individual. ...**[A]n Iranian living in America can be called bicultural** because he or she is being affected by American culture as well as Iranian culture. [Layla Arshi, "Bicultural Dating: When Bijan Meets Sally," *New University* (University of California, Irvine), June 4, 2007.]

A mathematician [in contrast to a poet] ... has no material to work with but ideas, and so **his patterns are likely to last longer [than a poet's]**, since ideas wear less with time than words. [G. H. Hardy, *A Mathematician's Apology*. (Cambridge: Cambridge University Press, 1940/1985), pp. 84-85.]

Sometimes a conclusion is presented at the start of an argument and then expressed again at the end of the argument. (You might think of this as the conclusion "framing" the premises.) Here is an example (in which the conclusion is boldfaced, and indicators are italicized and underlined), to illustrate this:

Here's why **you should take your umbrella**. It's going to rain and you don't want to get wet, so **you should take your umbrella**.

Often, when a conclusion frames the premises like this, it is not phrased in exactly the same way at the beginning and at the end. In the following passage (in which I have boldfaced the conclusion, and italicized and underlined the indicator), President George W. Bush was responding to reporters' questions about an Amnesty International report which alleged that his administration had violated the human rights of people it detained as suspects in its "War on Terrorism:"

"It's an absurd allegation. The United States is a country that promotes freedom around the world," he said, adding: "We've investigated every single complaint against the detainees. It seemed like to me they based some of their decisions on the word of – and the allegations by – people who were held in detention, people who hate America, people that had been trained in some instances to disassemble – that means not tell the truth. And so **it was an absurd report.**" [James Gerstenzang, "Bush Calls Criticism of Guantanamo Detainee Treatment Absurb" *[sic]*, *Los Angeles Times*, May 31, 2005.]

Let's ignore any peculiarities in President Bush's premises and focus exclusively on his conclusion. Although he explicitly mentioned an allegation in his first sentence and a report in his last sentence, he was commenting on an allegation made in that report,

and he was trying to give reasons – in the sentences presented between his first and his last sentence – for believing that the allegation in the report is absurd.

**PRACTICE PROBLEMS SET 1-1:
USING PREMISE INDICATORS AND CONCLUSION INDICATORS**

Instructions: *In each of the following, identify the letter that is where the argument's conclusion would be. Please check your work on these problems by comparing your answers to the answers at the end of this chapter.*

Sample Problem:

Original Problem:

___ a ___. Consequently, because ___ b ___, ___ c ___.

Answer: c

1. ___ a ___ because ___ b ___.
2. Because ___ a ___ and ___ b ___, ___ c ___.
3. Since ___ a ___, ___ b ___.
4. ___ a ___, since ___ b ___ and ___ c ___.
5. ___ a ___. Therefore, ___ b ___, since ___ c ___.
6. ___ a ___. Therefore, since ___ b ___, ___ c ___.
7. ___ a ___. For ___ b ___ and ___ c ___.
8. ___ a ___, as ___ b ___.
9. ___ a ___ and ___ b ___; as such, ___ c ___.
10. ___ a ___. As a result, ___ b ___, inasmuch as ___ c ___.
11. ___ a ___. This shows that ___ b ___, since ___ c ___ and ___ d ___.
12. ___ a ___ and ___ b ___. Given that, ___ c ___.
13. Given that ___ a ___ and ___ b ___, ___ c ___.
14. Here's why ___ a ___: ___ b ___, ___ c ___ and ___ d ___.
15. ___ a ___. Here's why: ___ b ___ and ___ c ___.

**PRACTICE PROBLEMS SET 1-2:
IDENTIFYING CONCLUSIONS**

Instructions: *Each of the following passages contains an argument that is presented with exactly one indicator. (Some of these arguments have only premise and some have more than one premise.)*

For each passage:

(1) write the premise indicator or conclusion indicator and label it as the kind of indicator it is, and

(2) write the conclusion.

Do not add any ellipses (“...”) in your written work; it doesn’t matter whether you leave or remove any ellipses that were in an original passage. Please check your work on these problems by comparing your answers to the answers at the end of this chapter.

Sample Problems:

Original Passage:

Fighting AIDS is an urgent calling, because every life, in every land, has value and dignity. [Laura Bush, quoted in “First Lady Speaks at UN AIDS Meeting,” NY1 News (New York), June 2, 2006.]

Answer:

Premise Indicator: because

Conclusion: Fighting AIDS is an urgent calling.

Original Passage:

Genetics are estimated to contribute between 50 to 60% of an individual's vulnerability to opioid addiction. A person with one addiction is seven times more likely to develop an addiction to a different class of drugs, so genetics plays a major role in determining who will and who will not develop an opioid use disorder (OUD). [Lynn Webster, "The Opioid Risk Tool Has Been Weaponized Against Pain Patients, *Pain News Network*, September 21, 2019.]

Answer:

Conclusion Indicator: so

Conclusion: Genetics plays a major role in determining who will and who will not develop an opioid use disorder (OUD).

1. Running for president is supposed to be hard, ... because being president is hard. [Barack Obama, *A Promised Land*. (Crown: New York, 2020), p. 111.]
2. Because members of minority groups are, by definition, less common than members of majority groups, minorities often experience misunderstanding, prejudice, and discrimination. [Susan Stryker, *Transgender History: The Roots of Today's Revolution*, rev. ed. (New York: Seal Press, 2017), p. 7.]
3. Climate change will not only lead to rising average temperatures, but according to current climate models, will also increase temperature fluctuations. Therefore, the ability of animals to cope with both hot and cold periods becomes crucial to their chances of survival. [Lund University, "Ostriches Can Adapt to Heat or Cold, But Not Both," *phys.org*, May 30, 2022.]
4. Since the words of a language can consist of more than one meaningful element, words themselves cannot be the most elemental units of meaning. [From Victoria A. Franklin, "Slips of the Tongue," *Scientific American*]
5. All animals have ideas, since all animals have senses.... [Jean-Jacques Rousseau, "Discourse on the Origin and Foundation of Inequality Among Mankind" (1755), in *The Social Contract and Discourse on the Origin of Inequality*, ed. Lester G. Crocker. (New York: Washington Square Press, 1967), p. 187.]

6. On the streets of Nagasaki, visitors from East and West have mingled for many centuries with the Japanese. Thus, the inhabitants of Nagasaki ... have absorbed many influences from foreign cultures. [Lesley Downer and Minoru Yoneda, *Step by Step Japanese Cooking*. (Woodbury, New York: Barron's, 1986), p. 80.]
7. In today's interconnected world, it's difficult to penetrate the consciousness of a busy and distracted electorate. As a result, winning in politics mainly comes down to a simple matter of name recognition.... [Barack Obama, *The Audacity of Hope: Thoughts on Reclaiming the American Dream*. (New York: Vintage Books, 2006), p. 123.]
8. As guardians of the nation's prescription pads, doctors are the gatekeepers that stand between American patients and the pharmaceutical companies that have drugs to sell them. [Melissa Healy, "Doctor, Just a Little Something for You," *Los Angeles Times*, August 6, 2007.]
9. The presidency of the United States of America is about life and death, given that the president often makes decisions that affect thousands and potentially millions of lives. [Carlo Strenger, "Dangers of the Gut-Level Sympathy Vote," *Guardian* (United Kingdom), October 27, 2008.]
10. No one can think at all without language and its labels, categories and generalisations. It follows that no one can think clearly unless they can use language clearly. [James Allan, "Don't Count on Osmosis to Impart Written Language Skills," *The Australian*, April 11, 2007.]
11. [There is...] an annual growth rate of nearly 6 percent among [California] residents who are defined as needing ESL. However, funding for the state's ESL program is dictated by 1979 legislation that limits growth in adult education funding to 2.5 percent per year. Consequently, close to 60 percent of adult schools in California exceed their funding limit. ["Study: California Failing in Efforts to Teach Immigrants English," *Central Valley Business Times* (California), April 13, 2007.]
12. **Note:** *Sublian is Philippine folk dance indigenous to Batangas Province.*

The term "subli" is [derived] from two Tagalog words, "subsub" meaning falling on head and "bali," which means broken. Hence, ...[Sublian] dancers appear to be lame and crooked throughout the dance. [Jaser A. Marasigan, "Sublian Festival Batagueño Pride," *Manila Bulletin*, September 1, 2006.]

13. **Note:** *The speaker is a fictional character called Bibi Chen.*

...[F]ertility is fervently worshiped in China, for to lack fertility is to lose one's family line, and a family without heirs is consigned to oblivion, darkness, and the permanence of death. [Amy Tan, *Saving Fish from Drowning*. (New York: G. P. Putnam's Sons, 2005), p. 76.]

14. Divergent thinking is an essential ingredient of creativity. Divergent groups produce diverse thinking. Ergo, diversity promotes creativity. [G. Pascal Zachary, *The Diversity Advantage*, quoted in Aresh Shirali, "Post Flight Reading," *Financial Express* (India), March 31, 2007.]

15. **Note:** *In the following example, convicted mass murderer Charles Manson was talking about life in prison.*

...[I]f you snitch you leave yourself open to be killed. I could never snitch because I wouldn't want someone to kill me. [Charles Manson, quoted in John Gilmore with Ron Kenner, *The Garbage People: The Trip to Helter Skelter and Beyond*. (Los Angeles: Amok, 1995), p. 5.]

Arguments Presented Without Premise Indicators or Conclusion Indicators

Although indicators help us understand arguments, arguments are often presented without them. When we are trying to identify the parts of an argument presented without any indicators, there are two main approaches we can take; for some arguments, one approach might work better than another, and there might also be individual variations as to which approach works best for different people.

I will illustrate these approaches one by one.

First, let's recall that an argument's conclusion is the statement that the premise or premises are intended to be reasons to believe, or, to put this in other words, the conclusion is the statement that the premise or premises are intended to support. If, for example, someone were to tell me

You should take your umbrella; it's going to rain,

or

It's going to rain. You should take your umbrella,

I would recognize that the statement

It's going to rain

is intended as a reason to believe the statement

I should take my umbrella,

This tells me the statement that **I should take my umbrella** is the conclusion of this argument.

In the approach just illustrated, I directly applied the definitions of premise and conclusion to help me figure out which statement was the premise and which statement was the conclusion.

Another good way to clarify which of an argument's statements are premises and which is the conclusion is to try adding a common premise indicator or a common conclusion indicator. As I mentioned before, I think of 'therefore' as the paradigm (or model) of a conclusion indicator and I think of 'because' as the paradigm of a premise indicator, so these are the indicators that I usually try to add. But you should feel free to try to add whichever indicators seem most natural to you. Let's use this approach with the examples just discussed. If, for example, someone were to tell me

You should take your umbrella; it's going to rain.

I could easily add the word 'because' in front of 'it's going to rain'. This addition would not change the original meaning, but it would clarify the original meaning by making explicit that the argument's structure of the argument is as follows:

You should take your umbrella because it's going to rain.

conclusion because premise

Let's now consider this example phrased differently. Let's imagine that someone tells me:

It's going to rain. You should take your umbrella.

I could easily add the word 'therefore' at the start of the second sentence, which would clarify the argument's structure, as follows:

It's going to rain. Therefore **you should take your umbrella.**

premise therefore **conclusion**

Let's consider a couple of "real life" examples now, starting with the following:

Happiness isn't everything. It's transitory.... [Linda C. Black, "Horoscope," *Daily Sundial* (California State University, Northridge), March 25, 2008.]

To me, it seems that both approaches discussed above work equally well to help me understand this argument, although one approach or the other might work better for you. I will now discuss each approach in turn.

First, we might ask: Which statement is the arguer trying to give a reason to believe? (Or, to use different words: Which statement is the arguer trying to support?) Clearly, the second statement is intended to be a reason to believe the first statement, so the first statement is the conclusion:

Happiness isn't everything.

Second, we might ask: Where could we add either the word 'therefore' or the word 'because' to this example? We cannot add 'therefore' anywhere unless we rearrange the order of the statements, but we could easily add 'because' between the two statements, which would make the argument's structure explicit as follows:

Happiness isn't everything because it's transitory.

conclusion because premise

Let's consider next the following argument:

Words are powerful things. When deployed clearly and effectively, they can propel new ideas forward and motivate social change. Unfortunately, they also can bring more confusion than clarity and lead reformers down the wrong paths. [Debra Humphreys, "We Must End Either-Or Thinking About Skills," *Inside Higher Ed*, April 28, 2021.]

The author presents three statements in this passage. Let's ask which of these three statements the author is trying to support or give reasons to believe. Neither the second nor the third statement is supported in any way; they are simply asserted (that is, presented as truths) without any support or justification. So, neither of those statements could be the conclusion. By contrast, the second and third statements, taken together, are intended to support the first sentence, so this is the conclusion:

Words are powerful things.

Let's consider this argument again, but this time let's think about adding 'therefore' or 'because'. We could not 'therefore' to this passage (without significantly reorganizing it), but, with just a little rewording, we could add 'because', as follows :

Words are powerful things, because, when deployed clearly and effectively, they can propel new ideas forward and motivate social change, and they also can bring more confusion than clarity and lead reformers down the wrong paths.

Conclusion, because premise and premise.

We could even add the word 'because' twice, to make even clearer the structure of this passage, as follows:

Words are powerful things, because, when deployed clearly and effectively, they can propel new ideas forward and motivate social change, and because they also can bring more confusion than clarity and lead reformers down the wrong paths.

Conclusion, because premise and because premise.

**PRACTICE PROBLEMS SET 1-3:
IDENTIFYING CONCLUSIONS IN ARGUMENTS PRESENTED WITHOUT
PREMISE INDICATORS OR CONCLUSION INDICATORS**

Instructions: *Each of the following passages contains an argument. No premise indicators or conclusion indicators are used.*

For each passage, write the conclusion.

Do not add any ellipses ("...") in your written work; it doesn't matter whether you leave or remove any ellipses that were in an original passage. Please check your work on these problems by comparing your answers to the answers at the end of this chapter.

Sample Problems:

Original Passage:

Training is easy with a cat. They can have you trained in a couple of days. [Graham Cooper, quoted in J. Rose Barber, ed., *There Are No Ordinary Cats*. (N.p.: Rachael Hale Photography Ltd., 2004), n.p.]

Answer:

Conclusion: Training is easy with a cat.

Original Passage:

With vast and profitable markets up for grabs, drug companies are aggressively reaching beyond doctors and taking their marketing messages directly to consumers. [Melissa Healy, "Next Step: Create Demand," *Los Angeles Times*, August 6, 2007.]

Answer:

Conclusion: drug companies are aggressively reaching beyond doctors and taking their marketing messages directly to consumers.

1. ...[M]ountain lions are not built for extreme cold and deep snow: They have short hair, relatively little body fat, and small paws given their considerable weight. [Jim Williams with Joe Glickman, *Path of the Puma: The Remarkable Resilience of the Mountain Lion*. (Ventura, California: Patagonia Works, 2018), p. 121.]

2. Prejudice is sinful – all blood flows red. [Jewell Parker Rhodes, *Porch Stories: A Grandmother's Guide to Happiness*. (New York: Atria Books, 2006), p. 111.]
3. A well-made pasta bowl is imperative: it keeps the sauce contained, the noodles warm, and the table looking good. ["The Technique: Superior Pasta Sauce," *GQ* (February 2005), p. 56.]
4. ...[Salt Lake City] ... is like a jewel, with its purity of air and its plunging urban vistas more breathtaking even than those of Los Angeles. [Jean Baudrillard, *America*, translated by Chris Turner. (London: Verso, 1988), p. 2.]
5. With newly increased values for recyclables, many long-time scavengers are running into more rivals in what was already an intensely territorial line of work. [Tony Barboza, "Honor Among Scavengers," *Los Angeles Times*, May 28, 2007.]
6. **Note:** *The speaker is Gary Cooper (1901-1961), a famous actor, who knew he had terminal cancer when he said the words quoted below. He died one week later.*

I know what is happening is God's will. I am not afraid of the future. [Gary Cooper, quoted in James Bacon, *Made in Hollywood*. (Chicago: Contemporary Books, 1977), p. 49.]

7. The streets [of Tokyo] make no sense, laid out in the feudal days when roads were designed to confuse invading armies. [Andrew X. Pham, *Catfish and Mandala: A Two-Wheeled Voyage Through the Landscape and Memory of Vietnam*. (New York: Picador, 1999), p. 46.]
8. Abolition of prostitution laws allows for less danger to prostitutes. Women could join/form unions, engage in collective bargaining and improve working conditions. [Carol Jacobsen, "Fact Sheet on Prostitution," in Kurt Hollander, ed., *Live Sex Acts Inside*. (New York: The Portable Lower East Side, 1991), p. 42.]
9. **Note:** *The speaker in this passage is Father Walsh, the priest of the Catholic church that the author, Rosemary Bray, attended as a girl. She wanted to help serve Mass, like her younger brother who was an altar boy, and asked Father Walsh if she could do so. Father Walsh is answering her question.*

"You cannot serve mass, Rosemary," he said to me quietly. "You are a girl, and girls do not serve Mass." [Rosemary L. Bray, *Unafraid of the Dark: A Memoir*. (New York: Anchor Books, 1998), p. 68.]

10. **Note:** *In 2005, when this letter to the editor was written, same-gender marriage was very controversial, and it was not legally recognized in anywhere in the United States other than Massachusetts. The Catholic Church was among the powerful organizations that opposed its legal recognition.*

It's utter lunacy to have ... [the Catholic Church], inextricably mired in one of the most abysmal and systemic histories of child abuse, covered up for years, now trying to dictate who should and shouldn't be allowed to marry. [Ron Hardcastle, Letter to the Editor, *Los Angeles Times*, May 27, 2005.]

Rhetorical Questions and Imperatives Used to Express Statements

You might have noticed that in Practice Problems Sets 1-2 and 1-3, you could copy the conclusions of the arguments in those passages word-for-word. This is because each conclusion met all four of the following conditions:

- (1) it was a complete sentence;
- (2) it was expressed as a statement;
- (3) it made sense all by itself; and,
- (4) it contained all and only the information that the arguer intended as part of the conclusion.

It was rather difficult for me to find many examples where the conclusions could be copied verbatim. Quite often, when we give arguments in ordinary situations, we do not express ourselves in such a neat, tidy way. In our class, this fact means that we will often need to do some rephrasing of conclusions (and premises too, as soon as we start paying more attention to them).

Please remember that the premises and conclusions of arguments are, by definition, statements; that is, they are sentences that are either true or false, or, to put the same point in different words, they are sentences that have truth values.

In this section, we will briefly consider conclusions that are expressed either as rhetorical questions, or as imperatives (that is, orders or commands).

Grammatically speaking, questions are not statements, but sometimes *rhetorical questions* are *used to express* statements. A rhetorical question is often defined as a question asked for a purpose other than to get the information the question appears to request. For example, imagine that right after your friend gets an A in organic chemistry, you say to them:

Why are you so smart?

Your question would probably be intended to express the statement

You're very smart!

rather than as a genuine request for your friend to give you information about why they are so smart (about the cause of their high intelligence). So, your question would be a rhetorical question.

Here is another example of a rhetorical question (which is boldfaced and underlined in the passage). After the 1989 Loma Prieta earthquake (6.9, with an epicenter

approximately 10 miles north of Santa Cruz and 18.5 miles south of San Jose), the California Seismic Safety Commission wanted the University of California at Berkeley to post warning signs on those of its buildings that are especially dangerous during earthquakes. The University administration was opposed to doing this. Reporters asked UC Berkeley's president, David Gardiner, why he was against this proposal. He used the campus' large undergraduate library, Doe Library, as an example in his answer:

Put a big sign on the Doe Library at Berkeley: "This building is seismically unsafe. Enter at your own peril." Okay. So, you're a freshman student coming up to the library. **What are you supposed to do about it?** Some students say, "Oh, that's fine," and they walk right in. Other students say, "Well, I'm not going in there."

So that's what came up in my mind when I heard this suggestion. That seems to me not to be very helpful, for what should be self-evident reasons. **What is the student supposed to do about it?** [Philip L. Fradkin, *Magnitude 8: Earthquakes and Life along the San Andreas Fault*. (Berkeley: University of California Press, 1998), p. 87.]

President Gardiner, presumably, did not mean his (repeated) question as a genuine request for an answer; instead, he was using it to express the following statement:

There's nothing students can do about seismic safety warning signs on major university buildings, such as the Doe Library.

By the way, President Gardiner used this rhetorical question to express a premise, not a conclusion, in the argument he offered when answering reporters' question.

Sometimes *imperatives* are used to express statements. We use the word 'imperative' to refer to the grammatical mood used to express orders or commands. A genuine order or command, of course, is neither true nor false. But sometimes the imperative mood is used to express a statement. Consider the example in the following song lyrics:

I'm the one that's gotta die when it's time for me to die
So let me live my life the way I want to.
[The Jimi Hendrix Experience, "If 6 Was 9," *Axis: Bold as Love*, 1967]

Here the word 'so' indicates the conclusion, which is expressed as follows:

Let me live my life the way I want to

Notice that this has the imperative structure of a command; but it can easily be understood as expressing the statement

You should let me live my life the way I want to.

This statement is the conclusion of an argument in this lyric.

I can tell that the passage contains an argument because (1) the word 'so' is used to indicate a conclusion, and (2) the statement

I'm the one that's gotta die when it's time for me to die

is clearly intended as support for the idea that you (people in general) should let the singer live his life the way he wants to.

Let's consider another example from a self-help book about weight loss written by television personality Dr. Phil McGraw before his retirement in 2023:

Weigh yourself at the same time each week, because your weight fluctuates throughout the day, and you can weigh more at night than you do in the morning. [Dr. Phil McGraw, *The Ultimate Weight Solution Food Guide*. (New York: Pocket Books, 2004), p. 11.]

Here Dr. Phil uses 'because' to indicate his premises. He uses the following structure to express his argument:

Conclusion, because premise and premise.

So, his conclusion is expressed by the imperative sentence before 'because', which we can rephrase as the following statement:

You should weigh yourself at the same time each week.

Alternatively, we could phrase this conclusion as follows:

One should weigh oneself at the same time each week.

Generally speaking, when an imperative is used to express a statement, it is easy to rephrase the imperative as the relevant statement by adding either 'you should' or 'one should'; 'you', of course, is used in a general sense here, to mean *people in general*. Occasionally, however, we will encounter examples in which the command is intended to apply more specifically, to a specific person or a specific group of people, so we might need to use a specific word instead of 'you' or 'one'.

You will also occasionally encounter examples in which 'you should' or 'one should' will be added, but not immediately at the start of the sentence; here is an example to illustrate this:

After receiving your package of ladybugs, leave the bag sealed and place it in a refrigerator, or other cool place. This calms the ladybugs down from their shipping experience. ["Ladybugs Forever, (hippodamia convergens)," Flier, n.d., ca. 2005.]

In this example, we could add the premise indicator 'because' at the start of the second sentence; if we did so, we would be looking at an example with this structure:

Conclusion. Because premise.

In the first sentence, where the conclusion is, we have a command starting after the first comma with the word 'leave'. It wouldn't make any sense to add the words 'You should' at the very beginning of the first sentence, and we do need to keep the part before the comma because this specifies the situation in which one is supposed to leave the bag sealed and place it in a refrigerator or other cool place. So, we could add 'you should' right after the first comma, and write the conclusion as follows:

After receiving your package of ladybugs, you should leave the bag sealed and place it in a refrigerator, or other cool place.

**PRACTICE PROBLEMS SET 1-4:
IDENTIFYING CONCLUSIONS EXPRESSED AS RHETORICAL QUESTIONS OR AS
IMPERATIVES**

Instructions: *Each of the following passages contains an argument in which the conclusion is expressed as a rhetorical question, or as an imperative (that is, an order or a command). Some of these passages contain premise indicators or conclusion indicators, and some do not.*

For each passage:

(1) write any premise indicator or conclusion indicator that is used and label it as the kind of indicator it is, and

(2) rewrite the conclusion in a way that expresses the statement that it is intended to express.

Do not add any ellipses (“...”) in your written work; it doesn’t matter whether you leave or remove any ellipses that were in an original passage. Please check your work on these problems by comparing your answers to the answers at the end of this chapter.

Sample Problems:

Original Passage:

Make today the day you take the stairs. Because while you’re on your way up, you’ll be helping bring your cholesterol and blood pressure down. [Kaiser Permanente, Advertisement, *Sunset* (October 2008), p. 35.]

Answer:

Premise Indicator: because

Conclusion: You should make today the day you take the stairs.

Original Passage:

Don't try and calculate whether or not you have consumed enough to tip you over the drink-drive limit — it's almost impossible to get right. [Peter Rodger, quoted in "Either Drink or Drive – Not Both," www.iafrica.com (South Africa), December 11, 2013.]

Answer:

Conclusion: You should not try and calculate whether or not you have consumed enough to tip you over the drink-drive limit.

1. **Gemini** (May 21-June 21): Doing the same thing and expecting different results is one definition of insanity. So explore and experiment. [Holiday Mathis, "Astrological Forecast," *Los Angeles Times*, May 20, 2007.]

2. **Note:** *Henny Youngman was a popular comedian from the 1940s until his death in 1998.*

Always borrow from a pessimist – he never expects it back. [Henny Youngman, *The Encyclopedia of One Liners*, ed. Ed Shanaphy. (Katonah, N.Y.: Ballymote Books, 1989), p. 72.]

3. Make sure slouchy pieces [of clothing] fit through the shoulder and at the waist – otherwise, they can read sloppy. [Eva Flodstrom, quoted in "What I'll Be Wearing," *Lucky* (March 2007), p. 285.]
4. Warning. It's much better to lose a minute in your life than to lose your life in a minute. Watch the road. [Metropolitan Transit Authority (Los Angeles), Sign on an MTA bus, seen November 2004.]
5. If you're even thinking of having a baby someday, start eating foods rich in folic acid today.[E]ating adequate amounts of food rich in folic acid, like leafy greens and enriched white bread, may help prevent some neural tube defects that can occur in the first few weeks of pregnancy, even before you know you're pregnant. [March of Dimes, Advertisement, *Self* (March 2007), p. 98.]
6. **Taurus** (April 20 to May 20) On the 11th, adopt a new friend at an animal shelter. Only a stray could understand what you really feel. ["Horoscope," *Jane* 8:9 (November 2004), p. 142.]

7. **Note:** *CIALIS is a prescription medication used to treat erectile dysfunction.*

Don't take CIALIS if you take nitrates as the combination can cause a sudden, unsafe drop in blood pressure. [Eli Lilly and Company, "Cialis® (tadalafil) Tablets," www.cialis.com, 2008.]

8. **Note:** *In this letter to the editor 'teeth' means power of enforcement. The letter was written shortly after voters in the City of Los Angeles had passed a new city charter that restricted the powers of the city's controller. At the time this was written, the controller was investigating allegations that several City Council members had misused campaign finance funds.*

...[T]he new City Charter gives the controller the power to investigate but no teeth. Given that, how else can the controller serve the people other than by gathering information and making public the results of the investigation? [Ira Lee Newlander, Letter to the Editor, *Los Angeles Times*, February 9, 2005.]

9. There are thousands more students than parking spaces, so you might as well take my advice and use parking in the structures for emergency situations only. Keep in mind that the price of daily passes will increase from \$4 to \$5 this semester, which is just one more reason you should take my advice. [Erin Resnick, "Parking Without a Pass," *Daily Sundial* (California State University, Northridge), August 23, 2007.]
10. ...[Gypsies in the United States] are learning that if we aren't going to be wandering so much then we have to pay rent. So why not own your own home? It's cheaper. [Bob Montes, quoted in Ira Berkow, *Maxwell Street: Survival in a Bazaar*. (Garden City, NY: Doubleday & Company, 1977), p. 488.]

Adding Words When Writing a Conclusion by Itself

To review briefly, when we are writing a conclusion by itself, we must be sure to write it so that it meets all four of the following conditions:

- (1) it is a complete sentence;
- (2) it is expressed as a statement;
- (3) it makes sense all by itself; and,
- (4) it contains all and only the information that the arguer intended as part of the conclusion.

As we saw in the last section, sometimes doing this will require rephrasing; there, we focused on the need to rephrase conclusions that are expressed as rhetorical questions or as commands, in order to make clear the statements that they are intended to convey. To do this with imperative conclusions, we will always need to add words. In this section, we will focus on three more situations in which we might need to add words to a conclusion.

First, sometimes – usually, when both a premise and a conclusion are presented in the same sentence – if we were to simply pull the conclusion out of the sentence, we would end up with an incomplete sentence. Consider this example:

I ... [am] limited in my understandings of God's purpose and therefore prone to sin. [Barack Obama, *The Audacity of Hope: Thoughts on Reclaiming the American Dream*. (New York: Vintage Books, 2006), p. 265.]

Here, the three words after the conclusion indicator 'therefore',

prone to sin,

are not a complete sentence if we write them by themselves. To form a complete sentence from these three words, we need to go back to the premise and pick up some words to include in the conclusion. Writing President Obama's conclusion by itself as a complete sentence would look like this:

I am prone to sin.

Second, sometimes if we copy a conclusion without any rephrasing, we might have a complete sentence, but one that would not make sense by itself because it contains pronouns without any referents. Consider this example:

Children shouldn't cuss and so you shouldn't cuss in front of them.
[Anthony Graham, "Pasadena Should Not \$*&#ing Censor," *Daily Sundial*
(California State University, Northridge), March 11, 2008.]

Here, the word 'so' signals the conclusion, but the statement it indicates,

You shouldn't cuss in front of them,

doesn't make sense by itself because we don't know the referent of the pronoun 'them'.

Although 'you' is also a pronoun, in this context it clearly means *people in general*, not a specific person or group of people, so we can leave it as it is. When 'you' is used with a more specific referent, we should replace it with its referent. In order for this conclusion to make sense by itself, however, we should replace the pronoun 'them' with the noun to which it refers, which is the noun 'children', as follows:

You shouldn't cuss in front of children.

As a general rule, in this course don't use a pronoun until you have used the noun to which the pronoun refers; that noun might be a proper noun (like a name) or an improper noun (like the word 'children'); it might be a single word or a noun phrase. There might be some instances where it is impossible to follow this rule because we have not been given the referent of a pronoun.

One exception to this rule is that you may leave pronouns that arguers use to refer to themselves. There is an example of this exception on the last page, in the quotation from President Obama, where his conclusion is:

I am prone to sin.

You may also replace first person pronouns with their referents, if you choose; for this example, doing so would give us the following:

Barack Obama is prone to sin.

The same rule also applies when an arguer uses a first person plural pronoun, such as 'we', to refer to a group of which the arguer is a member. To illustrate this, consider the following example, in which the speaker, Keith Morris, who was the lead singer of the Orange County punk rock group Black Flag, was talking about the group:

Because we're from SoCal and we've grown up surfing and skating and skiing, we have a bit of aggressiveness to us. [Keith Morris, quoted in Marc Spitz and Brendan Mullen, *We Got the Neutron Bomb: The Untold Story of L.A. Punk*. (New York, Three Rivers Press, 2001), p. 199.]

In his conclusion,

We have a bit of aggressiveness to us,

Keith Morris uses ‘we’ and ‘us’ (both first person plural pronouns) to refer to Black Flag, of which he was a member. So, when we write his conclusion, we may leave these pronouns.

Contrast the use of ‘you’ in the example we considered about cussing in front of children with how ‘you’ is used in the following example, which is an excerpt from a letter that a fictional character called Little Dog is writing to his mother:

You’re a mother, Ma. You’re also a monster. But so am I – which is why I can’t turn away from you. [Ocean Vuong, *On Earth We’re Briefly Gorgeous*. (New York: Penguin, 2019), p. 14.]

In the example about cussing in front of children, ‘you’ was used to mean people in general; because of this, we could leave ‘you’ when we wrote the conclusion. In this fictional letter, however, ‘you’ is used to refer to one specific person: the letter-writer’s mother. Therefore, when writing the conclusion by itself, we need to replace ‘you’ to make its referent clear. We can leave pronouns that refer to the letter-writer. Here is a way to write this conclusion by itself:

I can’t turn away from my mother.

There are also situations in which a word that is typically used as a pronoun is being used in a different way that allows us to leave it as is. Outside of the context of an argument, consider one way in which we talk about weather:

It’s hot today.

Although the word ‘it’ might best be understood to refer to the weather, the meaning of sentence above is completely clear without any rephrasing. Here is a slightly more complicated example, in which the speaker is a fictional character, a six-year-old called Antonio Márez:

In many *cuentos* [stories] I had heard the owl was one of the disguises a *bruja* [witch] took, and so it struck a chord of fear in the heart to hear them hooting at night. [Rudolfo Anaya, *Bless Me, Ultima*. (New York: Grand Central Publishing, 1972/1999), p. 13.]

Here the fictional child uses the conclusion indicator ‘so’, which tells us that the conclusion is in the statement after ‘so’:

It struck a chord of fear in the heart to hear them hooting at night.

This sentence contains two words that are typically pronouns: 'it' and 'them'. We cannot clearly understand this sentence when it is pulled out of context without replacing 'them' with the noun to which it refers – 'owls' – but leaving the word 'it' as it was in the original won't detract from our ability to understand Antonio's conclusion. Here is a good way to rephrase his conclusion:

It struck a chord of fear in the heart to hear owls hooting at night.

Of course, we could restructure this sentence to eliminate the word 'it' as follows:

Hearing owls hooting at night struck a chord of fear in the heart.

While there would be nothing wrong with a rewrite like this, no rewrite is necessary – after we have replaced 'them' with 'owls' – because we can understand the sentence perfectly well without any further rewriting.

A third, and slightly more complicated, situation in which we need to add some words to a conclusion when writing it by itself is when context – provided by a premise or premises, or by other material in a passage – makes it clear that the intended conclusion is more specific than it would seem to be if we were to copy it word for word without anything added. Consider this example, taking into account that in South Korea most young men are drafted for 18-21 months of military duty:

Since South Korea's draft interrupts young males in their professional careers or studies, the dodging of military duties or creation of exemptions is a highly sensitive issue. [Associated Press, "BTS Members to Serve Military Duty in South Korea, Band Will Reconvene in 2025," www.nbclosangeles.com, October 15, 2022.]

The structure of the argument in this passage is the following:

Since premise, **conclusion**

The statement that occurs in the position of the conclusion here is this:

The dodging of military duties or creation of exemptions is a highly sensitive issue.

This is a complete sentence, expressed as a statement, makes sense all by itself, and contains only the information that the arguer intended as part of the conclusion. However, it does not contain *all* the information that the arguer as part of the conclusion. Here is way to understand this. Notice that this statement, because it contains no reference to a specific place, appears – misleadingly – to apply to all countries in the world that have militaries. But the premise (as well as broader context) makes clear that the conclusion is specific to South Korea. So, to accurately write the conclusion, we must include that place-reference, as follows:

In South Korea, the dodging of military duties or creation of exemptions is a highly sensitive issue.

Similar situations can arise with regard to references to times (broad eras or historical periods, as well as more specific times), as well as to other specific features that limit the scope of an intended conclusion. Consider this example:

...[B]ecause totalitarian regimes always find poets the most dangerous of people, they are often the first to be executed. [Peter Balakian, *Black Dog of Fate: A Memoir*. (New York: BasicBooks, 1997), p. 234.]

The structure of Professor Balakian's argument is as follows:

Because premise, **conclusion**

If we were simply to copy the sentence in the position of the conclusion, after substituting the noun 'poets' for the pronoun 'they', here is what we would have:

Poets are often the first to be executed.

This would badly misrepresent Professor Balakian's intended conclusion, because it would make it seem as if his conclusion is about all kinds of societies everywhere in the world during all historical periods. This is far more universal in scope than his premise makes clear he intends; from his premise, we know that he is writing about what happens in totalitarian regimes. So, when we write his conclusion by itself, we need to build in his intended specificity; this could be phrased in several different ways, but here is one that works well:

Poets are often the first to be executed in totalitarian regimes.

**PRACTICE PROBLEMS SET 1-5:
ADDING WORDS WHEN WRITING A CONCLUSION BY ITSELF**

Instructions: *Each of the following passages contains an argument to which you will need to add a word or several words when you write the conclusion by itself, for one of the reasons discussed in this section. Some of these passages contain premise indicators or conclusion indicators, and some do not.*

For each passage:

(1) write any premise indicator or conclusion indicator that is used and label it as the kind of indicator it is, and

(2) rewrite the conclusion so that meets all four of the following conditions:

(1) it is a complete sentence;

(2) it is expressed as a statement;

(3) it makes sense all by itself; and,

(4) it contains all and only the information that the arguer intended as part of the conclusion.

Do not add any ellipses (“...”) in your written work; it doesn’t matter whether you leave or remove any ellipses that were in an original passage. Please check your work on these problems by comparing your answers to the answers at the end of this chapter.

Sample Problems:

Original Passage:

...[T]he painstaking process of building coalitions forces us to listen to other points of view and therefore look before we leap. [Barack Obama, *The Audacity of Hope: Thoughts on Reclaiming the American Dream*. (New York: Vintage Books, 2006), p. 364.]

Answer:

Conclusion Indicator: therefore

Conclusion: The painstaking process of building coalitions forces us to look before we leap.

Original Passage:

Given that Matthew Klam keeps a Ping-Pong table in his Washington, D.C., office, he was the perfect person to cover the 2003 U.S. National Table Tennis Championships in Las Vegas. ["Contributors," *GQ* (August 2004), p. 44.]

Answer:

Premise Indicator: given that

Conclusion: Matthew Klam was the perfect person to cover the 2003 U.S. National Table Tennis Championships in Las Vegas.

Original Passage:

Because California has such varied growing areas and because salad greens are such a staple, lettuce ... is always in the market. ["A Prime Time for Snappy Picks," *Los Angeles Times*, June 21, 2006.]

Answer:

Premise Indicator: because x 2

Conclusion: Lettuce is always in the market in California.

1. Wal-Mart is the world's largest retailer and as such, now dictates policy to their suppliers. [Dave Gibson, "It Should Now Be Called Cheap, Slave Labor Day," *Virginia Beach Conservative Examiner*, September 7, 2009.]
2. **Note:** *The author was the editor-in-chief of the Daily Sundial at the time he wrote this in response to criticisms of the newspaper.*

...[T]he Sundial is run by real CSUN students, and therefore not perfect. [Ryan Denham, "Creating a Campus-Focused Sundial," *Daily Sundial* (California State University, Northridge), August 29, 2005.]

3. **Note:** *The author is on the autism spectrum and has ADHD.*

My neurobiology is at the very core of my thinking and, as such, it sits at the heart of who I am.... [Hannah Gadsby, *Ten Steps to Nanette: A Memoir Situation*. (New York: Ballantine Books, 2022), p. 266.]

4. Electronic cigarettes are smokeless. Hence they come without the carcinogenic elements present in the tobacco smoke. [Press Release, "Benefits of Electronic Cigarettes in 2014, as Revealed by V2CigsDeals.com," www.sbwire.com, January 22, 2014.]
5. Most of us have little knowledge of history and hence the question of learning from it seldom arises. [Mukul Pal, "Wheat Can Wait," *Business Standard* (India), May 21, 2007.]
6. **Note:** *The speaker is a fictional character, a stray cat who doesn't have a name at this point in the story.*

Humans are quite flighty, so I don't rely on them a hundred percent. [Hiro Arikawa, *The Travelling Cat Chronicles*, trans. Philip Gabriel. (New York: Berkeley, 2018), p. 6.]

7. ...[A]balone shells could be polished and used in all manner of decorative arts. [Lisa See, *On Gold Mountain*. (New York: Vintage Books, 1995, 2012), p. 32.]
8. But even though there are 1.5 million registered firearms and 600,000 license holders [in Finland], guns are rarely meant for personal protection. The large majority of firearms are owned by hunters, which is why handguns aren't popular. [Roni Salmenkangas, "Finland Works Hard to Remain 'Happiest Country in the World'," *Daily Mining Gazette* (Houghton, Michigan), June 14, 2021.]
9. ...[T]he effects of booze don't kick in right away. As a result, it's easy to go too far. [Ryousuke Nanasaki, *Until I Meet My Husband*, trans. Molly Lee. (Canada: Seven Seas Entertainment, 2022), p. 138.]
10. ...[G]iven that nurses are frequently responsible for clinical documentation, it's perhaps not surprising that reducing documentation burden is frequently cited as a key strategy for fighting burnout. [Kat Jercich, "Nursing Leaders Share Strategies for Reducing Documentation Burden," *Healthcare IT News*, May 24, 2021.]
11. Kerry Sieh of Caltech was the geological consultant for the tunnel project [for the Red Line].... Sieh determined that earthquakes might occur on the Hollywood Fault, on average, every 1,000 to 2,500 years. Besides the fact that quakes do not occur at regular intervals, Sieh did not know the date of the last quake. Thus, there was no telling when the next one would strike. [Philip L. Fradkin, *Magnitude 8: Earthquakes and Life along the San Andreas Fault*. (Berkeley: University of California Press, 1998), p. 254.]
12. ...[T]he Indians [are] Brazil's first inhabitants and its most legitimate heirs. [João S. Trevisan, *Perverts in Paradise*, translated by Martin Foreman. (London: GMP Publishers, 1986), p. 15.]

13. The inability of subscribers to retain their phone numbers when changing service providers discourages many of them from making that change and consequently hinders competition and growth in the industry. [Ijeoma Nwogwugwu, "Nigeria: Making the Customer King," *This Day* (Lagos, Nigeria), September 17, 2007.]

14. **Note:** *The speaker is a fictional character called Lala Reyes.*

...[E]ach time Narciso returned to Oaxaca, he found Soledad suffering from a sadness without a name. Which is why he dreaded returning and avoided her when he did. [Sandra Cisneros, *Caramelo or Puro Cuento*. (New York: Alfred A. Knopf, 2002), p. 188.]

15. Flu typically is most prevalent in the Rochester-area in January. Inasmuch as it takes a couple of weeks for the vaccine to do its job, the traditional time for vaccination for kids and adults has been between the end of Daylight Savings Time and early December. [Patti Singer, "Vaccine Trickles in ahead of Flu," *Rochester Democrat and Chronicle*, October 9, 2015.]

Editing Out Extraneous Material When Writing a Conclusion by Itself

Again, when we are writing a conclusion by itself, we must be sure to write it so that it meets all four of the following conditions:

- (1) it is a complete sentence;
- (2) it is expressed as a statement;
- (3) it makes sense all by itself; and,
- (4) it contains all and only the information that the arguer intended as part of the conclusion.

Sometimes meeting condition (4) will require that we edit out material that is not part of the intended conclusion. The material might be relevant for some other reason. Relevance is specific to context and purpose, so material that is relevant in an arguer's context and to that arguer's purpose might not be relevant to our purpose of identifying a conclusion. When I call this kind of material extraneous, I am not criticizing an arguer for including it; I am simply pointing out that it not part of the arguer's intended conclusion.

This situation can arise in several different ways. First, sometimes an arguer will need to present information that is necessary to understand an argument, but which is neither a premise nor a conclusion in that argument. Often, but definitely not always, this could be done by including material that functions like a topic sentence, such as in the following example about President Dwight D. Eisenhower:

Many poll-takers and politicians believe that Eisenhower could have been elected to a *third* term in 1960, had he sought it – but he couldn't, because by then the Twenty-second Amendment to the Constitution limited all presidents to two terms. [Tom Wicker, *Dwight D. Eisenhower*. (New York: Times Books/Henry Holt and Company, 2002), p. 2.]

To understand this example, let's first notice Mr. Wicker's use of the premise indicator 'because'. After the dash in the second line, we have the following structure:

conclusion because premise

In the position of the conclusion, then, are the following three words:

but he couldn't.

Obviously, these three words do not make sense by themselves, so we need to go back to the topic statement, which is at the beginning before the dash, to get the information that will let us understand and represent accurately Mr. Wicker's intended conclusion. We will omit the word 'but', because it is used here only to indicate contrast. First, we will substitute the noun 'President Eisenhower' for the pronoun 'he'. Second, we will specify what President Eisenhower couldn't do. Putting this all together, we could write the conclusion as follows:

President Eisenhower couldn't be elected to a third term in 1960.

A second type of situation in which we will need to edit out extraneous material occurs when writers or speakers present arguments that are not their own; this is common in news reporting, but in many other contexts as well. Typically, but not always, when writers or speakers present others' arguments, they will tell their audience whose arguments they are presenting. We will call such an answer to the question, "Whose argument is it?," an *argument attribution*. Arguments might be attributed to a specific person, or to entities such as a country, a university, a corporation, a non-profit organization, a governmental agency, a court, a sports team, and to many other kinds of entities as well. Argument attributions can range from extremely specific to extremely vague. But the point that is important for us, as we continue to practice identifying conclusions, is that we recognize that an argument attribution is not a part of an argument, but instead is information identifying the source of an argument, and, as such, we must not include an argument attribution when writing a conclusion (or a premise either, as we will discuss later in this chapter).

Consider the following example, from a novel by Sandra Cisneros, in which the speaker is a fictional character called Lala Reyes. The argument is in the boldfaced, underlined sentence, but I have left surrounding context so that you can better understand Lala's argument.

Father was putting up a series of shelves for his fabric sample books, but now he's talking to a walk-in customer. Some of the people who come in are downright rude. Not the Mexicans. They know how to be polite. I mean *los güeros*. Instead of calling Father "Mister Reyes," they call Father "Inocencio." What a lack of respect! *Qué bárbaros. Pobrecitos.* **Father says we have to forgive the ignorant, because they know not what they do.** But if we know enough about their culture to know what's right, how come they can't bother to learn about ours? [Sandra Cisneros, *Caramelo or Puro Cuento*. (New York: Alfred A. Knopf, 2002), p. 308.]

First, let's notice that the character Lala uses the premise indicator 'because', which tells us the structure of this argument is as follows:

conclusion because premise.

Here we must be very careful, though, because only part – not all – of the statement before the premise indicator ‘because’ is the conclusion. In this sentence, Lala is presenting her father’s argument, not her own argument; in fact, she makes it completely clear, in the very next sentence, that she disagrees with her father about this. This tells us that the phrase ‘Father says’ is not part of the conclusion; it is Lala’s argument attribution, and therefore must be edited out when we write the conclusion by itself, as follows:

We have to forgive the ignorant.

Lala’s argument attribution is obviously relevant within the context of the passage. Despite this, however, the argument attribution is irrelevant, even extraneous, to our purpose of identifying the conclusion of the argument in this passage.

Let’s consider one more example which includes an argument attribution, but in this case the attribution is as vague as could possibly be. Consider the following passage from an abnormal psychology textbook:

Some people feel that the DSM-IV-TR [the American Psychiatric Association’s *Diagnostic and Statistical Manual*] should not include obesity as a psychological/psychiatric disorder because people who are obese are already stigmatized in our culture. [James Hansell and Lisa Damour, *Abnormal Psychology*. (Hoboken, New Jersey: John Wiley and Sons, 2005), p. 239.]

In this passage, the textbook’s co-authors are not presenting their own argument; instead, they are telling their readers how some people reason about the debate over whether or not obesity should be included in the *DSM*. Like in the passage above from Sandra Cisneros’ novel, here the premise is indicated by the word ‘because’, and not all – only part – of the statement before ‘because’ is the conclusion. The extremely vague phrase ‘some people feel that’ is an argument attribution, not part of the conclusion. The argument’s conclusion is simply the following statement:

The DSM-IV-TR should not include obesity as a psychological/psychiatric disorder.

Another situation in which we might need to edit out extraneous material when writing a conclusion by itself is when an arguer presents some material that is basically a side comment. There could be a variety of legitimate reasons that an arguer might do this. Consider the following example (which uses the Spanish term “Mala Vida” that literally translated means *bad life*, and is a reference to prostitution, which is also called “the oldest profession” here):

At least by ... 1836, when Los Angeles was a social and trading center for the encircling ranchos and a favorite spot for *rancheros* and all their retainers, prostitution was definitely recognized as a profession. Consult the census of 1836. Out of two hundred and fifty non-Indian women living within town limits, that census gave fifteen of them the classification of “M.V.,” signifying “Mala Vida,” a reference to the oldest profession. [W. W. Robinson, *Tarnished Angels: Paradisiacal Turpitude in Los Angeles Revealed*. (Los Angeles: The Ward Ritchie Press, 1964), p. 7.]

Although Mr. Robinson does not use any premise indicators or conclusion indicators, I hope you can see that the data he presents from the census of 1836 is intended to support the conclusion in his first sentence. However, some of his first sentence – the part in which he gives his readers a little bit of a sense of what Los Angeles was like in 1836 – is not part of his conclusion. I can tell that it is not part of his conclusion because the census data he presents does not give any reason to believe that this general characterization of Los Angeles in 1836 is accurate, nor does he use any language that might indicate that he believes that it does. So, when we write Mr. Robinson’s conclusion, we must leave out his general characterization of Los Angeles in 1836. We must, however, be careful to build in his reference to time and place, since his conclusion is clearly about a specific place at a specific time. We can write his conclusion as follows:

At least by 1836, prostitution was definitely recognized as a profession in Los Angeles.

By the way, the word ‘definitely’ only adds emphasis or indicates that Mr. Robinson is very certain of the truth of his conclusion; the word ‘definitely’ does not add to the substantive meaning of his conclusion. So, it would also be equally correct to leave out that word when writing the conclusion, and the reference to the date could be included later in the sentence, as follows:

Prostitution was recognized as a profession in Los Angeles at least by 1836.

Sometimes arguers give arguments about themselves; in such cases, when arguers refer to themselves in their conclusions, we leave those references when we write the conclusions. We have already seen examples of this, but I am bringing it up again now to point out an important contrast. Here is an example from earlier in this chapter, that will bring this to the foreground:

I ... [am] limited in my understandings of God’s purpose and therefore prone to sin. [Barack Obama, *The Audacity of Hope: Thoughts on Reclaiming the American Dream*. (New York: Vintage Books, 2006), p. 265.]

President Obama's conclusion is the following statement:

I am prone to sin.

Here's the contrast. Sometimes arguers refer to themselves in ways that are more like side comments than part of the content of their conclusions. First, let's consider this quotation:

...[T]he autistic population is made up of a variety of humans across the vast and varied gender spectrum, so I think it's important not to make the mistake of gendering autism (i.e., saying certain autistic traits belong to one gender). [Abigail Balfe, *A Different Kind of Normal: My Real-Life Completely True Story About Being Unique*. (New York: Crown Books for Young Readers, 2021), pp. 182-183.]

Here, the author uses the conclusion indicator 'so', which tells us that the structure of her argument is the following:

premise so conclusion

But we must be careful, because not all of the statement after the conclusion 'so' is part of the author's conclusion; to be more specific, the words 'I think' are not part of the conclusion. One way to understand that this is correct is to notice that the author's conclusion is not about herself, whereas 'I think' is a reference to herself. Let's remove 'I think' and write the conclusion as follows:

It's important not to make the mistake of gendering autism (i.e., saying certain autistic traits belong to one gender).

Let's consider a slightly more complicated example, the first three lines from John Donne's poem "The Triple Fool":

I am two fools, I know,
for loving, and for saying so
In whining poetry....

[John Donne, "The Triple Fool," in A. J. Smith, ed., *John Donne: The Complete English Poems*. (Harmondsworth: Penguin Books, 1973), p. 81.]

John Donne uses the premise indicator 'for' twice in the second line, so here is the structure of his argument:

conclusion for premise and for premise

Notice that his premises are not intended to be reasons to believe that he knows something; rather, they are intended to be reasons to believe he is doubly foolish, a fool twice over, or, as he puts it in the poem:

I am two fools.

John Donne is using 'I know' much like Abigail Balfe used 'I think' in the example we considered immediately before this one. As a general rule – to which there are occasional, although unusual, exceptions – when arguers use phrases like 'I know', 'I believe', 'I suppose', 'I'm sure' in close proximity to their conclusions, these phrases are not parts of their conclusions and, therefore, we must leave them out when we write those conclusions.

PRACTICE PROBLEMS SET 1-6:
EDITING OUT EXTRANEOUS MATERIAL WHEN WRITING A CONCLUSION BY ITSELF

Instructions: *Each of the following passages contains an argument from which you will need to edit out extraneous material when you write the conclusion by itself, for one of the reasons discussed in this section. Some of these passages contain premise indicators or conclusion indicators, and some do not.*

For each passage:

(1) write any premise indicator or conclusion indicator that is used and label it as the kind of indicator it is, and

(2) rewrite the conclusion so that meets all four of the following conditions:

(1) it is a complete sentence;

(2) it is expressed as a statement;

(3) it makes sense all by itself; and,

(4) it contains all and only the information that the arguer intended as part of the conclusion.

Do not add any ellipses (“...”) in your written work; it doesn’t matter whether you leave or remove any ellipses that were in an original passage. Please check your work on these problems by comparing your answers to the answers at the end of this chapter.

Sample Problems:

Original Passage:

...[T]here are two ways of fighting: by law or by force. The first way is natural to men, and the second to beasts. But as the first way often proves inadequate one must ... have recourse to the second. [Niccolò Machiavelli, *The Prince*, translated by George Bull. (Harmondsworth, Middlesex, England: Penguin Books, 1961), p. 99.]

Answer:

Premise Indicator: as

Conclusion: One must have recourse to fighting by force.

Original Passage:

The Navajo ... understand that the earth should not be injured, for if the earth becomes ill, its sickness will inevitably be transmitted to man. [Stewart L. Udall, "May They Walk in Beauty," in Joel Grimes, *Navajo: Portrait of a Nation*. (Englewood, Colorado: Westcliffe Publishers, 1992), p. 8.]

Answer:

Premise Indicator: for

Conclusion: The earth should not be injured.

Original Passage:

No two people with autism are the same; its precise form or expression is different in every case. Moreover, there may be a most intricate (and potentially creative) interaction between the autistic traits and the other qualities of the individual. So, while a single glance may suffice for clinical diagnosis, if we hope to understand the autistic individual, nothing less than a total biography will do. [Oliver Sacks, *An Anthropologist on Mars*, quoted in Judith Newman, *To Siri with Love: A Mother, Her Autistic Son, and the Kindness of Machines*. (New York: HarperCollins, 2017), p. xvii.]

Answer:

Conclusion Indicator: so

Conclusion: If we hope to understand the autistic individual, nothing less than a total biography will do.

Original Passage:

I believe you can't always trust your emotions – they'll trick you sometimes into believing things that just aren't true. [Brett Campbell, "Therefore, Encourage One Another with These Words," *The Daily Leader*, September 4, 2020.]

Answer:

Conclusion: You can't always trust your emotions.

1. People said he was useless
 Them people all were fools
 'Cause Curtis Loew was the finest picker to ever play the blues.
 [Allen Collins and Ronnie VanZant, "The Ballad of Curtis Loew," on Lynyrd Skynyrd, *Second Helping*. (MCA Records, 1974); MCAD-1686.]

2. **Note:** *The author, Dean Smith, was a long-time, very successful men's basketball coach at The University of North Carolina at Chapel Hill.*

 Some coaches say revenge is not an effective motivating factor because the emotion is short-lived. [Dean Smith, in Dean Smith and Gerald D. Bell with John Kilgo, *The Carolina Way: Leadership Lessons from a Life in Coaching*. (New York: Penguin Books, 2004), p. 50.]

3. "Is ... [Small] lost?" [Pooh asked.]

 "Well," said Rabbit, "nobody has seen him for a long time, so I suppose he is."
 [A. A. Milne, *The House at Pooh Corner*. (New York: E. P. Dutton and Company, 1928), p. 37.]

4. Park officials said the young lion [P-65] ... is believed to [have] run across the roadway [the 101 freeway], since no camera images of the cat were captured by cameras in an underground culvert that has been used by at least one other lion. ["Mountain Lion Successfully Crosses 101 Freeway in Liberty Canyon Area," www.nbclosangeles.com, September 4, 2019.]

5. Woodchucks ... are just giant mice or corpulent rats, ugly creatures that can be dangerous when cornered, given that their paws are tipped with strong black claws and their prominent teeth are quick to bite. [Caleb Carr, *My Beloved Monster: Masha, the Half-Wild Rescue Cat Who Rescued Me*. (New York: Little, Brown and Company, 2024), p. 134.]

6. I do not believe I could be a politician for I cannot grasp the art of compromise. [Bill Russell with Bill McSweeney, *Go Up for Glory*. (New York: Dutton: 1966, 2020), p. 199.]

7. Obesity is not included in the DSM-IV-TR [the American Psychiatric Association's *Diagnostic and Statistical Manual*], but some experts contend that the condition involves prominent psychological and behavioral features, and should be classified as an eating disorder. [James Hansell and Lisa Damour, *Abnormal Psychology*. (Hoboken, New Jersey: John Wiley and Sons, 2005), p. 239.]

8. In the United States v. Antoine Jones, the Supreme Court made an extremely important decision, unanimously determining that installing a GPS-tracking device to a suspect's car constitutes a search and thus requires a warrant. [Susan Landau, "One Small Step for Privacy...", *Huffington Post*, January 26, 2012.]

9. **Note:** *Andrea Dworkin (1946-2005) was a prominent feminist author and activist, who is best known for her critique of pornography. Some of her critics tried to dismiss her reasoning by claiming that she hated men. In this passage, written shortly after Dworkin's death, the author is responding to that criticism of her.*

I am a man who has read all of Dworkin's books, and here is how it looks to me: I don't think she hated men. I think she loved us. I think Andrea Dworkin loved men because she loved people, and men are people — men are human beings — no matter how hard we sometimes seem to want to prove otherwise by our behavior. [Robert Jensen, "This Strong Feminist Voice Was Hardly a Man-Hater: Andrea Dworkin Told Men What They Needed to Hear," *Houston Chronicle*, April 18, 2005.]

10. The Glendale [Americana Mall] development sits right next to Mr. [Ray] Patel's ... property, the Best Western Golden Key motel. Patel feels that the proximity of the trash transfer facility across from his motel ... will hurt his business as his patrons may be awakened in the early morning hours by the trash pick-up activity. ["Local Business Man on Armenian TV," *Boulevard Sentinel* (Eagle Rock, California), Special Edition, April 7, 2006.]

Different Meanings of Common Premise Indicators and Conclusion Indicators

Many, if not all, of the premise indicators and conclusion indicators I have discussed are also used with meanings that have nothing at all to do with arguments and their parts. But each premise indicator and conclusion indicator I have given you always indicates a premise or a conclusion, respectively, when it tells us anything at all about an argument and its parts.

Let me illustrate this by reminding you about how the word ‘since’ works: sometimes the word ‘since’ does not tell us anything at all about an argument, but when it does indicate part of an argument, it always indicates a premise, never a conclusion.

I will not try to cover all the different meanings of common premise indicators and common conclusion indicators in a comprehensive way; instead, I will just give you a few examples to try to help you become more aware of this phenomenon.

The word ‘so’ sometimes functions as a conclusion indicator; it never indicates a premise. But it has *many* other meanings too; dictionary.com listed twenty-five definitions of ‘so’ when I checked on June 15, 2026 (not counting its use in idioms or as abbreviations).

One common use of the word ‘so’ is to mean *very*; for example, one might say

It’s so hot today!

Here is a “real life” example of this use of the word ‘so’:

Geomancy, or what became known as feng shui in the nineteenth century, plays an important part in Japanese garden design. Like so much in Japanese culture, geomancy was brought from China to Japan. [David Holzer, *Zen Garden*. (New York: Barnes and Noble, 2005), p. 24.]

There is no argument in this example, because none of the statements are intended to be a reason to believe any of the other statement here. The word ‘so’ is used here to mean *very*. The word ‘so’ can also be used with this meaning, rather than as a conclusion indicator, within an argument; consider the following example:

You have to be a speedy reader
'cause there’s so, so much to read!
[Dr. Seuss, *I Can Read with My Eyes Shut!* (New York: Random House, 1978), p. 10.]

In this example, Dr. Seuss uses the premise indicator “cause’ (short for ‘because’); here is the structure of this argument:

conclusion 'cause premise

Notice that Dr. Seuss' premise,

[T]here's so, so much to read!,

includes the word 'so', repeated for emphasis, to mean *very*. His conclusion is the following:

You have to be a speedy reader.

Perhaps you have heard the figurative expression

I'm so hungry that I could eat a horse!,

or

I'm so tired that I could sleep for a week!

or similar sayings with 'so...that...' constructions.

These can be understood as non-literal ways to express the following:

I'm hungry to such a great extent that I could eat a tremendous amount of food,

and

I'm tired to such a large degree that I could sleep for a much longer time than usual.

Here's a "real life" example of this use of the word 'so':

It's been said that racism is so American that when we protest racism, some assume we're protesting America. [Beyoncé Knowles, quoted in Michael Eric Dyson, "Foreword: Keyser Söze, Beyoncé, and the Witness Protection Program" in Robin DiAngelo, *White Fragility: Why It's So Hard for White People to Talk About Racism*. (Boston: Beacon Press, 2018), p. xi.]

The use of '...so...that...' constructions are not, by themselves, arguments. In each of the three examples I've just given you of these constructions, there is only one statement, so there could not possibly be an argument.

Here is another example in which 'so' is used within an argument, instead of being used to indicate a conclusion:

A growing number of American medical students refuse to accept personal gifts from the pharmaceutical industry on the premise that it would be unethical to do so. ["Gifts from the Pharmaceutical Industry – To Accept or Not to Accept," European Public Health Alliance (Belgium), January 22, 2006.]

In this example, the phrase 'on the premise that' is used to indicate a premise; here is the structure of this argument:

conclusion on the premise that premise

Within the premise, the word 'so' in the phrase 'to do so' is used like a pronoun, to refer to an action that was described earlier in the sentence, namely, the action of accepting personal gifts from the pharmaceutical industry. The conclusion of this argument is the following:

A growing number of American medical students refuse to accept personal gifts from the pharmaceutical industry.

Another very common use of the word 'so' is to mean *too* or *also* or *in addition*; for example:

Felix is asleep on my bed, and so is Ghost.

Here is a "real life" example of this use of 'so', which also contains the word 'as' used comparatively rather than to indicate a premise:

Just as every tiny Japanese poem – *haiku* – contains a reference to the season, so too in the planning and presentation of a Japanese meal awareness of the season is all important. [Lesley Downer and Minoru Yoneda, *Step by Step Japanese Cooking*. (Woodbury, New York: Barron's, 1986), p. 46.]

Notice that in this particular example, one could replace the word 'as' with the word 'like'; this assures us that the word 'as' is not being used to indicate a premise. Here is another comparative use of 'as', where it could not be replaced by 'like':

Orange-carrot juices can contain up to three times as much vitamin A as regular OJ. [Maggie Meyer, "Juicy Secrets," *Better Homes and Gardens* (April 2013), p. 126.]

The word ‘as’ is also commonly used to mean *in the capacity of*; for example:

David Gergen, a journalist who served as a White House advisor to Republican and Democrat presidents, died on Thursday at age 83....
[Sudiksha Kochi, “David Gergen, Former White House Advisor to Several Presidents, Dies at 83,” *USA Today*, July 11, 2025.]

Similarly to this meaning of ‘as’ that specifies a capacity, ‘as’ can be used to delineate a categorization or classification; for example:

On May 4, 1964, the United States Congress recognized bourbon whiskey as a “distinctive product of the United States” by concurrent resolution. Bourbon may be produced anywhere in the United States where it is legal to distill spirits, but most brands are produced in Kentucky. [Brian Certain, “The ABC’s of Bourbon,” www.bourbongospel.com, 2023.]

While this passage does not list all of the characteristics a whiskey must have to be in the category *bourbon*, it identifies one such characteristic: it must be produced in the United States.

Another meaning of the word ‘as’ is to introduce examples, when ‘as’ is used in the phrases ‘as in’, ‘such as’ (not to be confused with ‘as such’!), ‘as the following illustrates’, and many others. Here is just one example (in which I have underlined and italicized ‘such as’):

Mpox has historically spread in a few ways. The first is through close, personal contact with an infected person, such as skin-to-skin contact with rashes or with saliva or mucus. The second is via contact with contaminated materials. And the third is contact with infected animals: hunting, trapping, or cooking them, touching sick rodents or getting bitten or scratched. [Aria Bendix, “The Mpox Strain Spreading Now Is Different from the One in 2022: Here’s What to Know,” www.nbclosangeles.com, August 19, 2024.]

In this quotation, the phrase ‘such as’ introduces several examples of close, personal contact that can spread the disease Mpox.

I will comment briefly on only one more meaning of the word ‘as’. Consider this example:

Even as researchers find that the foreign-born commit fewer crimes than their native-born peers, the perception that immigrants are uniquely crime prone permeates public and political discourse. [Bianca E. Bersani and Alex R. Piquero, “Immigrants Don’t Commit More Crimes. Why Does the Myth Persist?,” *Los Angeles Times*, September 6, 2016.]

This passage is drawing a contrast between the reality established by research and a commonly held but false belief. The phrase ‘even as’ is performing two functions here, which I hope will be clearer if we consider two slightly different replacements for the word ‘as’ in the phrase ‘even as’. First, notice that the co-authors could have started their sentence with the phrase ‘even though’; this is simply a phrase used to draw a contrast. Second, notice that they could have started their sentence with the phrase ‘even while’. This phrase could also draw a contrast, but in addition the word ‘while’ also indicates something about time: it indicates that more than one thing is happening at the same time. Here is an example of ‘as’ used to mean *during* or *at the same time*, without any contrast:

Ghostie sat on my lap as I graded.

The use of the word ‘for’ to signal a premise is only one of many meanings that the word has. It is far more commonly used as a preposition (a word that shows the relationship between other words in a sentence), as in the following sentence:

I bought food for Felix and Ghost.

In this example, there is only one statement so there could not possibly be an argument. Here is a “real life” example of this prepositional use of the word ‘for’:

Internships are opportunities for students to experience their chosen career field firsthand before they graduate from college. [Alina Jackson, “How Internships Are Preparing Me for Post-Grad Life,” <https://parents.ncsu.edu/blog/2025/05/how-internships-are-preparing-me-for-post-grad-life/>, May 28, 2025.]

As in the example I just discussed, there is only one statement in this passage, so there is no argument.

When the word ‘thus’ indicates part of an argument, it indicates a conclusion, never a premise. Among its other meanings, though, it can be used to introduce examples or to mean *as follows*, like in the following example:

As is well known, the fundamental law of the mechanics of Galilei-Newton, which is known as the *law of inertia*, can be stated thus: A body removed sufficiently far from other bodies continues in a state of rest or of uniform motion in a straight line. [Albert Einstein, *Relativity: The Special and the General Theory*, trans. by Robert W. Lawson. (New York: Bonanza Books, 1961), p. 11.]

In the last sentence, the word ‘thus’ could also be understood to mean *in this manner* (*in the manner about to be stated*). It can also be used to mean *in that manner* (*in the*

manner that has been stated just before). Consider the use of ‘thus’ at the start of the second sentence in the following example:

Kirk Talley is a lonely man. Thus it has always been. He was born lonely, and the passing years have done little to abate the feeling. Kirk Talley is also a man of God. His relationship with Jesus is the primary relationship in his life. This has brought a measure of comfort, for if he cannot be happy in this life, there is at least the promise of another. Talley often ruminates about the golden road and the silver cymbals and the great glittering throne. He smiles when he imagines the rapturous joy that awaits him when he dies. That, he thinks, will be a happy day. [Allison Glock, “Out of the Lord’s Closet,” *GQ* (August 2005), p. 133.]

Here the word ‘thus’ in the second sentence simply means that things have always been the way the first sentence says they are now. This part of this passage does not contain an argument; there is an argument later in the passage, though, where the word ‘for’ is used as a premise indicator, in this sentence:

This has brought a measure of comfort, for if he cannot be happy in this life, there is at least the promise of another.

The structure of this argument is the following:

conclusion *for* premise

To write this conclusion in a way so that it makes sense by itself, we will need to replace the word ‘this’, which functions as a pronoun here, with the noun phrase to which ‘this’ refers. One way we could do so is the following:

That Kirk Talley’s relationship with Jesus is the primary relationship in his life has brought a measure of comfort.

I hope that this most of this section has seemed fairly simple and straightforward to you so far. I will turn now to something that is conceptually more difficult: the difference between arguments and explanations.

When the word ‘because’ indicates part of an argument, it indicates a premise. Remember that a premise is intended to be a reason to believe a conclusion. So, you can think of a premise as an attempt to answer a question of the following kind: “Why should I believe that the conclusion is true?”

The word ‘because’ sometimes functions in *explanations* to indicate a statement of a cause or motivation. An explanation is an appropriate answer to a type of “Why?” question that is different from the one in the paragraph above. An explanation is an appropriate answer about why something happens or why something is the way it is or why a person or animal behaves in a particular way. One could understand these

questions as follows: “What causes this to happen?” or “What causes this to be the way it is?” (in the case of natural phenomena), or “What motivates this behavior?” (in the case of human or animal behavior). These questions, of course, could involve past or future tense, not only present tense.

This can be a slippery distinction, partly because in ordinary writing and speech we are often sloppy about it, but also partly because in many instances it is quite reasonable to interpret a passage as both an argument and as an explanation. (For our purposes in this class we will understand such a passage as an argument.) However, in some instances, it will only make sense to understand a passage as an explanation, not as an argument.

Consider, for example, a young child who asks many, many “Why?” questions. Some of a small child’s “Why?” questions cannot reasonably be understood as requests for reasons to believe a conclusion, but can be understood quite reasonably as requests to be told about the causes of natural phenomena, such as: “Why is the sky blue?,” “Why is the grass green?,” and “Why is it raining?”

Here is a “real life” example in which ‘because’ indicates a statement of motivation in an explanation, rather than a premise in an argument:

...[I]n 1953, scandal almost derailed ... [Marilyn Monroe’s] rise to stardom. It was revealed that she had posed nude for a calendar while she was a struggling starlet.

The studio heads awaited the national outcry of outrage and shock. But the criticism, amazingly, never came. There was something about Marilyn Monroe that everyone *liked*, no matter what. Bravely, she held a press conference to face belligerent reporters. Why had she posed naked? Monroe answered simply, **“Because I needed the money.”**

One outraged female reporter apparently couldn’t believe that Monroe had really been completely nude. “Didn’t you have *anything* on at all when you posed?” she asked.

“Only the radio,” Monroe said, smiling, and won everyone’s hearts forever. [Thomas T. Noguchi with Joseph DiMona, *Coroner*. (New York: Pocket Books, 1983), pp. 63-64.]

Here Marilyn Monroe was talking to reporters who already knew that she had posed naked for a calendar and had asked her why she did it, so obviously she wasn’t trying to give the reporters a reason to believe that she had posed naked. In other words, we cannot reasonably interpret her as giving an argument. We can, however, quite reasonably interpret her as giving an explanation; the reporters’ “Why?” question was a request that she tell them about her motivation for posing naked, and her answer was an appropriate response to their request.

Let's consider another example, as follows:

...[D]iasporan Armenians live outside Armenia because the genocide took place, and they were obliged to leave the country. [Monte Melkonian, quoted in Markar Melkonian with Seta Melkonian, *My Brother's Road: An American's Fateful Journey to Armenia*. (London/New York: I. B. Tauris, 2005), pp. 39-40.]

By definition, diasporan people are people dispersed, or scattered, beyond their traditional homeland. Therefore, it is true *simply by definition* – simply because of the meaning of the word 'diasporan' – that diasporan Armenians live outside Armenia. If someone were to tell me that diasporan Armenians live outside Armenia and I were to ask, "Why should I believe that?," my question would be weird: my question would reveal that I had not understood the statement that I had been told. To clear up my confusion, I would need to be told what the word 'diasporan' mean – telling me the statement after 'because' in the passage above would not help clear up my confusion. In other words, it does not make sense to understand this passage as containing an argument. By contrast, it makes perfect sense to understand this passage as an explanation, in which the statement after 'because' tell us (at least a little bit) about the cause of the Armenian diaspora.

The word 'because' is not the only premise indicator that sometimes works in an explanation to indicate a statement of cause or motivation. Here is an example in which 'as' indicates a statement of motivation within an explanation (instead of a premise in an argument):

...John Bellah, a cop at Cal State Long Beach, recalled the time he pulled over a woman who had run through a stop sign in a pickup.

"Her excuse," Bellah said, "was that she had borrowed the truck, which had a manual transmission.... Anyway, as she couldn't drive a stick shift, she didn't bother with stopping at stop signs." [Steve Harvey, "Only in L.A.," *Los Angeles Times*, March 20, 2007.]

If we try to understand the driver as giving an argument here, in which she uses the word 'as' to signal a premise, here would be the structure of her argument:

as premise, **conclusion**

To my mind, it seems absurd to interpret the driver in this example as trying to give a cop a reason to believe that she never stops at stop signs right after he has pulled her over for running a stop sign! It makes more sense to understand her as trying to explain what motivated her to run the stop sign, perhaps in the hope that her explanation might, in turn, motivate the police officer to not give her a ticket (although I would be surprised, in this case, if the excuse had been successful).

**PRACTICE PROBLEMS SET 1-7:
IDENTIFYING CONCLUSIONS IN PASSAGES THAT USE COMMON PREMISE INDICATORS
OR COMMON CONCLUSION INDICATORS WITH DIFFERENT MEANINGS**

Instructions: *Each of the following passages uses a common premise indicator or a common conclusion indicator (or both) with a different meaning and each passage contains an argument. Some of these passages contain premise indicators or conclusion indicators, and some do not.*

For each passage:

(1) write any premise indicator or conclusion indicator that is used and label it as the kind of indicator it is, and

(2) rewrite the conclusion so that meets all four of the following conditions:

(1) it is a complete sentence;

(2) it is expressed as a statement;

(3) it makes sense all by itself; and,

(4) it contains all and only the information that the arguer intended as part of the conclusion.

Do not add any ellipses ("...") in your written work; it doesn't matter whether you leave or remove any ellipses that were in an original passage. Please check your work on these problems by comparing your answers to the answers at the end of this chapter.

Sample Problems:

Original Passage:

Horizon Organic® Milk is produced without the use of antibiotics, added growth hormones or dangerous pesticides. That's why Horizon Organic milk is as wholesome as it gets. [Horizon Organic, Advertisement, *Better Homes and Gardens* (November 2004).]

Answer:

Conclusion Indicator: that's why

Conclusion: Horizon Organic milk is as wholesome as it gets.

Original Passage:

For me, friendships are both a commitment and a lifeline,
and I hold on to them as such, tightly and deliberately.

[Michelle Obama, *The Light We Carry: Overcoming in Uncertain Times*. (New York: Crown, 2022), p. 65.]

Answer:

Conclusion Indicator: as such

Conclusion: I hold onto friendships tightly and deliberately.

1. **Note:** *The speaker is a fictional character called Nakata.*

...[E]ver since I was little people said *You're dumb, you're dumb*, so I suppose I must be. [Haruki Murakami, *Kafka on the Shore*, translated by Philip Gabriel (New York: Alfred A. Knopf, 2005), p. 45.]

2. For the most part, psychiatrists are engaged in attempts to change the behavior and values of individuals, groups, institutions, and sometimes even of nations. Hence, psychiatry is a form of social engineering. [Thomas S. Szasz, *Law, Liberty, and Psychiatry*. (New York: Collier Books, 1963), p. vii.]

3. ...[M]ost tattooists are extremely careful to avoid working on people who are obviously under the influence of alcohol (or other drugs). Drunken clients tend to generate conflict in the shop, and tattooists are aware that tattooing someone who is not entirely free to choose the procedure has the potential for causing trouble. In a business that continues to labor under the reputation of being on the margins of respectability, at best, this is to be avoided. [Clinton R. Sanders with D. Angus Vail, *Customizing the Body: The Art and Culture of Tattooing*. (Philadelphia: Temple University Press, 2008), p. 105.]

4. **Note:** *When the author uses the pronoun 'us', he is referring to Japanese LGBT people.*

...[B]ecause Japanese society is so staunchly intolerant, it forces many of us to stay in the closet, whether we want to be there or not. [Ryousuke Nanasaki, *Until I Meet My Husband*, trans. Molly Lee. (Canada: Seven Seas Entertainment, 2022), p. 63.]

5. ...[Corporations] don't have the same obligations as citizens do; therefore, they shouldn't be entitled to the same rights. [John Keifenheim, Letter to the Editor, *Grand Forks Herald* (North Dakota), January 31, 2010.]

6. The smallest ... [East African carnivore] is the Dwarf Mongoose, *Nguchiro* or *Kicheche*, which hunts in large packs for insects and small creatures by day, making temporary homes in termite hills. This mongoose is easily tamed and can be treated as a domestic pet. [*Shell Guide to Wild Life*. (Nairobi: Injes May, 1976), p. 22.]
7. On a physiological level, anger is the body's way of telling us that a boundary has been violated. It's the natural emotional response humans have to being wronged, especially if that wrong is recurring and denied by the harmdoers. Therefore, Black rage is a healthy sign that we as a people recognize the crimes that have been committed, and continue to be, committed against us. [Andre Henry, *All the White Friends I Couldn't Keep: Hope – and Hard Pills to Swallow – about Fighting for Black Lives*. (New York: Convergent, 2022), p. 53.]
8. The fact that a world power such as the U.S. still has not recognized the Armenian Genocide shows their moral compass is not pointed towards truth.... [Eileen Mansoorian, "Enough is Enough: Recognize the Armenian Genocide," *Daily Sundial* (California State University, Northridge), April 24, 2008.]
9. ...[R]ace as a social construct has profound significance and shapes every aspect of our lives. Race will influence whether we survive our birth, where we are most likely to live, which schools we will attend, who our friends and partners will be, what careers we will have, how much money we will earn, how healthy we will be, and even how long we can expect to live. [Robin DiAngelo, *White Fragility: Why It's So Hard for White People to Talk About Racism*. (Boston: Beacon Press, 2018), p. 5.]
10. **Note:** *At the time he wrote this, Phil Jackson had recently been fired as coach of the Los Angeles Lakers NBA team, and center Shaquille O'Neal had just been traded. Both of these decisions stemmed from an ultimatum made by guard Kobe Bryant to the Lakers' owner, Dr. Jerry Buss.*

When the fans see ... [Shaquille O'Neal] at his best, he is such an overpowering presence that they automatically wonder: how come the Lakers don't win every game? Therefore when we lose, they assume it must be because Shaq didn't play hard enough. [Phil Jackson with Michael Arkush, *The Last Season: A Team in Search of its Soul*. (New York: The Penguin Press, 2004), pp. 76-77.]

**PRACTICE PROBLEMS SET 1-8:
IDENTIFYING CONCLUSIONS (COMPREHENSIVE REVIEW)**

Instructions: *This Practice Problems Set is designed to give you a comprehensive review of the conclusion identification skills you have learned so far in Chapter One. Each of the following passages contains an argument. Some of these passages contain premise indicators or conclusion indicators (and possibly both), and some do not.*

For each passage:

(1) write any premise indicator or conclusion indicator that is used and label it as the kind of indicator it is, and

(2) rewrite the conclusion so that meets all four of the following conditions:

(1) it is a complete sentence;

(2) it is expressed as a statement;

(3) it makes sense all by itself; and,

(4) it contains all and only the information that the arguer intended as part of the conclusion.

Do not add any ellipses ("...") in your written work; it doesn't matter whether you leave or remove any ellipses that were in an original passage. Please check your work on these problems by comparing your answers to the answers at the end of this chapter.

Sample Problems:

Original Passage:

Substituting oils and shortenings for lard changes a dish considerably because each type of fat holds and blends other flavors in its own way. [Susan Curtis, *The Santa Fe School of Cooking Cookbook: Spirited Southwestern Recipes*. (Salt Lake City: Gibbs Smith, Publisher, 1995), p. 136.]

Answer:

Premise Indicator: because

Conclusion: Substituting oils and shortenings for lard changes a dish considerably.

Original Passage:

This is the best time in history to be a baseball geek. Not only are the game's most hallowed records up for grabs, but technology has made it a cinch to crunch stats. [Allen St. John, "Barry vs. the Babe," *Popular Mechanics* (April 2005), p. 54.]

Answer:

Conclusion: This is the best time in history to be a baseball geek.

Original Passage:

People to whom male dominance is important or essential fear women's resistance, therefore women's anger....
[Ursula K. LeGuin, "About Anger," in *No Time to Spare: Thinking about What Matters*. (Boston: Houghton Mifflin Harcourt, 2017), p. 137.]

Answer:

Conclusion Indicator: therefore

Conclusion: People to whom male dominance is important or essential fear women's anger.

Original Passage:

I don't believe my woman love me.
She's in love with another man.
[Muddy Waters, "Flood," (1952) on Muddy Waters, *The Chess Box - 1*. (MCA Records; CHD3-80002.)]

Answer:

Conclusion: My woman doesn't love me.

1. Only things that are material exist. Therefore, God does not exist. [From Friedrich Engels, *Socialism: Utopian and Scientific*]
2. Because "bamboo bounces" ... bamboo is a sensible and appropriate material for constructing earthquake-safe structures. [Gale Beth Goldberg, *Bamboo Style*. (Salt Lake City: Gibbs Smith, 2002), p. 61.]

3. Chemically all of us are both man and woman because our bodies make both male and female hormone.... [Paul de Kruif, *The Male Hormone*. (New York: Harcourt, Brace and Company, 1945), p. 117.]

4. **Note:** *A serval is a long-limbed, nocturnal African cat, about the size of a North American bobcat.*

Poultry owners trap servals ruthlessly, since these cats like a meal of fat fowl or duck.... [Louis S. B. Leakey, *Animals of East Africa*. (Washington, D.C.: National Geographic Society, 1969), p. 64.]

5. Photography, because it preserves the appearance of an event or a person, has always been closely associated with the idea of the historical. [John Berger, "Paul Strand," in *About Looking*. (New York: Pantheon Books, 1980), p. 47.]

6. The white man does not understand the Indian for the reason that he does not understand America. [Chief Luther Standing Bear, 1933, quoted in T. C. McLuhan, *Touch the Earth: A Self-Portrait of Indian Existence*. (New York: Outerbridge and Dienstfrey, 1971), p. 107.]

7. It's hard to tell what a cat's thinking – they use the same expression whether they have seen a mouse or an axe-murderer. [Author unknown, quoted in J. Rose Barber, ed., *There Are No Ordinary Cats*. (N.p.: Rachael Hale Photography Ltd., 2004), n.p.]

8. **Note:** *The speaker, Dr. Linus Pauling, was awarded the Nobel Prize in Chemistry in 1954 and the Nobel Peace Prize in 1962.*

To kill and maim people is immoral. War kills and maims people. War is immoral. [Linus Pauling, 1991, quoted in David Krieger, "The Abolition of Nuclear Weapons and War: The Responsibility of Scientists," *PeaceJournalism.com* 15 (January 2006).]

9. Love can be a very frightening thing. That is why most great love stories are tragedies. [From Agatha Christie, *Death on the Nile*]

10. ...[B]e careful of what you
do 'cause the lie becomes
the truth.
[Michael Jackson, "Billie Jean," on Michael Jackson, *Thriller*. (Los Angeles: CBS, 1982; QE38112.)]

11. Unlike donuts, pan dulce is baked, not fried, and therefore much better for you!
[Alice Bag (Alicia Armendariz), *Violence Girl: East L.A. Rage to Hollywood Stage, A Chicana Punk Story*. (Port Townsend, Washington: Feral House, 2011), p. 93.]

12. **Note:** *The Republic of Mauritius is an island nation in the Indian Ocean about 1200 miles off the southeast coast of Africa.*

...[Mauritius] faces a high debt burden and hence high interest payments.... ["A Daunting Task Ahead!," *L'Express* (Mauritius), June 6, 2007.]

13. **Note:** *Actor Forest Whitaker stars in "Hurricane Season," a movie about a New Orleans high school basketball team during the season after Hurricane Katrina devastated the city during 2005.*

..."Hurricane Season" is a small film and as such represents a passion project for Whitaker. [Mike Scott, "For Local Filmmakers, Katrina a Mighty Muse," *Times-Picayune* (New Orleans), August 30, 2008.]

14. **Note:** *The speaker is a fictional character, called Iosif. He is talking about his daughter, Shorie.*

She was very badly injured. Head injuries. As a result, she's lost her memory. [Octavia E. Butler, *Fledgling*. (New York: Seven Stories Press, 2005), p. 77.]

15. Damien ... had a Mohawk..., so obviously he liked them. [Matthew Klam, "50 Things a Man Does Not Have to Do Before He Dies: Get a Mohawk," *GQ* (September 2006), p. 370.]

16. ...[A]lmost all of the worlds found so far are hot, mammoth orbs that rapidly revolve around stars smaller and darker than the sun. They are thus quite unlike the planets of the solar system.... ["Exoplanets: The Planet Hunters," *The Economist* (United Kingdom), May 31, 2007.]

17. **Note:** *The speaker is a fictional character, called Pi Patel.*

A sloth's hairs shelter an algae that is brown during the dry season and green during the wet season, so the animal blends in with the surrounding moss and foliage and looks like a nest of white ants or of squirrels, or like nothing at all but part of a tree. [Yann Martel, *Life of Pi*. (New York: Vintage, 2001), p. 4.]

18. Many customers who receive door hangers are irritated by the ads and rip them down immediately.... [Alana Samuels, "Direct-Ad Opportunity Knocks," *Los Angeles Times*, June 13, 2007.]

19. ...Argentina is a rich country and there should not be children dying of hunger.... [Maria Belen, quoted in Daniel Schweimler, "Hunger Rally Aims to Shame Argentina," *BBC News* (United Kingdom), May 19, 2007.]

20. **Note:** To beggar means to cause one's ability (for example, for description or comparison) to seem poor or inadequate.

The Great Wall of China has recently been declared one of the Seven Wonders of the World, and as such it is better experienced than described. Wonders beggar description. [Constantino Tejero, "Beijing: The City You Had to See before You Left It," *Philippine Daily Inquirer*, September 1, 2008.]

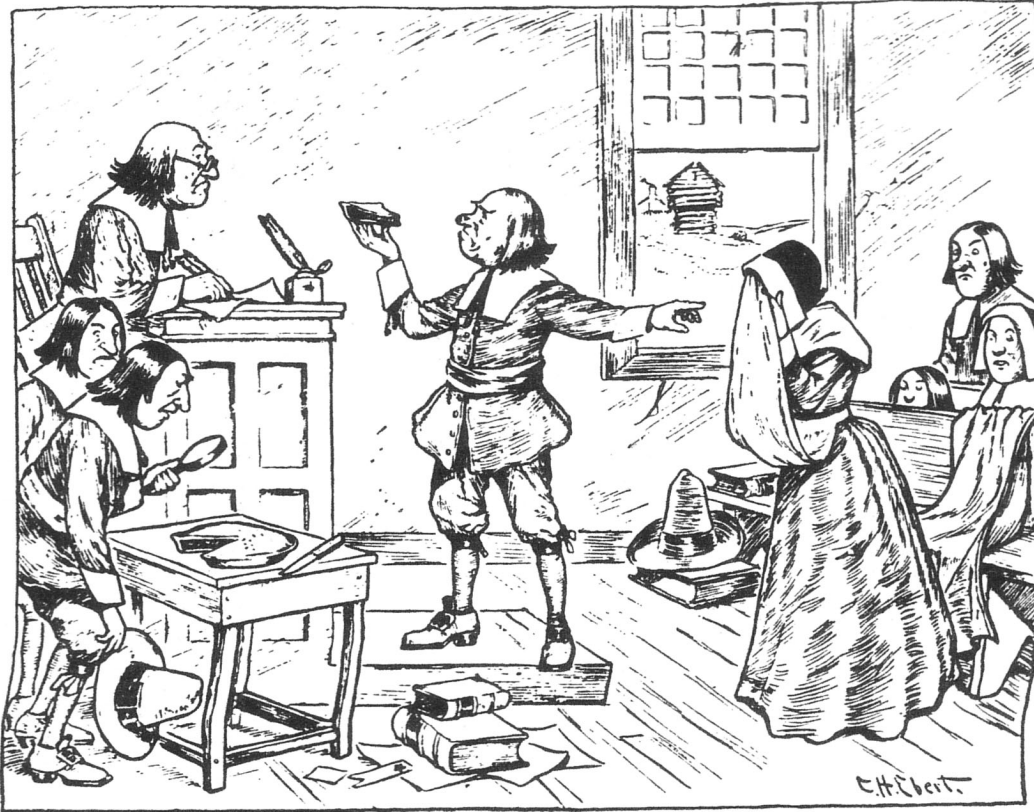
21. I think there's insanity in my family. They keep writing me for money. [Henny Youngman, *The Encyclopedia of One Liners*, ed. Ed Shanaphy. (Katonah, N.Y.: Ballymote Books, 1989), p. 109.]
22. In a narrow vote, the International Whaling Commission declared Sunday that a 20-year ban on commercial whale hunting was no longer necessary because the marine mammals had recovered from near extinction. [Carol J. Williams, "A Symbolic Victory for Whaling Advocates," *Los Angeles Times*, June 19, 2006.]
23. Gramps had left the furniture business to become a life insurance agent, but as he was unable to convince himself that people needed what he was selling and was sensitive to rejection, the work went badly. [Barack Obama, *Dreams from My Father*. (New York: Three Rivers Press, 1995), p. 55.]
24. **Note:** The author, Dean Smith, was a long-time, very successful men's basketball coach at The University of North Carolina at Chapel Hill. The sports teams at the University of Michigan are called the Wolverines.

...[O]ne of the hardest losses I remember was in 1989, when we faced a great Michigan team in the NCAA tournament round of 16 in Lexington, Kentucky. Rupp Arena was filled, mostly with fans pulling for the Wolverines. Michigan had all the incentive in the world, inasmuch as we had beaten them in 1987 and 1988 in the NCAA tournament Sweet 16 to end their season. [Dean Smith, in Dean Smith and Gerald D. Bell with John Kilgo, *The Carolina Way: Leadership Lessons from a Life in Coaching*. (New York: Penguin Books, 2004), p. 47.]

25. In 2019, the world consumed roughly 10 million barrels of gasoline each day. Given that a standard barrel of oil contains 42 gallons, that means the world consumed 420 million gallons — that's over 2.5 billion pounds, or nearly 116 million kilograms — of gasoline (not including diesel) each and every day before the pandemic. [David Colborne, Opinion, "Refusing to Extract Lithium Is Not a Refusal to Extract," *Nevada Independent*, September 11, 2022.]
26. Carbofuran was once a popular farm pesticide used to target foxes and raccoons. It's been banned from all use since 2009, because it was so powerful that it ended up killing animals not targeted by its use, officials said. [David K. Li, "At Least Seven Bald Eagles Killed by Banned Pesticide in Maryland," www.nbcnews.com, May 3, 2019.]

27. Montana is home to about 1 million people and 2.5 million cows and, as most Montanans are proud to report, only Alaska has more grizzlies. In fact, all of the alpha predators that roamed North America when Europeans first arrived two centuries ago are still here – which is why so many of the wildlife biologists who study bears, wolves, lynx, wolverines, and mountain lions come to Montana. [Jim Williams with Joe Glickman, *Path of the Puma: The Remarkable Resilience of the Mountain Lion*. (Ventura, California: Patagonia Works, 2018), p. 95.]
28. ...[S]hould you visit the petroglyphs [at Three Rivers Petroglyph Site, New Mexico], please do not touch them, as the oil in your fingers destroys the patina. [Gary Cozens, *Tres Rios: A History of Three Rivers, New Mexico*. (Charleston, South Carolina: History Press, 2015.) p. 12.]
29. **Note:** *Boo Radley is a dog.*
- Boo Radley likes everyone and everything, which is amazing since he was abandoned twice before the age of six months. [Jeff Selis, *Cat Spelled Backwards Doesn't Equal God: Portraits of Divine Dogs*. (San Francisco: Chronicle Books, 2000), n.p.]

30. **Note:** The argument is in this cartoon's caption. The cartoon is satirizing the kind of reasoning used in the Salem, Massachusetts, witch trials of 1692 and 1693, in which many women and a few men were convicted of witchcraft and executed.



The First New England Pie

"Forsooth, your Excellency, she must be a witch; else how hath she put in the contents without breaking the crust?"

[S. Ebert, "The First New England Pie," Cartoon, 1901, in Thomas Craven, ed., *Cartoon Cavalcade*. (New York: Simon and Schuster, 1943), p. 27.]

BOX 1C

A CHALLENGING PROBLEM

*The challenge is for you to find three arguments in this fictional passage and, for each, follow the instructions for Practice Problems Set 1-8. **Note:** The phrase 'La Migra' refers to immigration officials; this story was written before ICE existed.*

They arrived in the secrecy of night, as displaced people often do, stopping over for a week, a month, eventually staying a lifetime. The plan was simple. Mother would work too until they saved enough to move into a finer future where the toilet was one's own and the children needn't be frightened. In the meantime, they played in the back allies, among the broken glass, wise to the ways of the street. Rule one: never talk to strangers, not even the neighbor who paced up and down the hallways talking to himself. Rule two: the police, or "polie" as Sonya's popi pronounced the word, was La Migra in disguise and thus should always be avoided. Rule three: keep your key with you at all the times – the four walls of the apartment were the only protection against the streets until Popi returned home.

Sonya considered her key a guardian saint and she wore it around her neck as such....

[Helena Maria Viramontes, "The Cariboo Cafe," in *The Moths and Other Stories*. (Houston: Arte Publico Press, 1985), p. 61.]

A Few Other Uses of the Word 'Because'

In this section we will focus on some ways in which the word 'because' can be modified and how these affect its meaning. I will discuss 'because' only as it is used in the context of arguments, not explanations, although there are major parallels.

When the phrase 'not because' is used indicate a statement, the arguer is using this phrase to signal that the statement after it is **not a premise** (and is not part of the argument at all). Consider this example:

...[A]nimals ought to be treated compassionately and kindly by people – because people can empathize with their pain but not because they have rights as human beings do. [Tibor R. Machan, "Animals Do Not Have Rights," Opinion, *New York Times*, September 26, 2011.]

Here, after claiming that animals ought to be treated compassionately and kindly by people, Professor Machan contrasts his reason for holding this belief from another reason that is commonly used by some other people to support the same view. He draws this contrast by using 'not because' to point out that he does not rely on the premise that animals have rights as ("like") humans do, but instead his premise is that people can empathize with animals' pain.

One way to think of what word 'not' does when it modifies the word 'because' is to think of 'not' as negating or canceling out the typical meaning of the word 'because', which would be to signal a premise.

Let's consider another example, from a famous speech by President John F. Kennedy, in which 'not because' is used:

We choose to go to the moon. We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win.... [John F. Kennedy, "Moon Speech," September 12, 1962, Rice University, Houston, Texas.]

President Kennedy's use of 'not because' indicates that he is not using the statement that travel to the moon and achieving his other goals will be easy to justify his decision to go to the moon; indeed, President Kennedy did not believe that these goals would be easy to achieve. Instead, he uses 'because' to indicate several different premises to support his choice.

Other ways of modifying the word 'because' work very differently than this. The phrase 'partly because' is used to signal a premise, but the modifier 'partly' tells us that arguer

believes that there is at least one more premise that provides an additional reason to believe the conclusion. Consider the following example:

Himalayan glaciers are far less gigantic than might be expected, partly because of the low precipitation and partly because of the lack of fields of granular snow, called névé, which act as accumulators. [Takehide Kazami, *The Himalayas: A Journey to Nepal*. (Tokyo: Kodansha International, 1968), p. 14.]

Here, Mr. Kazami uses ‘partly because’ to indicate two separate premises that support the conclusion that Himalayan glaciers are far less gigantic than might be expected.

A few other phrases that work like ‘partly because’ are ‘partially because’, ‘in part because’, ‘not only because’, ‘not just because’, ‘mainly because’, and ‘mostly because’.

It is important not to confuse ‘not only because’ and ‘not just because’, on the one hand, with ‘not because’, on the other hand. Let’s consider the following example, in which the author is relating a belief he held as a young child and his childish reasoning for it:

...[T]here must be a link between peas and Brazil – not just because Brazil is *Brezilya* in Turkish and the word for pea is *bezelye* but also because the Brazilian flag has, it seems, an enormous pea on it. [Orhan Pamuk, *Istanbul: Memories and the City*, translated by Maureen Freely. (New York: Vintage International, 2004), p. 84.]

Here, it’s important not to overlook the word ‘just’ in the phrase ‘not just because’. Without the word ‘just’, Mr. Pamuk would have been telling his readers that the similarity in sound between the words ‘Brezilya’ and ‘bezelye’ was not part of his childish reasoning. But his use of the phrase ‘not just because’ indicates that this similarity in sound was one of more than one reasons he had for believing there was a link between peas and Brazil. The other reason he had for this belief is indicated by the phrase ‘also because’.

Usually, but not always, when ‘partly because’ or one of these other phrases is used to indicate a premise, at least one other premise is also presented. The preceding example illustrates this. But this doesn’t always happen. Here is an example in which ‘partly because’ indicates a premise but no other premises are presented:

A sewer pipe buried along Route 11B burst Sunday afternoon, releasing about 10,000 gallons of wastewater into Lake Winnepesaukee. Officials said they don’t believe the lake was badly contaminated, partly because the sewage was diluted by rainwater from recent storms. [Melanie Asmar, “Sewer Leak Hits Winnepesaukee,” *Concord Monitor* (New Hampshire), May 10, 2005.]

In this example, the reader is left without any information about what other premise or premises the officials indirectly quoted here might believe support their conclusion that the water in Lake Winnepesaukee was not badly contaminated by the spill of 10,000 gallons of wastewater from a sewer pipe. (Maybe the officials did not give the reporter any other premise(s); maybe the officials did give the reporter another premise or premises, but the reporter did not include that in the article; or, maybe an editor cut that material out of the article – I don't know.)

**PRACTICE PROBLEMS SET 1-9:
IDENTIFYING PREMISES IN PASSAGES USING
'NOT BECAUSE', AND 'PARTLY BECAUSE' AND SIMILAR PHRASES**

Instructions: *Each of the following passages contains an argument and uses either 'not because', or 'partly because' or a similar phrase. Some of these arguments have only one premise and some have more than one premise.*

For each passage:

write any and all premises in a way such that each premise meets all four of the following conditions:

(1) it is a complete sentence;

(2) it is expressed as a statement;

(3) it makes sense all by itself; and,

(4) it contains all and only the information that the arguer intended as part of the premise.

Do not add any ellipses ("...") in your written work; it doesn't matter whether you leave or remove any ellipses that were in an original passage. Please check your work on these problems by comparing your answers to the answers at the end of this chapter.

Sample Problems:

Original Passage:

[Conservative economist Ross Garnaut] ... explains that Australia needs to commit to [greenhouse] emission reductions not because we can actually solve the problem ourselves, but because taking action will help us persuade others. [Jon Symons, "Green Monster," *Melbourne Herald Sun* (Australia), February 25, 2008.]

Answer:

Premise: Australia's taking action to reduce greenhouse emissions will help us persuade other countries to do the same thing.

Original Passage:

I never use my own family and friends as the basis of fictional characters, mainly because I would like them to remain my family and friends. And secondarily, because I believe the purpose of art is not to photocopy life but distill it, learn from it, improve on it, embroider tiny disjunct pieces of it into something insightful and entirely new. [Barbara Kingsolver, "The Not-So-Deadly Sin," in *High Tide in Tucson: Essays from Now or Never*. (New York: HarperPerennial, 1995), p. 258.]

Answer:

Premise: I would like my family and friends to remain my family and friends.

Premise: The purpose of art is not to photocopy life but distill it, learn from it, improve on it, embroider tiny disjunct pieces of it into something insightful and entirely new.

1. Who are struggling significantly to find jobs? Teenagers, and it's not because they're lazy. A new report suggests its [sic] because they're being under-utilized. [Herb Scribner, "Teens Struggle to Squeeze into the Job Market," *Deseret News* (Utah), March 17, 2014.]
2. The market alone can't solve our health-care woes – in part because the market has proven incapable of creating large enough insurance pools to keep costs to individuals affordable, in part because health care is not like other products or services.... [Barack Obama, *The Audacity of Hope: Thoughts on Reclaiming the American Dream*. (New York: Vintage Books, 2006), p. 218.]
3. There are very few rice-based dishes served in my home, mostly because of the near-empty calories, and partly because of the disagreement over what constitutes good rice. [Suzanne Crow Haggerty, "Off the Shelf," *Mobile Register* (Alabama), August 30, 2006.]
4. Partly because lots of people suppose they don't know any gay people and partly through the maintaining of stereotypes, society at large is unaware of the many ways in which gays are subject to discrimination.... [Richard D. Mohr, *A More Perfect Union: Why Straight America Must Stand Up for Gay Rights*. (Boston: Beacon Press, 1994), p. 4.]

5. Let's face facts, when it comes to digital files, copyright is dead. Not because the idea [of] copyright has no merit. A creator of a work has the right to control, in *any* way they choose, the use of that work. Copyright is dead because it is impossible, despite thousands of ... lawsuits to the contrary, to enforce copyright laws in a digital world. [Peter de Jager, "Copyright is Dead – Long Live Quid Pro Quo," *Toronto Globe and Mail*, May 24, 2005.]

6. **Note:** *The movie "Blood Diamond" is a 2006 political war thriller co-produced and directed by Edward Zwick and starring Leonardo DiCaprio, Jennifer Connelly, and Djimon Hounsou. The title refers to diamonds mined in war zones and sold to finance these conflicts, and thereby profit warlords and diamond companies across the world.*

All sides concur that the stone that stars in "Blood Diamond" is an anomaly, not just because of its [large] size, but also because the vast majority of diamonds that make it from volcanic deposits to jewelry stores in suburban malls do not involve any violence. [Justin Davidson, "Deadly Diamond Lust," *New York Newsday*, November 28, 2006.]

7. America is exceptional not only because it provides due process and a setting for free cultural expression but also because it *synthesizes* the many cultures it welcomes. [Eric Liu, *The Accidental Asian: Notes of a Native Speaker*. (New York: Random House, 1998), p. 128.]

8. Immigrants to the United States often ditch their ethnic diets for high-calorie American fare, partly because it is cheap and easy to find but also as a way to fit in.... ["Immigrants Adopting American Diets, To Their Detriment," *New Zealand Herald*, May 18, 2011.]

9. A Bluffton couple has a favorite grocery store. Not because it has the lowest prices or because they know where everything is. Nancy Kate Pippin and Kole Suchecki love the Bluffton Food Lion on Fording Island Road because they got engaged there. Suchecki popped the question May 23 in the Food Lion parking lot. Pippin, who was totally shocked, said yes! [Katherine Kokal, "Bluffton Couple Met When She Almost Hit Him in Food Lion Lot. Guess Where He Proposed," *Island Packet* (Hilton Head, South Carolina), May 27, 2021.]

10. **Note:** *The pronoun 'it' refers to marijuana in the following passage.*

I think it's getting a lot of credibility as an industry these days, partly because of the cultural acceptance across the country.... [Ross Dietrich, managing partner at Price Kong & Co., a Phoenix-based firm that has provided accounting services for marijuana-related businesses since 2011, quoted in Niki D'Andrea, "Arizona Banks Are Warming Up to Marijuana Businesses," *Phoenix New Times*, May 27, 2021.]

Argument Reconstruction

Argument reconstruction is a format for writing arguments that makes clear exactly what the premises are and exactly what the conclusion is. Since we need to know this information before we can evaluate an argument, it can be very useful to reconstruct an argument before evaluating it. We will turn to evaluating arguments in Chapter Two, but I also believe that argument reconstruction can help you understand two of remaining topics in Chapter One: arguments with unstated conclusions and arguments with subconclusions.

There are five rules to follow when reconstructing an argument:

BOX 1D

ARGUMENT RECONSTRUCTION RULES

1. Write each premise as a separate, complete, numbered sentence that is phrased as a statement. Be sure to include all and only the information relevant to the argument.
2. Write the conclusion last, giving it a number and putting a line above it. The line between the last premise and the conclusion functions like the word 'therefore': it signals that what comes next is the conclusion. Make sure the conclusion is a complete sentence that is phrased as a statement, and that it makes sense within the context of the argument (here, the premise or premises provide the context for the conclusion).
3. Do not include premise indicators or conclusion indicators, or any other extraneous material in your argument reconstruction.
4. Whenever possible, make sure that any pronouns you use have referents that have been used earlier. For example, do not start your first premise with the word 'they', but you may use 'they' later in your reconstruction after you have already written the noun to which 'they' refers. An exception is that you may leave singular or plural pronouns that refer to the arguer.
5. The wording you use does not have to be the same as in the original argument; in fact, in some cases it cannot be the same. The meaning must be the same.

To begin, let's consider this example:

Because medicine intervenes quickly in intersex births to change the infant's body, the phenomenon of intersexuality is today largely unknown outside specialized medical practices. [Cheryl Chase, "Hermaphrodites with Attitude: Mapping the Emergence of Intersex Political Activism," *GLQ: A Journal of Lesbian and Gay Studies* 4:2 (1998), p. 189.]

The word 'because' indicates the argument's only premise, which is the following:

Medicine intervenes quickly in intersex births to change the infant's body.

The conclusion, then, must be the following statement:

The phenomenon of intersexuality is today largely unknown outside specialized medical practices.

Following the five argument reconstruction rules, we get this reconstruction:

(1) Medicine intervenes quickly in intersex births to change the infant's body.

(2) The phenomenon of intersexuality is today largely unknown outside specialized medical practices.

Notice that I did not include the word 'because' in this reconstruction. Here's why: 'because' indicates a premise, instead of being part of a premise.

Here is another fairly simple example. On November 11, 2004, the "Campus Voice Question" in CSUN's *Daily Sundial* was:

Do you think the president should be elected by popular vote?

Several students were asked this question. One answer, given by junior English major Rafeek Ghattas, was this:

No, because the president should represent the nation as a whole and not just the most populated cities.

We can reconstruct the student's argument this way:

(1) The president should represent the nation as a whole and not just the most populated cities.

(2) The president should not be elected by popular vote.

Notice that I had to rephrase this conclusion, taking into account that the student was answering a question and then giving a reason in support of the answer.

Here is an example that illustrates one aspect of argument reconstruction not illustrated by the earlier examples:

Many people who are victims of sexual assault do not report the crime because they are ashamed or scared to share it with anybody. [Katherine O'Neill, "Recent Sexual Assaults Occurred in Dorms," *Daily Sundial* (California State University, Northridge), September 23, 2008.]

The arguer uses 'because' to indicate the premise. So, the structure of the argument is as follows:

conclusion because premise

Although we will put the premise first in our reconstruction, it starts with the pronoun 'they'. We need to look earlier in the original sentence to find the noun to which 'they' refers. In this case, 'they' refers to the following noun phrase:

Many people who are victims of sexual assault.

So, we will begin writing the premise by using this noun phrase as its subject. When we write the conclusion in our reconstruction, we can either use 'they', because its referent will be unambiguous, or we can repeat the noun phrase to which 'they' refers – either choice is completely fine. Here is how the shorter of these two options looks:

(1) Many people who are victims of sexual assault are ashamed or scared to share it with anybody.

(2) They do not report the crime.

Let's turn now to an example with two premises:

Recreational vehicles use gas. Gas is expensive. Therefore driving recreational vehicles ... is expensive. [Kiley Miller, "OT Buildings a Hit, Attendance Down," *Hawk Eye* (Burlington, Iowa), September 8, 2005.]

Actually, it was somewhat arbitrary for me to write above that this example has two premises. It does not matter whether our reconstruction leaves these as two separate premises (as they were presented in the original argument) or combines them into one compound premise, just so long as we include all of the arguer's premise material, that is, all of the content that the arguer intends as support for the conclusion. Also, if we choose to reconstruct this argument with two separate premises, which we put first is irrelevant. Here are four different reconstructions of this argument, each of which is equally correct:

Reconstruction #1:

- (1) Recreational vehicles use gas.
- (2) Gas is expensive.

(3) Driving recreational vehicles is expensive.

Reconstruction #2:

- (1) Gas is expensive.
- (2) Recreational vehicles use gas.

(3) Driving recreational vehicles is expensive.

Reconstruction #3:

- (1) Recreational vehicles use gas and gas is expensive.

(2) Driving recreational vehicles is expensive.

Reconstruction #4:

- (1) Gas is expensive and recreational vehicles use gas.

(2) Driving recreational vehicles is expensive.

Here is an example, a Henny Youngman joke, to remind you that sometimes you will need to reword part of an argument so that it is phrased as a statement. This can happen with premises as well as with conclusions.

Never argue with your doctor – he has inside information. [Henny Youngman, *The Encyclopedia of One Liners*, ed. Ed Shanaphy. (Katonah, N.Y.: Ballymote Books, 1989), p. 16.]

This joke is presented without any premise indicators or conclusion indicators, but notice that we could add ‘because’ in place of the dash and keep the meaning the same, which tells us that the second statement is the premise. In our reconstruction, we will need to replace the pronoun ‘he’ in the premise with the noun to which it refers: ‘your doctor.’ We will also need to rephrase the conclusion as a statement. I will leave ‘your doctor’ in the conclusion in my reconstruction, to avoid Mr. Youngman’s sexist assumption that doctors are men. Here is the reconstruction of this argument:

- (1) Your doctor has inside information.

(2) You should never argue with your doctor.

I have left Mr. Youngman's second person pronouns ('your' and 'you'), because he uses them not to refer to anyone in particular but to refer to *people in general*.

As you reconstruct arguments, you will need to take into account other lessons you have learned earlier in this chapter about forming complete sentences, and about including all and only the information intended by the arguer as part of the argument – now with regard to premises as well as with regard to conclusions. Here is an example to illustrate two aspects of this:

There are now fewer patients who suffer from throat cancer. This is because Singapore has increased cancer screenings and prevention programmes. And doctors said another reason is a changing pattern where more cancers can now be treated. [May Wong, "More Surviving Cancer, Trend Likely to Continue: NCC (National Cancer Centre)," *Channel News Asia* (Singapore), May 28, 2007.]

Here the arguer uses 'this is because' and 'another reason is' to indicate premises. (Of course, we could combine these two into one compound premise but I'm going to leave them separate; my decision is mainly stylistic.) The first premise, after 'this is because', could be copied verbatim (although I will change U.K. spelling to U.S. spelling). The last sentence begins with an attribution to doctors, which is not part of that premise but instead is the writer telling readers the source of the premise (or perhaps the entire argument; I'm not sure which), so we will need to edit it out. This leaves us needing to form a complete sentence from

a changing pattern where more cancers can now be treated.

Taking these points into account, here is a complete reconstruction of this argument:

- (1) Singapore has increased cancer screenings and prevention programs.
- (2) There is a changing pattern where more cancers can now be treated.

(3) There are now fewer patients who suffer from throat cancer.

Notice that the reference to Singapore in the first premise "carries through" – continues to apply to – the rest of the reconstruction, so we do not need to repeat this place reference later in our reconstruction (although there would be nothing wrong with repeating it).

**PRACTICE PROBLEMS SET 1-10:
RECONSTRUCTING ARGUMENTS**

Instructions: *Each of the following passages contains an argument.*

For each passage:

reconstruct the argument, following the five argument reconstruction rules in Box 1D.

Do not add any ellipses ("...") in your written work; it doesn't matter whether you leave or remove any ellipses that were in an original passage. Please check your work on these problems by comparing your answers to the answers at the end of this chapter.

Sample Problems:

Original Argument:

...[T]he [military] commander has failed in his duty if he has not won victory – for that is his duty. [British Field Marshal William Slim, quoted in Max Boot, "Fire the Incompetents, Find the Pattons," *Los Angeles Times*, May 31, 2007.]

Answer:

(1) Winning victory is the military commander's duty.

(2) The military commander has failed in his duty if he has not won victory.

Original Argument:

Margaret Nadir, a concerned parent and faculty member, suggested that [textbook] publishers should stop printing hardbound books because hardbound books tend to be more expensive than paperback books. She was also concerned with the weight of the books being damaging for students' backs. "What are they trying to do, break their backs and then their pockets?" said Nadir. [Susan Aksu, "Students Break Bank to Buy Textbooks," *El Vaquero* (Glendale Community College, California), April 13, 2007.]

Answer:

- (1) Hardbound books tend to be more expensive than paperback books.
- (2) Carrying hardbound books can damage students' backs.
- (3) Textbook publishers should stop printing hardbound books.

1. ...[A]ny political system is subject to corruption because flawed, selfish people run governments. [Thomas Kidd, "Accountability Is Key," *Science and Theology News*, July 26, 2005.]
2. The world is complicated.... That's why it's interesting. [Barack Obama's mother Ann Dunham, quoted in Barack Obama, *A Promised Land*. (Crown: New York, 2020), p. 7.]
3. Small countries tend to remember history especially well, because it often turns out badly for them. [Marc Falcoff, "Semper Fidel," *The New Republic* (July 3, 1989), p. 39.]
4. **Note:** *Metropolitan State Hospital is a state mental hospital located in Norwalk, California.*

Because of low wages, there is a chronic shortage of nursing staff at Metropolitan State Hospital. [Mark Tackett, Letter to the Editor, *Los Angeles Times*, February 4, 2007.]

5. **Note:** *The speaker is a fictional character.*

Being a Spokane Indian, I only pick up Indian hitchhikers. [Sherman Alexie, "The Toughest Indian in the World," in *The Toughest Indian in the World*. (New York: Atlantic Monthly Press, 2000), p. 21.]4.

6. **Note:** *CIALIS is a prescription medicine used to treat erectile dysfunction.*

Don't drink alcohol in excess (to a level of intoxication) with CIALIS, as this may increase your chances of getting dizzy or lowering your blood pressure. [Eli Lilly and Company, "Cialis® (tadalafil) Tablets," www.cialis.com, 2008.]

7. Last week, the Bush administration official in charge of convening military commissions at Guantanamo told that a Saudi national, Mohammed al-Qahtani, had been tortured in U.S. custody and, therefore, could not be prosecuted.... ["Obama Must Right the Wrongs," Editorial, *Los Angeles Times*, January 18, 2009.]

8. **Note:** *Bridge is a card game.*

All bridge players are people. All people think. Therefore all bridge players think. [Oswald and James Jacoby, "Jacoby on Bridge," Syndicated Column, November 5, 1966.]

9. Current world population estimates of Armenians range from 6 million to 8 million. Approximately 3.5 million live in the Republic of Armenia, so a majority live outside the homeland. [Berge Bulbulian, *The Fresno Armenians: History of a Diaspora Community*. (Fresno, CA: The Press at California State University, Fresno, 2000), p. 6.]

10. **Note:** *The speaker is a fictional character called Hogarth.*

Art is a dangerous thing to play with, since it demands self-examination and self-knowledge, and many people do not really wish for either. [Lawrence Durrell, *The Dark Labyrinth*. (London: Faber and Faber, 1947/1964), p. 45.]

11. According to research published in *Nature Communications*, people of color are disproportionately exposed to urban heat. Landlocked areas with high amounts of concrete and low numbers of trees and shade are known as "heat islands." The researchers found that in nearly all urban areas, the average person of color – regardless of income – lived in an area with higher heat island density. [Naomi Ishisaka, "Communities of Color Are the 'First and Worst' Hurt by Climate Change; Urgent Action Needed to Change Course," *Seattle Times*, July 5, 2021.]

12. Arthritis poses a huge societal burden not only because of its high prevalence and large economic impact, but also because of the pain and functional limitations it causes for people. [Margaret Shih, interim chief of the Los Angeles County Health Assessment Unit, quoted in "20 Percent of Los Angeles County Adults Suffer from Arthritis, New Report Says," *Northeast Sun* (Los Angeles), May 25, 2006.]

13. The Beatles remain relevant as a band not because our parents' generation holds them up as the pinnacle of the form. It's not even because their music has thoroughly influenced all of rock and pop. They remain relevant because a significant portion of each successive generation has fallen in love with their music. [Garrett Martin, "Player's Club: Five Fallacies About The Beatles: Rock Band," *Creative Loafing*, September 4, 2009.]

14. **Note:** *The argument in this passage is in the last paragraph, in the quote from Benjamin Franklin.*

Merle Miller: Did it bother you, leaving the pomp and circumstances of Washington? Of the White House?

Harry S. Truman: Never gave me any trouble at all. I always kept in mind something old Ben Franklin said at that meeting in Philadelphia.... They had a big discussion about what should be done about ex-Presidents, and Alexander Hamilton I think it was said that it would be a terrible thing to degrade them by putting them back among the common people after they'd had all that power. But old Franklin didn't agree. It here's someplace ... I've got it, what he said.... Here, read it.

Merle Miller: Franklin said, "In free governments the rulers are the servants and the people their superiors and sovereigns. For the former therefore to return among the latter is not to degrade them but to promote them." [Merle Miller, *Plain Speaking: An Oral Biography of Harry S. Truman*. (New York: Penguin, 1974; reprinted: New York: Tess Press, 2004), pp. 412-413.]

15. According to the SEPA [the State Environmental Protection Administration], 70 per cent of China's rivers and lakes are polluted to some degree; the water of 28 per cent is unsuitable even for irrigation. Moreover, 90 per cent of the ground water in the cities is too polluted to drink. As a result, several hundred million Chinese lack access to safe water. [Pallavi Aiyar, "Water Woes," *Frontline* (India) 24:12 (June 16-29, 2007).]

Arguments with Unstated Conclusions

There was an extremely dramatic moment in the 1995 murder trial of O. J. Simpson when, in the presence of the jury, the prosecution had Mr. Simpson try on a leather glove that had been found at the crime scene soaked in blood. Mr. Simpson stood up, faced the jury, first donned a latex glove, and then struggled to put on the leather glove on over the latex one. This was shown on live television. The leather glove certainly appeared to be much too small for his hand. Lead prosecutor Marcia Clark later recalled saying to herself at this moment, “That’s it. We just lost the case,” [Marcia Clark with Teresa Carpenter, *Without a Doubt*. (New York: Viking, 1997), p. 408.]

This moment inspired a line that became both an organizing principle and the best remembered part of the closing statement presented by Mr. Simpson’s lead attorney, Johnnie Cochran, a highly successful and esteemed criminal defense attorney based in Los Angeles. Addressing the jury, Mr. Cochran argued that the evidence did not fit with a number of aspects of prosecution’s case, just like the leather glove didn’t fit Mr. Simpson’s hand; referring to the evidence with the pronoun ‘it’, Mr. Cochran said:

It doesn’t fit. If it doesn’t fit, you must acquit.
It doesn’t fit. If it doesn’t fit, you must acquit.

The repetition was Mr. Cochran’s, presumably for emphasis. Clearly, he was trying to convince the jurors that they should acquit Simpson. The two sentences of his closing statement quoted above are premises, intended as reasons to believe his unstated conclusion, which is:

You [the jury] must acquit.

Here is a reconstruction of Mr. Cochran’s argument:

- (1) The evidence doesn’t fit the prosecution’s case against Mr. Simpson.
- (2) If it doesn’t fit, the jury must acquit him.

(3) The jury must acquit him. (unstated)

It is not unusual for an arguer to leave a conclusion or premise unstated. We will wait until Chapter Two to discuss unstated premises. When part of an argument is unstated, it is up to the audience to figure out what it is. This is not a creative act so much as it is an interpretative act; by this I mean that the audience is not making up or creating the unstated part of the argument but, instead, the audience is figuring out what the arguer intended the unstated part to be. When an arguer’s conclusion is left unstated, the arguer intends a specific conclusion and, if we are the audience, it is our job to determine what that intended conclusion is.

Although, of course, I can't read the minds of the jurors in Mr. Simpson's case, I expect that Mr. Cochran was right to feel confident that they would interpret his argument as he intended for them to do, by recognizing that his intended conclusion was that they must acquit Mr. Simpson. At least part of why I'm confident of this is that Mr. Cochran's argument is an instance of an argument pattern (or form or structure — I'm using these three words synonymously) that is used quite frequently in ordinary reasoning. I'm sure that you have encountered and used it yourselves thousands of times, although you probably were not consciously aware that you were doing so.

We could make this structure explicit as follows:

A
If A then B
B

Often when we use "if ... then ..." statements, also known as conditional or hypothetical statements, we omit the word 'then', as Mr. Cochran did in the example above. This omission is merely stylistic and doesn't make any difference to the logic of the argument.

Here is a simpler instance of the same argument pattern with all parts stated:

(1) Ghost is a cat.
(2) If Ghost is a cat, then he is a mammal.

(3) He is a mammal.

Let's consider another example of an argument with an unstated conclusion, but which is an instance of a different argument pattern than that used by Mr. Cochran. In this example from a novel by Gore Vidal, the speaker is a fictional character called Kalki:

[D]eath ... is peace, and peace is the ultimate blessing. [Gore Vidal, *Kalki*. (New York, Random House, 1978), p. 193.].

Putting Kalki's two premises into the argument reconstruction format gives us the following:

(1) Death is peace.
(2) Peace is the ultimate blessing.

Notice the structure of these two premises, in which 'peace' is the predicate of one premise and the subject of the other premise:

A is B
B is C

From premises with this structure, the arguer intends for the audience to draw a conclusion with the following structure:

A is C

Putting this structure in the words used in the premises, we can see that Kalki's intended conclusion must be as follows:

Death is the ultimate blessing.

We can put all of this together into an argument reconstruction, as follows:

- (1) Death is peace.
- (2) Peace is the ultimate blessing.

- (3) Death is the ultimate blessing. (unstated)

Instances of this argument pattern do not all necessarily use the verb *to be*, let alone in the present tense. Consider the following example, in which retired NBA superstar Scottie Pippen was talking about one aspect of his professional career:

...I was a professional athlete and professional athletes play in pain.
[Scottie Pippen with Michael Arkush, *Unguarded*. (New York: Atria Books, 2021), p. 97.]

Let's put the two premises into the argument reconstruction format:

- (1) I was a professional athlete.
- (2) Professional athletes play in pain.

We can understand the structure of these two premises as we did in the last example, as follows:

A is B
B is C

We have already observed that from premises with this structure, the arguer intends for the audience to draw a conclusion with the following structure:

A is C

Putting this structure in the words used in the premises, we can see that the conclusion must be the following:

I played in pain.

We can put all of this together into an argument reconstruction, as follows:

- (1) I was a professional athlete.
- (2) Professional athletes play in pain.

(3) I played in pain. (unstated)

Here is a simpler instance of the same argument pattern with all parts stated:

- (1) Felix is a cat.
- (2) A cat is smaller than an elephant.

(3) Felix is smaller than an elephant.

Here is an example of a different argument form with an unstated conclusion:

...[I]f ... elders are lost, adults will be lost; and if ... adults are lost, youth will be lost. [Don Kilhefner, "Gay Adults! Gay Adults! Where Are You? Trusting the River of Life," *White Crane* (Summer 2006), p. 6.]

Here is a reconstruction of Dr. Kilhefner's two premises:

- (1) If elders are lost, adults will be lost.
- (2) If adults are lost, youth will be lost.

While this pattern is similar to the one that we just finished discussing, it is different in that both premises are conditional statements. We can understand their structure as follows:

If A then B
If B then C

From premises with this structure, the arguer intends for the audience to draw a conclusion with the following structure:

If A then C

When we put this structure into words, we can see that the intended conclusion must be as follows:

If elders are lost, then youth will be lost.

Putting all of this together into one argument reconstruction gives us the following:

(1) If elders are lost, then adults will be lost.

(2) If adults are lost, youth will be lost.

(3) If elders are lost, then youth will be lost. (unstated)

Here is a simpler instance of the same argument pattern with all parts stated:

(1) If I try to sleep in, then my cats get anxious for their breakfast.

(2) If my cats are anxious for their breakfast, then they meow at me.

(3) If I try to sleep in, then my cats meow at me.

We will occasionally encounter this argument pattern with an unstated conclusion and with one premise only partially stated; imagine that I were to say the following:

If I try to sleep in, then my cats get anxious for their breakfast, and then they meow at me.

Here, I have expressed the first premise completely, but I have expressed only part of the second premise – only, so to speak, the “then...” part of this premise. Here are the stated parts of this argument:

(1) If I try to sleep in, then my cats get anxious for their breakfast.

(2) _____, then they meow at me.

I have left a blank where we would need to add the “if...” part of the second premise; the reconstruction would be exactly the same as above, despite the more abbreviated way of expressing the argument.

The word ‘when’ expresses a temporal relationship; sometimes this is all that it expresses but sometimes it is also used with the same logical meaning as the word ‘if’. Consider the following example, in which the speaker is a fictional character called Dean Oxendene, a young documentary filmmaker enrolled in the Cheyenne and Arapaho tribes, who lives in Oakland, California. He is applying for a grant to make a film about Native Americans living in Oakland, and is speaking to a representative of the granting agency:

When you hear stories from people like you, you feel less alone. When you feel less alone..., you can live a better life. [Tommy Orange, *There There*. (New York: Vintage Books, 2018), pp. 122-123.]

The logical structure of this argument is the same as the last two we have considered. Here are its stated parts:

- (1) When you hear stories from people like you, you feel less alone.
- (2) When you feel less alone, you can live a better life.

The intended conclusion must be the following:

When you hear stories from people like you, you can live a better life.

Putting all of this together into one argument reconstruction gives us the following:

- (1) When you hear stories from people like you, you feel less alone.
- (2) When you feel less alone, you can live a better life.

- (3) When you hear stories from people like you, you can live a better life.
(unstated)

Now let's consider an example of a different argument pattern with an unstated conclusion. In this example from a novel by Lisa See, the speaker is a fictional character named Helen Fong, a young woman living in her wealthy family's large compound in San Francisco's Chinatown during World War Two. I have boldfaced and underlined her argument in the following excerpt:

Now that I good look at him, I knew who he was: Charlie Low. He'd built the first grand apartment building for Chinese – the Low Apartments – up on Powell. He probably deemed himself the grandest man in Chinatown, but **if he was, then he would have identified me on sight, and he didn't.**
[Lisa See, *China Dolls*. (New York: Random House, 2015), p. 23.]

Here is a reconstruction of her two premises, in which I have made clear the full meaning of the speaker's second premise:

- (1) If Charlie Low was the grandest man in Chinatown, then he would have identified me on sight.
- (2) He didn't identify me on sight.

We can understand the structure of the premises as follows:

If A then B
opposite of B

From premises with this structure, the arguer intends for the audience to draw a conclusion with the following structure:

opposite of A

Putting this structure in the words used in the premises, we can see that the conclusion must be as follows:

Charlie Low was not the grandest man in Chinatown.

If we put all of this together into one argument reconstruction, we will get the following:

(1) If Charlie Low was the grandest man in Chinatown, then he would have identified me on sight.

(2) He didn't identify me on sight.

(3) He wasn't the grandest man in Chinatown. (unstated)

Here is a simpler instance of the same argument pattern with all parts stated:

(1) If Felix is a fish, then he can breathe underwater.

(2) Felix cannot breathe underwater.

(3) Felix is not a fish.

Here is an instance of a similar, but importantly different, argument pattern with an unstated conclusion. This example is from a fictional newspaper advertisement for a Methodist church, and the argument is boldfaced and underlined, as follows:

WAKE UP, MR. DEVIL!

If old Satan were as lazy as some would-be Christians in this burg, we'd

all be safe. But he isn't! Come out next Sunday, 10:30 A.M. and hear a red-blooded sermon by Rev. Gantry on

WOULD JESUS PLAY POKER?

M.E. Church

[Sinclair Lewis, *Elmer Gantry*. (New York: Harcourt, Brace and Company, 1927), p. 295.]

Here is a reconstruction of the two premises in this ad:

(1) If old Satan were as lazy as some would-be Christians in this burg, then we'd all be safe.

(2) He isn't as lazy as some would-be Christians in this burg.

We can understand the structure of ad's premises as follows:

If A then B

opposite of A

From premises with this structure, the arguer intends for the audience to draw a conclusion with the following structure:

opposite of B

Putting this structure in the words used in the premises, we can see that the conclusion must be the following:

We aren't all safe.

If we put all of this together into one argument reconstruction, we will get the following:

- (1) If old Satan were as lazy as some would-be Christians in this burg,
then we'd all be safe.
 - (2) He isn't.
-

(3) We aren't all safe. (unstated)

Here is a simpler instance of this argument pattern with all parts stated:

- (1) If Felix had opposable thumbs, then he could open a can of tuna fish.
 - (2) Felix does not have opposable thumbs.
-
- (3) He cannot open a can of tuna fish.

Here is an instance of a different argument pattern, with an unstated conclusion, in which the speaker is the author's Cousin Bethe:

...I am [a] woman and [a] woman does not need help. [The author's Cousin Bethe, quoted in Lillian Hellman, *Pentimento*. (New York: New American Library, 1973), p. 18.]

Here is a reconstruction of the two premises in Cousin Bethe's argument:

- (1) I am a woman.
- (2) A woman doesn't need help.

We can understand the structure of Cousin Bethe's premises as follows:

A is B
B is not C

Here is a rewrite to help you understand that Cousin Bethe's premises fit this structure:

- (1) I am a woman.
- (2) A woman is not somebody who needs help.

From premises with this structure, the arguer intends for the audience to draw a conclusion with the following structure:

A is not C

Putting this structure in the words used in the premises, we can see that the conclusion must be as follows:

I don't need help.

Putting all of this together into one argument reconstruction, we get the following:

- (1) I am a woman.
- (2) A woman doesn't need help.

(3) I don't need help. (unstated)

Here is a simpler instance of this argument pattern with all parts stated:

- (1) Ghostie is a cat.
 - (2) A cat cannot walk on water.
-
- (3) Ghostie cannot walk on water.

Let's turn to a different argument form, with an unstated conclusion. This example is a scene from the book *Winnie-the-Pooh*, and you might be familiar with it, maybe from a movie. You need some context to understand this argument: Pooh and Rabbit have eaten lunch together in Rabbit's "house," which is a hole under the ground, and as Pooh is trying to leave, his belly gets stuck in Rabbit's "door." While he is in this rather embarrassing position, Rabbit speaks to him:

"It all comes," said Rabbit sternly, "of eating too much. I thought at the time," said Rabbit, "only I didn't like to say anything," said Rabbit, "that one of us was eating too much," said Rabbit, "and I knew it wasn't *me*...."
[A. A. Milne, *Winnie-the-Pooh*. (New York: E. P. Dutton and Company, 1926), pp. 26-27.]

It might take a little bit – though not a lot – of interpretation to understand the argument structure that Rabbit uses here. First, let's think of Rabbit's premise that one of them was eating too much in the following way:

Either Rabbit or Pooh ate too much.

Rabbit's second premise is simply that he didn't eat too much. I hope it's obvious to you that his intended conclusion is that Pooh ate too much. Here is the pattern of this argument:

Either A or B
opposite of A
B

If we put all of this together into one argument reconstruction, we will get the following:

- (1) Either Rabbit or Pooh ate too much.
 - (2) Rabbit didn't eat too much.
-

(3) Pooh ate too much. (unstated)

Here is a simpler instance of this argument pattern with all parts stated:

- (1) For every meal, my cats eat wet food or dry food.
 - (2) For breakfast they didn't eat wet food.
-

(3) For breakfast they eat dry food.

I will introduce you to just one more commonly used argument form, with an unstated conclusion. This argument pattern is more complicated than those we have considered so far, and it has three premises. In this example, the speaker is a fictional character called Cesar Castillo. Cesar is talking to his brother, Nestor, who is depressed because his girlfriend, María Rivera, stood him up for a date and he has not been able to find her since that happened. Nestor is sitting around moping in the apartment that he and Cesar share, but Cesar wants his brother to cheer up and go out to nightclubs with him. Cesar says to Nestor:

Either something happened to her or else she's abandoned you. If something happened to her, then you'll see her, but if she's left ... you have to forget her. [Oscar Hijuelos, *The Mambo Kings Play Songs of Love*. (New York: Harper & Row, 1989), p. 105.]

Let's begin by noticing that Cesar's argument has three premises, unlike the other argument patterns we have discussed in this section (which each had two premises).

Here is the structure of the premises:

Either A or B
If A then C
If B then D

From premises with this structure, the arguer intends for the audience to draw a conclusion with the following structure:

Either C or D

If we put all of this together into one argument reconstruction, we will get the following:

- (1) Either something happened to María Rivera or else she's abandoned Nestor Castillo.
 - (2) If something happened to her, then he will see her.
 - (3) If she's left him, then he has to forget her.
-

- (4) Either Nestor will see María or he has to forget her. (unstated)

Here is a simpler instance of this argument pattern with all parts stated:

- (1) For lunch I will have either beef tacos or chicken tacos.
 - (2) If I have beef tacos then I will have red salsa.
 - (3) If I have chicken tacos then I will have green salsa.
-

- (4) I will have either red salsa or green salsa at lunch.

Not all arguments with unstated conclusions will fit into one of the patterns that we have discussed in this section; for those that do not, we will have to approach them more intuitively to try to figure out the intended conclusion. Let's consider the following example from a novel written for adolescents:

Stanley's father was an inventor. To be a successful inventor you need three things: intelligence, perseverance, and just a little bit of luck.

Stanley's father was smart and had a lot of perseverance. Once he started a project he would work on it for years, often going days without sleep. He just never had any luck. [Louis Sachar, *Holes*. New York: Random House Children's Books, 1998, p. 8.]

This argument does not quite fit into any of the argument patterns I have discussed in this section, so we will approach it less formally and more intuitively. Here's one thought process that I hope is helpful to you: The premises tell us that there are three requirements necessary to be a successful inventor and Stanley's father meets only two,

not all three, of these requirements. From this, we can infer that he is not a successful inventor. Here is a reconstruction of this argument:

- (1) To be a successful inventor you need three things: intelligence, perseverance, and just a little bit of luck.
- (2) Stanley's father had intelligence and perseverance, but he never had any luck.

(3) He was not a successful inventor. (unstated)

Unstated conclusions are sometimes called implicit conclusions or tacit (Latin for silent, unspoken, unwritten, or not directly expressed) conclusions. I mention this only so that if you encounter this terminology, you will be familiar with it; it is sometimes used on standardized tests, such as the GRE or LSAT.

BOX 1E SEVERAL COMMONLY USED ARGUMENT PATTERNS	
A <u>If A then B</u> B	
A is B <u>B is C</u> A is C	
If A then B <u>If B then C</u> If A then C	
If A then B <u>opposite of B</u> opposite of A	
If A then B <u>opposite of A</u> opposite of B	
A is B <u>B is not C</u> A is not C	
Either A or B <u>Not A</u> B	
Either A or B If A then C <u>If B then D</u> Either C or D	

**PRACTICE PROBLEMS SET 1-11:
RECONSTRUCTING ARGUMENTS WITH UNSTATED CONCLUSIONS**

Instructions: *Each of the following passages contains an argument with an unstated conclusion.*

For each passage:

reconstruct the argument, following the five argument reconstruction rules in Box 1D. Be sure to include the intended unstated conclusion.

Do not add any ellipses (“...”) in your written work; it doesn’t matter whether you leave or remove any ellipses that were in an original passage. Please check your work on these problems by comparing your answers to the answers at the end of this chapter.

Sample Problems:

Original Passage:

Crisis brings us face to face with our inadequacy and our inadequacy in turn leads us to the inexhaustible sufficiency of God.... [Catherine Marshall, *Beyond Our Selves*, quoted in Will Blythe, *To Hate Like This Is to Be Happy Forever: A Thoroughly Obsessive, Intermittently Uplifting, and Occasionally Unbiased Account of the Duke-North Carolina Basketball Rivalry*. (New York: HarperCollins Publishers, 2006), p. 58.]

Answer:

- (1) Crisis brings us face to face with our inadequacy.
- (2) Our inadequacy leads us to the inexhaustible sufficiency of God.

- (3) Crisis leads us to the inexhaustible sufficiency of God.
(unstated)

Original Passage:

In the world of sports, we hear that “defense wins championships.” But is this true? If it were, the team with the better defense would always win, and we know that is not what happens. [Stephanie Loranger, “A Good Defense Alone Won’t Win Bioterrorism War,” *USA Today*, November 21, 2004.]

Answer:

- (1) If it were true that defense wins championships, then the team with the better defense would always win.
- (2) The team with the better defense does not always win.
- (3) It is not true that defense wins championships.
(unstated)

1. **Note:** *The argument in the following passage is the direct quotation from Shaquille O’Neal, which is boldfaced and underlined.*

The AP reports: After returning home from a late-night joyride with teammates Shaquille O’Neal and Alonzo Mourning, the phone rang inside Dwyane Wade’s home as the dawn of a new day was drawing near. The voice on the line belonged to O’Neal, who wanted to drop one last line of reassurance into the head of his teammate who had struggled so badly in Game 1 of the Eastern Conference finals. No matter that it was already past 3 a.m. **“I was up, and if I was up I wanted him to be up,”** O’Neal said. The message was the last thing Wade heard before going to sleep, and it certainly sunk in. Miami’s up-and-coming superstar rediscovered his aggressiveness and took over in the fourth quarter Wednesday night, scoring 20 of his 40 points over the final 12 minutes as the Heat defeated the Detroit Pistons 92-86 to even the best-of-seven series 1-1. [“NBA Daily,” InsideHoops.com, May 26, 2005.]

2. **Note:** *In this ad, “just another SUV” means an ordinary SUV.*

When you used to build jets, you don’t build just another SUV. Saab – born from jets. [Saab, Advertisement, CNN, February 21, 2006.]

3. You might have heard songs from “Guero” [Beck’s new CD] on the ... teenage drama “The O.C.,” which featured five songs prior to the CD’s release. Now, you know it’s cool, if it’s on “The O.C.” [Cindy von Quednow, “Beck Stays True to His L.A. Roots with ‘Guero’,” *Daily Sundial* (California State University, Northridge), April 19, 2005.]

4. **Note:** *The speaker, David H. Clark, was a former Los Angeles district attorney who was acquitted of two murders and later plead guilty to a third murder. In this passage, he is speaking about his wife, Nancy.*

I can stand everything else so long as she doesn't desert me, which I know she never will. [David H. Clark, quoted in Richard Rayner, *A Bright and Guilty Place: Murder, Corruption, and L.A.'s Scandalous Coming of Age*. (New York: Doubleday, 2009), p. 171.]

5. ...[I]t doesn't seem to matter,
If I don't get any fatter
(And I *don't* get any fatter),
What I do.
[A. A. Milne, *The House at Pooh Corner*. (New York: E. P. Dutton and Company, 1928), p. 55.]

6. **Note:** *In this quotation, David Bowie was talking about the sensibility involved in the creation of his Ziggy Stardust character. Focus on the boldfaced, underlined argument.*

It was the same sensibility of **everything is rubbish, and all rubbish is wonderful**.
[David Bowie, quoted in Terry Gross, "David Bowie on the Ziggy Stardust Years: 'We Were Creating the 21st Century in 1971'," Fresh Air (National Public Radio), January 11, 2016; <https://www.npr.org/2016/01/11/462653510/david-bowie-on-the-ziggy-stardust-years-we-were-creating-the-21st-century-in-1971>]

7. **Note:** *The author is discussing elephants and whales.*

...[S]ize is an important factor in dominance, and dominance is a key element in breeding.... [Katy Payne, *Silent Thunder: In the Presence of Elephants*. (New York: Simon and Schuster, 1998), p. 118.]

8. Cows produce methane, a greenhouse gas that is a major contributor to global warming.... [Kelsey Piper, "A No-Beef Diet Is Great – But Only If You Don't Replace It With Chicken," *Vox*, May 22, 2021.]

9. **Note:** *In this quote, Judy Garland, who played Dorothy in "The Wizard of Oz" (1939), is reflecting on the days when she and her sisters performed live on vaudeville stages, before she went into movies.*

If we didn't please the audience, we were fired the next performance. And if we got fired, Mama got mad. [Judy Garland, quoted in James Bacon, *Made in Hollywood*. (Chicago: Contemporary Books, Inc., 1977), p. 16.]

10. **Note:** *The following quote is from a radio ad paid for by a teachers' group opposed to Governor Schwarzenegger's proposed cuts to California's education budget. The speaker is the young adult daughter of a teacher; she is talking on the phone to someone on the governor's staff.*

Tell the governor my mother's mad, and when my mother's mad he'd better watch out! [Advertisement, KFWB (Los Angeles), April 28, 2005.]

11. **Note:** *The speaker is a fictional character called Etta Joseph. The argument in this passage is boldfaced and underlined.*

I was the worst powwow dancer in the world. I'd start dancing at some powwow, and the Master of Ceremonies would shout out, "Hey, stop the powwow, stop the powwow, Etta is dancing, she's ruining ten thousand years of tribal traditions. **If we don't stop the powwow now, she might start singing, and then we're really going to be in trouble.**" [Sherman Alexie, "Dear John Wayne," in *The Toughest Indian in the World*. (New York: Atlantic Monthly Press, 2000), p. 207.]

12. No one will protect what they don't care about, and no one will care about what they have never experienced. [David Attenborough, quoted in Jason M. Colby, *Orca: How We Came to Know and Love the Ocean's Greatest Predator*. (Oxford: Oxford University Press, 2018), p. 7.]

13. **Note:** *This interchange between actor Robert Taylor and Robert Stripling, Counsel to the House Committee on Un-American Activities, occurred during Mr. Taylor's 1947 testimony before the Committee. The argument is in the quote from Mr. Taylor.*

Stripling: Do you think the [movie] industry would be in a better position if it stuck strictly to entertainment without permitting political films to be made?

Taylor: I certainly do.... Every once in a while things do sneak in that nobody catches. If the Communists are not working in the picture business there is no motive for their sneaking things in. [Garry Wills, "Introduction," in Lillian Hellman, *Scoundrel Time*. (New York: Bantam Books, 1976, p. 5.)

14. **Note:** *In 2005, Adam Sapikowski, a 16-year-old resident of Chapel Hill, North Carolina, was accused of murdering his parents; he was convicted for their murders in 2008. His whereabouts were unknown for two weeks after their bodies were discovered by police. When police took him into custody, they tried to find out what he had done during those two weeks, including whether or not he attended classes or participated in extracurricular school activities at Durham Academy, a private school where he was enrolled. Under North Carolina law, minors are not allowed to authorize the release of their own school records to police. The argument in this passage is boldfaced and underlined. **Hint:** Understand Mr. Cheek's first premise as an "if...then..." statement.*

Durham Academy's lawyer, Lewis Cheek, said the information [Sapikowski's school records] has been compiled and is ready to be passed along, but **school officials have been waiting for someone authorized to serve as Sapikowski's legal guardian to OK the release of his records, or for police to give the school a court order directing their release.**

As of Wednesday afternoon, **neither of those things had happened**, Cheek said. [Ray Gronber, "Sapikowski Went to School after Slayings," *Durham Herald-Sun* (North Carolina), May 18, 2005.]

15. **Note:** *Abraham Beame was the mayor of New York City from 1974 to 1977. The argument in this passage is his campaign slogan, which I have boldfaced and underlined.*

Abraham Beame ... campaigned for mayor ... on the slogan "**If you don't know the buck, you don't know the job – and Abe knows the buck.**" [*The New Yorker* (August 26, 1974).]

16. The American people are well-mannered, and no well-mannered people is "alienated." [Henry Fairlie, *Washington Post Service*, March 28, 1976.]

17. **Note:** *In this quote, the executive director of human resources for the telephone company Pacific Bell was replying to a question about his company's treatment of employees who were diagnosed with AIDS. This was before people living with HIV and AIDS had legal protection with regard to employment in this country, and before there was effective medical treatment. Often, if a person's employer found out that the employee had been diagnosed with AIDS, the employee was fired (and, consequently, lost their health insurance).*

People with AIDS are sick. We don't fire sick people. [Jim Henderson, Pacific Bell's executive director of human resources, quoted in David L. Kirp, "Uncommon Decency: Pacific Bell Responds to AIDS," *Harvard Business Review* 67 (May-June 1989), p. 142.]

18. **Note:** *The speaker is a fictional character, a small boy named Lionel, who is talking to his friend Ulysses.*

You can't know what a book says, Ulysses, unless you can read, and I can't read.
[William Saroyan, *The Human Comedy*. (New York: Harcourt, Brace and Company, 1943), p. 203.]

19. **Note:** *Understand the words 'skill' and 'prowess' as synonyms.*

Mercenary commanders are either skilled in warfare or they are not: if they are, you cannot trust them.... If, however, the commander is lacking in prowess, as often as not he brings about your ruin. [Niccolò Machiavelli, *The Prince*, trans. by George Bull. (Harmondsworth, Middlesex, England: Penguin Books, 1961), p. 78.]

20. **Note:** *The relevant argument in this passage is in the last two sentences, which I have boldfaced and underlined.*

My first experience of being black was a conversation I had with my father. I could not have been more than three.... He told me that my mother was white and that he was black. He told me that the world saw the children of such marriages as black. **He told me that I was black. He told me that not all the world liked black people.** [Lisé Hamilton, "My Grandmother Died Last Night," in Deborah Willis, ed., *Picturing Us: African American Identity in Photography*. (New York: The New Press, 1994), p. 81.]

Arguments with Subconclusions

Arguments sometimes have a **subconclusion**: *a statement that is a conclusion relative to at least one other statement in the argument and is also a premise relative to the argument's main conclusion.*

Consider this argument:

Ghost ate most of Felix's supper, therefore Felix must be hungry.
Therefore, Felix will beg for food while I'm cooking my own supper.

Notice that I have used the conclusion indicator 'therefore' twice: there are two conclusions in this argument. They are not parallel to each other, or on a par with each other, though. Here, the main conclusion is that Felix will beg for food while I'm cooking my own supper. Why should we believe that he will do this? Because he is hungry. Why should we believe that he is hungry? Because Ghost ate most of his supper. The statement that Felix is hungry is a *subconclusion* in this argument. It plays a dual or double role in this argument: (1) relative to the statement that Ghost ate most of Felix's supper, this statement is a conclusion, and (2) relative to the argument's main conclusion that Felix will beg for food while I'm cooking my own supper, this statement is a premise.

Another way to think of a subconclusion is as a *supported premise*. By contrast, the premise that Ghost ate most of Felix's supper is asserted without any reason given to believe it, so it is an *unsupported* premise. A main conclusion contrasts with a subconclusion in a different way: a main conclusion is only a conclusion, not both a premise and a conclusion, whereas a subconclusion is both.

Here is a reconstruction of this argument:

(1) Ghostie ate most of Felix's supper. (UP = unsupported premise)

(2) Felix is hungry. (SC = subconclusion)

(3) Felix will beg for food while I'm cooking my own supper. (MC = main conclusion)

Remember that a line in an argument reconstruction works like the word 'therefore': it tells us that the statement after it is a conclusion. Since both (2) and (3) are conclusions, we need lines above them both. Our reconstruction would be incorrect without the line above (2), because the absence of that line would indicate – incorrectly – that (1) and (2) are both *unsupported* premises.

An argument must always have at least one unsupported premise; otherwise, arguments could be infinitely long. Arguments can have multiple unsupported premises; they can have multiple subconclusions; and, they can have unstated conclusions, both unstated subconclusions and unstated main conclusions. We will wait until the next section to consider arguments with multiple subconclusions and to consider arguments with unstated subconclusions and unstated main conclusions; in this section, we will limit our attention to arguments that can be reconstructed like the one above. To generalize, all of our reconstructions in this section will have the following format:

(1) unsupported premise (UP)

(2) subconclusion (SC)

(3) main conclusion (MC)

Let's consider the following "real life" example:

...Hollywood is both unable and unwilling to realistically represent Asians and Asian Americans. As a result, Hollywood intentionally and unintentionally churns out characters that fit into racialized and genderized typecasting and, consequently, contributes to misrepresentation. [Nancy Wang Yuen, "Performing Race, Negotiating Identity: Asian American Professional Actors in Hollywood," in Jennifer Lee and Min Zhou, eds., *Asian American Youth: Culture, Identity, and Ethnicity*. (New York: Routledge, 2004), p. 254.]

First, let's notice that Professor Yuen has used two conclusion indicators in this passage: 'as a result' and 'consequently'. By a process of elimination, we know the one statement which is not signaled by a conclusion indicator must be her unsupported premise; that is the following:

Hollywood is both unable and unwilling to realistically represent Asians and Asian Americans.

This unsupported premise is intended as **direct** support for the conclusion that immediately follows it (which was indicated by 'as a result'):

Hollywood intentionally and unintentionally churns out characters that fit into racialized and genderized typecasting.

This statement, in turn, is intended as **direct** support for the following conclusion (which was indicated by 'consequently'):

Hollywood contributes to misrepresentation.

Please note that, because I have removed this conclusion from a larger sentence and written it by itself, I had to add its subject.

The conclusion that Professor Yuen presents first is her subconclusion, and the conclusion that she presents second is her main conclusion.

Here is how we could put this all together into an argument reconstruction:

(1) Hollywood is both unable and unwilling to realistically represent Asians and Asian Americans.

(2) Hollywood intentionally and unintentionally churns out characters that fit into racialized and genderized typecasting.

(3) Hollywood contributes to misrepresentation.

In both of the examples we have looked at so far in this section, the unsupported premise was presented first, the subconclusion was presented second, and the main conclusion was presented third. Please don't generalize from this: the parts of arguments with subconclusions are not always presented in this order. Let's consider a couple of other possible ways in which an argument with a subconclusion might be organized, starting with the following example:

Landlords [in Northridge] know they can raise the prices (for apartments) because [CSUN] students need to live close [to campus], so they will pay it [*sic*]. [Rashaad Dixon, quoted in Laraine Fisher, "Rising Apartment Prices Affect College Students," *Summer Sundial* (California State University, Northridge), June 20-24, 2005.]

Premise and conclusion indicators partially clarify what's going on in this example; let's have a look at the structure of the argument:

 a because b , so c .

The word 'because' indicates a premise, and the arguer said nothing to support the statement in the **b**-position, so that statement is an unsupported premise. In the structure

 a because b

the statement in the **a**-position must be a conclusion. The word 'so' signals a conclusion, therefore the statement in the **c**-position is also a conclusion. Which conclusion is the subconclusion and which conclusion is the main conclusion? Consider the statements in the **a**- and **c**-positions and ask yourself: which of these two statements is intended to support the other? I hope it is clear to you that the statement in the **c**-position,

CSUN students will pay increased rents for apartments in Northridge,
is intended to support the statement in the **a**-position, which is:

Landlords in Northridge know they can raise the prices for apartments.

One way to understand that this is correct is to try adding 'because' or 'therefore' to clarify the position of the conclusion. Each of the following correctly encapsulates this reasoning:

Landlords in Northridge know they can raise the prices for apartments
because CSUN students will pay increased rents for apartments in
Northridge.

CSUN students will pay increased rents for apartments in Northridge,
therefore landlords in Northridge know they can raise the prices for
apartments.

Taking this into account, we can reconstruct the argument as follows:

(1) CSUN students need to live close to campus.

(2) They will pay increased rents for apartments in Northridge.

(3) Landlords in Northridge know they can raise the prices for
apartments.

Let's consider another example, in which an anonymous Korean American college student is quoted as follows:

I just felt like I did not fit in at the white church ... because church time is the time I am used to being with Koreans, because that is what I grew up with. [Anonymous Korean American college student, quoted in Rebecca Y. Kim, "Made in the U.S.A.: Second-Generation Korean American Campus Evangelicals," in Jennifer Lee and Min Zhou, eds., *Asian American Youth: Culture, Identity, and Ethnicity*. (New York: Routledge, 2004), p. 246.]

The student has used the premise indicator 'because' twice; here is the structure of their argument:

 a because b , because c .

Remember that in the structure

 a because b

a is in the conclusion position and **b** is, of course, the position of the premise. Applying this reasoning a second time, now to

____ **b** _____, *because* ____ **c** _____

you will notice that the statement in the **b**-position is both a premise (relative to the statement in the **a**-position) and a conclusion (relative to the statement in the **c**-position) – and that is exactly what a subconclusion is: a subconclusion is a statement that is both a premise and a conclusion. So now we know that the student’s first statement is their main conclusion; their second statement is their subconclusion; and, their third statement is their unsupported premise. In our reconstruction, we will need to rephrase both the unsupported premise so that it makes sense before the subconclusion and main conclusion have been stated; to do this, we will need to specify what the student grew up with. Here is a reconstruction of their argument:

(1) I grew up going to church with Koreans.

(2) Church time is the time I am used to being with Koreans.

(3) I just felt like I did not fit in at the white church.

All the examples we have discussed in this section so far were presented with premise indicators or conclusion indicators. Let’s look now at an example presented without any indicators at all, from the following song lyrics. (Just in case you don’t know, a Maserati is a fast, expensive Italian sports car; in 2026, new Maseratis started at \$125,000.)

My Maserati does 185

I lost my license

Now I don’t drive

[Joe Walsh, “Life’s Been Good” on Joe Walsh, *But Seriously Folks*, Asylum
141, 1978.]

We can approach this example as we approached examples presented without indicators, earlier in Chapter One. Let’s first ask whether the statement that the singer’s Maserati does 185 mph is supported in any way. Once we notice that it is not supported, but is simply asserted without support, we know that it is his unsupported premise. Turning to the singer’s second statement,

I lost my license,

we notice that it is supported by the statement that his car is so fast. Although that would not guarantee that he lost his license, it could be a reason to believe that he did, therefore the statement that he lost his license is a conclusion. Turning finally to his third statement,

Now I don't drive,

we can see that the direct reason given for believing it is that he lost his license. (His unsupported premise, that his car goes 185 mph, is an indirect reason for believing that he doesn't drive now.) Therefore, we can understand that the statement that he lost his license is both a premise and a conclusion — and that is exactly what a subconclusion is.

An alternative approach to figuring out what is going on with the argument in these song lyrics would be to add indicators to the original passage. Notice that you could add the conclusion indicator 'therefore' at the beginning of the second and third lines:

My Maserati does 185
Therefore I lost my license.
Therefore I don't drive now.

Or, if adding the premise indicator 'because' seems more intuitive to you, here is a way to rewrite the lyrics with 'because' added:

Because My Maserati does 185
I lost my license.
Because I lost my license
Now I don't drive.

We could reconstruct this argument as follows:

(1) My Maserati does 185.

(2) I lost my license.

(3) Now I don't drive.

Please remember the lessons you have learned earlier in this chapter about rephrasing premises and conclusions; this has been in the background in some of the examples I have discussed in this section, but now I would like to foreground it with the following example:

Look through the top half of your windshield when you drive. Doing so keeps your attention focused at least five or six car-lengths ahead, giving you more time to react to potentially dangerous situations. [Sue Elliott-Sink, "Eyes on the Road," *Westways* 97: 6 (November/December 2005), p. 44.]

There are no indicators used here; notice that the word 'so' is used in the phrase 'doing so', which is used as a pronoun to refer back to the action already described: looking through the top half of your windshield when you drive. Notice also that the first

sentence is an imperative (order or command), so we will need to rewrite it as a statement in our reconstruction.

Let's add 'because' and 'therefore' to clarify the positions of the parts of this argument, as follows:

Look through the top half of your windshield when you drive. Because doing so keeps your attention focused at least five or six car-lengths ahead, therefore giving you more time to react to potentially dangerous situations.

We have now determined the first sentence and the statement after 'therefore' are both conclusions. Notice, further, that the statement after 'therefore' is a reason to believe the advice (or command) being conveyed in the first sentence. This tells us that the first sentence is expressing the main conclusion, and that the subconclusion is after 'therefore'.

We will need to rewrite all three parts of this argument in our reconstruction, as follows:

- (1) Looking through the top half of your windshield when you drive keeps your attention focused at least five or six car-lengths ahead.

- (2) Looking through the top half of your windshield when you drive gives you more time to react to potentially dangerous situations.

- (3) You should look through the top half of your windshield when you drive.

**PRACTICE PROBLEMS SET 1-12:
RECONSTRUCTING ARGUMENTS WITH SUBCONCLUSIONS**

Instructions: *Each argument in this set has one unsupported premise, one subconclusion, and one main conclusion.*

For each passage:

reconstruct the argument, following the five argument reconstruction rules in Box 1D.

Do not add any ellipses ("...") in your written work; it doesn't matter whether you leave or remove any ellipses that were in an original passage. Please check your work on these problems by comparing your answers to the answers at the end of this chapter.

Sample Problems:

Original Passage:

When you ride Amtrak, there's no traffic to fight, no maps to decipher and no gas tank to feed. So you can concentrate on something else, like a good book. Or the breathtaking scenery. Or nothing at all. And you'll arrive in a relaxed state of mind, wherever you're going. [Amtrak, Advertisement, *Sunset* (March 2008), p. 45.]

Answer:

(1) When you ride Amtrak, there's no traffic to fight, no maps to decipher and no gas tank to feed.

(2) When you ride Amtrak, you can concentrate on something other than driving, like a good book, or the breathtaking scenery, or nothing at all.

(3) When you ride Amtrak, you'll arrive in a relaxed state of mind, wherever you're going.

Original Passage:

Individuals who do not seek treatment for ... [diabetes] are 25 times more likely to go blind than the general population. This is because diabetes can weaken the small blood vessels in the retina, leading to bleeding inside the eye. [Christina Tischner, "Optomap Helps Doctors See the Back of the Eye," *Largo Leader* (Seminole, Florida), March 29, 2007.]

Answer:

(1) Diabetes can weaken the small blood vessels in the retina.

(2) Diabetes can lead to bleeding inside the eye.

(3) Individuals who do not seek treatment for diabetes are 25 times more likely to go blind than the general population.

1. **Note:** *The speaker in this passage from the book The Wizard of Oz is a fictional character called the Tin Woodman. A woodman is a man who cuts wood. The Tin Woodman was changed from flesh and blood into tin. In the movie made from L. Frank Baum's book, the Tin Woodman is just called the Tinman. In the passage from which I drew this excerpt, the Tinman is asking the Wizard of Oz to give him a heart so that he will be able to love.*

I am a Woodman, and made of tin. Therefore I have no heart and cannot love. [L. Frank Baum, *The Wizard of Oz*. (1900; reprinted: New York: Grosset and Dunlap, 1963), p. 91.]

2. Mè & Mè is a falafel stand in the middle of the busiest section of Westwood, a fairly new stand, which means it has a fairly new Coke machine, which means it gives slightly better cola than some of its more established competitors. [Lawrence Weschler, *Seeing is Forgetting the Name of the Thing One Sees: A Life of Contemporary Artist Robert Irwin*. (Berkeley: University of California Press, 1992), p. 4.]
3. ...[Kris Green] says the stark reality for parents today is the future of Social Security is too uncertain to count on to "ease our retirement." That means, he says, "that we must make our own retirement a critical, financial priority." As such, Mr. Green says, "parents must not break the bank" to finance a child's education. [Jeff Opdyke, "Love and Money: Who Pays for College?," *Wall Street Journal*, August 31, 2008.]

4. Since writing bots carry out functions based on the grammatical rules they are programmed with, they do not leave room for creativity and poetic license. Although AI technology churns out grammatically correct, informative pieces, the finished work is often bland and lacks the extra spice and creativity that you'd get from a piece written by a human writer. [Amanda Dudley, "Can Machine Learn to Write Academic Papers Instead of Students in the Future?," *Analytics Insight*, May 29, 2021.]

5. **Note:** *In the creation story told in the biblical Book of Genesis, the first human created by God was a man named Adam. He lived in an almost perfect place called the Garden of Eden. Later, God created the first woman, Eve, from one of Adam's ribs, to be his companion. The argument in this passage is boldfaced and underlined.*

My grandmother's stories ... had dreamlike qualities about them, and one of them I remember best began with the elk. In Armenia, the elk is magic. With its horns like wild candelabra, the elk was Adam's first partner in the Garden of Eden. But Armenian legend has it that **the elk wasn't compatible with Adam, and God banished it in favor of Eve. So the elk grew to hate women.** [Peter Balakian, *Black Dog of Fate: A Memoir*. (New York: BasicBooks, 1997), p. 19.]

6. **Note:** *Ghost guns are assembled from parts, often bought in a kit, by consumers. Unlike an already-assembled gun, a ghost gun does not have a serial number.*

Justice Department statistics show that nearly 24,000 ghost guns were recovered by law enforcement at crime scenes and reported to the government from 2016 to 2020. It is hard to say how many are circulating on the streets, in part because in many cases police departments don't contact the government about the guns because they can't be traced. [Michael Balsamo, "Biden Aims at 'Ghost Gun' Violence with New Federal Rule," www.nbclosangeles.com, April 10, 2022.]

7. Since I've been around animals all my life because my dad is a veterinarian and has his own hospital, I have been an animal lover for as long as I can remember. [CSUN kinesiology major Raynette Monsour, quoted in Geraldine Marquez, "Enjoying Life through the Little Things," *Daily Sundial* (California State University, Northridge), April 1, 2010.]
8. Researchers have expressed alarm about cultures that favor male babies, saying that sex-ratio imbalances could destabilize society because more men will remain unmarried, raising the risks of anti-social and violent behavior. [Reuters, "Scientists Say Gender Imbalance a Growing Problem," *Seattle Times*, August 29, 2006.]

9. Farrell Dillon, convicted in 1999 of raping four young girls, took the stand Monday to ask 7th Circuit Judge Merton Tice Jr. to grant him a new trial because his attorney had been mentally ill and therefore incompetent. [Vicky Wicks, "Convicted Rapist Asks for New Trial Because of Attorney's Actions," *Rapid City Journal* (South Dakota), April 18, 2005.]
10. **Note:** *In this excerpt from Gore Vidal's historical novel Hollywood, the speaker, called the Duchess, is the spouse of President Warren G. Harding.*
- "Warren, have you been eating sauerkraut again?" the Duchess was stern. "It gives him gas so then he thinks he's having a heart attack and that gets him all moody."
[Gore Vidal, *Hollywood*. (New York: Vintage Books, 1990), p, 367.]

More Complicated Arguments with Subconclusions

In considering arguments with subconclusions so far, we have only considered arguments with exactly one unsupported premise and exactly one subconclusion, and we have only considered examples in which all conclusions have been stated. Arguments with subconclusions can be considerably more complicated than this.

Let's consider several different examples to illustrate different kinds of complications that can arise. First, let's consider an example from the 1990s, in which the author, Professor Mohr, is recounting a legal argument given by some opponents to the legal recognition of same-sex marriage. He attributes this argument, vaguely, to "the courts":

...[T]he courts take this definition [of marriage as *the legal union of one man and one woman as husband and wife*] ... and say that since this is what marriage *means*, gender discrimination and sexual-orientation discrimination are built right into the institution of marriage, and so since marriage itself is okay, so too must be barring same-sex couples from it.
[Richard D. Mohr, *A More Perfect Union: Why Straight America Must Stand Up for Gay Rights*. (Boston: Beacon Press, 1994), p. 36.]

Let's notice that Professor Mohr uses the premise indicator 'since' in his second line, so there we have an argument with the following structure:

since premise, **conclusion**

Almost at the end of the fourth line, he uses the conclusion indicator 'so' to indicate that he is about to recount a conclusion drawn from something that has come earlier, but this is immediately followed by a reiteration of the structure he used earlier:

since premise, **conclusion**.

The first use of the premise indicator 'since' indicates an unsupported premise that begins with the pronoun 'this', which is used to refer back to a definition given earlier. We could write this premise as follows:

Marriage means the legal union of one man and one woman as husband and wife.

According to Professor Mohr, from this unsupported premise courts, have directly drawn the following conclusion:

Gender discrimination and sexual-orientation discrimination are built right into the institution of marriage.

While Professor Mohr's use of the conclusion indicator 'so' might tempt us to think that his next statement,

Marriage itself is okay,

is another conclusion, this would be a mistake. The use of the premise indicator 'since' immediately after 'so' pushes the conclusion to later in the sentence, and clearly the statement that marriage itself is okay is unsupported in the argument that Professor Mohr is recounting here. This unsupported premise is intended to work together with the conclusion that was presented immediately before it – the subconclusion – to support the main conclusion. A reconstruction of the argument related here by Professor Mohr is as follows:

(1) Marriage means the legal union of one man and one woman as husband and wife.

(2) Gender discrimination and sexual-orientation discrimination are built right into the institution of marriage.

(3) Marriage itself is okay.

(4) Barring same-sex couples from marriage is okay too.

It is important that there are lines between (1) and (2) and between (3) and (4), because these lines indicate that (2) and (4) are conclusions. It is also important that there is no line between (2) and (3); if we put a line between (2) and (3), we would be incorrectly representing (3) as a subconclusion when it is actually an unsupported premise.

Next, let's consider a simple argument given against the morality of abortion (in which the arguer numbered his explicit statements):

(1) All unborn babies are human beings.

(2) All human beings are persons.

(3) It is wrong to kill a human person.

Therefore (4) it is wrong to kill unborn babies.

[Jim Viens, "Fetus = Human = Person," *Kansas City Star*, April 29, 2006.]

Mr. Viens does not try to give any support for the premises numbered (1)-(3), so they are all unsupported premises. Imagine, for a moment, that he had paused after (1) and (2). If (1) and (2) were true, what would follow from them? (1) and (2) have the following structure:

All A are B

All B are C

I hope you recognize this pattern from the earlier section on arguments with unstated conclusions; if you don't recognize this pattern, you should look back at Box 1E to refresh your memory. With the conclusion included, the pattern here is the following:

A is B
B is C
A is C

So, what follows from (1) and (2) is an unstated conclusion with the following form:

All A are C.

Using the words of Mr. Viens' argument, this means that the following would be his unstated subconclusion:

All unborn babies are persons.

This subconclusion is intended to work together with the unsupported premise that he has numbered (3) to support his main conclusion.

Reconstructing his argument in a way that includes his unstated subconclusion will require that we re-number the last two of his statements, as follows:

(1) All unborn babies are human beings.

(2) All human beings are persons.

(3) All unborn babies are persons. (unstated)

(4) It is wrong to kill a human person.

(5) It is wrong to kill unborn babies.

Let's consider the following example (in which I have left the grammatical mistakes that appeared in the original article):

If you're trans, you are less likely to finish school, and if you don't finish school, its [*sic*] harder to get a job, and if you cant [*sic*] get a job then your [*sic*] more likely to turn to sex work. [Cecilia Gentili, quoted in Daniel Lyons, "Transgender Activist Cecilia Gentili on Identity and Putting the 'T' Back in LGBT," *Huffington Post*, March 14, 2014.]

Notice that three conditional ("if...then...") statements are made here and that none of them are supported. But I recognize that this is an argument because of my familiarity with commonly used argument patterns. This familiarity enables me to recognize that the speaker has left both her subconclusion and her main conclusion unstated. (It might help you to look back at Box 1E now.) Let's start by reconstructing just her first two premises, as follows:

- (1) If you're trans, you are less likely to finish school.
- (2) If you don't finish school, it's harder to get a job.

Let's take notice the pattern of these premises, as follows:

If A then B
If B then C

We know that when an arguer gives two premises with this structure, their intended conclusion has the following structure:

If A then C

So, Ms. Gentili's unstated subconclusion must be the following:

- (3) If you're trans, then it's likely to be harder to get a job.

She repeats the same pattern in the second half, so to speak, of her argument, with the subconclusion and third unsupported premise, as follows:

- (3) If you're trans, then it's likely to be harder to get a job.
- (4) If you can't get a job then you're more likely to turn to sex work.

Her intended main conclusion, then, must be the following:

- (5) If you're trans, then you're more likely to turn to sex work.

Here's how this looks after it has been put all together into one reconstruction:

- (1) If you're trans, you are less likely to finish school.
- (2) If you don't finish school, it's harder to get a job.

- (3) If you're trans, it's likely to be harder to get a job. (unstated)
- (4) If you can't get a job then you're more likely to turn to sex work.

- (5) If you're trans, then you're more likely to turn to sex work. (unstated)

Let's turn now to a different kind of example, in the following excerpt from a 2007 *Los Angeles Times* opinion piece about the Los Angeles Police Commission's investigation of the fatal shooting by LAPD Officer Steven Garcia of 13-year-old Devon Brown as the teenager slowly drove a car in reverse toward Officer Garcia:

The Police Commission found that Brown was going only about 2 mph, and thus Garcia was able to step out of the way, was not in danger and not justified in using deadly force. [Erwin Chemerinsky, Opinion, "A Bad LAPD Decision, Squared," *Los Angeles Times*, January 12, 2007.]

Let's notice first that the author is not giving his own argument in this passage, but instead he is telling readers about how the Police Commission reasoned in its report. Professor Chemerinsky's reference to the Police Commission is an argument attribution, not part of the argument; therefore, it will not appear in our argument reconstruction.

Next let's notice that Professor Chemerinsky uses one conclusion indicator: 'thus'. So, there is at least one stated conclusion in this passage; that is the statement that Officer Garcia was able to step out of the way. No reason is given in the passage for believing that Devon Brown was going only about 2 mph as he drove in reverse toward Officer Garcia, so this is an unsupported premise. What about the statement that Officer Garcia was not in danger? Is any reason given to believe this? Yes. The reason intended to directly support this is that he was able to step out of the way of the car coming toward him, so the statement that he was not in danger is a (stated) subconclusion. What about the statement that he was not justified in using deadly force: is any reason given to believe this? Yes, the reason intended to directly support this is that he was not in danger, so the statement that he was not justified in using deadly force is the argument's (stated) main conclusion.

We can reconstruct the Police Commission's argument as follows:

- (1) Devon Brown was going only about 2 mph as he drove in reverse toward Officer Steven Garcia.

- (2) Garcia was able to step out of the way.

- (3) He was not in danger.

- (4) He was not justified in using deadly force.

Notice that in writing (1), I have built in context necessary to understand the rest of the argument.

When we are looking at examples of complicated arguments with subconclusions, we need to pay particular attention to whether or not they have any stated conclusions (either subconclusions or a main conclusion or both). When we are looking at arguments with unstated subconclusions or unstated main conclusions (or both), it is usually helpful to think in terms of the commonly used argument patterns discussed earlier in the section on unstated conclusions.

**PRACTICE PROBLEMS SET 1-13:
RECONSTRUCTING MORE COMPLICATED ARGUMENTS WITH SUBCONCLUSIONS**

Instructions: *Each argument in this set has at least one subconclusion. All of the arguments in this practice problems set are more complicated than any of the arguments in Practice Problems Set 1-12.*

For each problem:

reconstruct the argument, following the five argument reconstruction rules in Box 1D. Be sure to include any unstated conclusions and label them as unstated.

Do not add any ellipses (“...”) in your written work; it doesn’t matter whether you leave or remove any ellipses that were in an original passage. Please check your work on these problems by comparing your answers to the answers at the end of this chapter.

Sample Problems:

Original Passage:

He who drinks beer sleeps well. He who sleeps well cannot sin. He who does not sin goes to heaven. [Charlie Bamforth, quoted in Steve Mirsky, “Ale’s Well with the World,” *Scientific American* (May 2007).]

Answer:

- (1) He who drinks beer sleeps well.
- (2) He who sleeps well cannot sin.

-
- (3) He who drinks beer cannot sin. (unstated)
 - (4) He who does not sin goes to heaven.

-
- (5) He who drinks beer goes to heaven. (unstated)

Original Passage:

Note: *This is about the state of Louisiana. Louisiana is the only state in the U.S.A. that has political subdivisions called parishes, which are equivalent to counties in other states.*

More than half the state's parishes have no access to prenatal or maternal care, and as a result, women have to drive long distances to receive proper care, a reality that all too often means people with low income get little to no care at all. The result is that Black women and women with low income are more likely to die from pregnancy-related causes that were preventable. [Jason Williams, "Our System Criminalizes Black Pregnancy. As a District Attorney, I Refuse to Prosecute These Cases," *TIME*, May 21, 2021.

Answer:

(1) More than half of Louisiana's parishes have no access to prenatal or maternal care.

(2) Women have to drive long distances to receive proper care.

(3) All too often, people with low income get little to no care at all.

(4) Black women and women with low income are more likely to die from pregnancy-related causes that were preventable.

Original Passage:

Note: The author, Paula Gunn Allen (1939-2008), was a Native American writer and scholar. Of mixed heritage, she identified most closely with the people of Laguna Pueblo, among whom she grew up. She held a number of academic positions, including that of Professor of English and American Indian Studies at U.C.L.A.

Because I am ... personally involved in my discipline [American Indian Studies], because I study and write out of a Laguna Indian woman's perspective, these essays present a picture of American Indian life and literature unfiltered through the minds of western patriarchal colonizers. ... As a consequence, much of what they contain might feel strange to readers who are well-versed in books about Indians, even to those who have had occasion to visit Indian country. [Paula Gunn Allen, *The Sacred Hoop: Recovering the Feminine in American Indian Traditions*. (Boston: Beacon Press, 1986, 1992), p. 6.]

Answer:

- (1) I am personally involved in my discipline of American Indian Studies.
- (2) I study and write out of a Laguna Indian woman's perspective.

(3) The essays in *Sacred Hoop* present a picture of American Indian life and literature unfiltered through the minds of western patriarchal colonizers.

(4) Much of what they contain might feel strange to readers who are well-versed in books about Indians, even to those who have had occasion to visit Indian country.

1. **Note:** Author and activist James Baldwin (1924-1987) is the man to whom the author refers in this passage.

The man became the "personality," the personality became the story, and the story became the myth. [Ekwueme Michael Thelwell, "A Prophet Is Not Without Honor," *Transitions* 58 (1992), quoted in Eddie S. Glaude, Jr., *Begin Again: James Baldwin's America and Its Urgent Lessons for Our Own*. (New York: Crown, 2020), p. 226.]

2. **Note:** *In this quotation, a spokesperson for the Association of Tennis Professionals (ATP) was responding to a reporter's question about whether Serena Williams would be allowed to play on the men's tennis tour, as she had requested. The ATP is the organization that runs the men's tennis tour.*

To be able to play in an ATP tournament, you have to be a member of the Association of Tennis Professionals. Serena Williams cannot become a member of the ATP because she is woman. That answers the question. ["Sorry, Serena, You Can't Enter," *Miami Herald*, October 8, 1999.]

3. **Note:** *The author is Japanese, so when he uses the pronoun 'our' he is referring to Japanese. I have left the italics that were in the original passage.*

*In our society, there just isn't enough LGBT awareness, I realized. No awareness means no understanding, and a lack of understanding leads to prejudice, which in turn leads to discrimination. [Ryousuke Nanasaki, *Until I Meet My Husband*, trans. Molly Lee. (Canada: Seven Seas Entertainment, 2022), p. 182.]*

4. But if you only have love for your own race
Then you only leave space to discriminate
And to discriminate only generates hate
And when you hate then you're bound to get irate, yeah
[Black Eyed Peas, "Where Is The Love?," on *Elephunk*, 2003.]
5. Because Hong Kong is a very sophisticated city there is much secularism, meaning the people are very much concerned with business, materialism, and improving the condition of living, and so the [Catholic] Church has to make a big effort to spread the Gospel in the face of this. [Cardinal Joseph Zen Ze-kun, quoted in Jeff Graham, "'No Religious Freedom for Catholics': Cardinal," *B.C. Catholic* (Vancouver, British Columbia), May 28, 2007.]
6. **Note:** *The Great Railroad Strike of 1922 was the National Railroad Shopmen's Strike.*

Of all the strikes [in the early 1920s], the Great Railroad Strike of 1922 received the most publicity because of its magnitude, and, as such, the possibility that it would spread to other railway unions and brotherhoods and shut down the national transportation system. [David H. Stratton, *Tucumcari Tonite!: A Story of Railroads, Route 66 and the Waning of a Western Town*. (Albuquerque: University of New Mexico Press, 2022), p. 41.]

7. **Note:** *Moses Mapesa was the head of the Uganda Wildlife Authority (UWA) at the time this was written.*

Mapesa said because poaching, trade and consumption of game meat is illegal, most of the activities are done at night in slums or unlicensed places. He said consequently, registered veterinarians do not inspect the meat.

“UWA therefore warns the public against consumption of any wild animal meat....”
[Gerald Tenywa, “Monkey Meat Sold in City,” *New Vision* (Uganda), August 26, 2005.]

8. **Note:** *Situs inversus is a condition in which, the internal organs are reversed from their anatomically typical positions. For example, an individual with situs inversus would have their heart on the right side of their body.*

Situs inversus affects about 1 in 7,000 people, but most people with this congenital disorder are unaware of their internal uniqueness. This makes the condition seem much more rare than it actually is. Consequently, physicians rarely test for it, and that leads to some surprises. [Peter Rogers, “What Side Is Your Appendix On? The Right, Unless You Have Situs Inversus,” *Big Think*, March 3, 2022.]

9. **Note:** *While I do not really know how Candy Darling meant these lines in her diary, I believe that she probably intended them as parody or satire.*

When a woman wears the same
dress twice
Then she doesn't feel chic.
And when she doesn't feel chic
She feels insecure
Then she can't sleep at
night then she suffers from
nervous exhaustion then
that could lead to a nervous breakdown.

[Candy Darling, *Candy Darling*. (Madras: Hanuman Books, 1992), pp. 99-100.]

10. **Note:** *The argument in this passage is boldfaced and underlined, in the direct quotation from General O.P. Smith, who was in charge of a large scale U.S. Marine retreat during a very cold winter in the Korean War. General Smith allowed all of the journalists who were men to accompany the Marines on the retreat, but he had refused to let the one journalist who was a woman do the same.*

Among the few scrubby trees and the forest of tents in the overcrowded perimeter of Koto-ri, the dead [U.S. Marines] were at last buried in a grave blasted from the iron-frozen earth. There was an old-fashioned little squabble when General Smith insisted that the indomitable *Herald Tribune* correspondent Marguerite Higgins should be evacuated by air, despite her enraged protests of sexual discrimination: "There are a lot of good Marines who are getting frostbite," said O. P., "and **if you march down with these Marines, you will probably get frostbite, and then somebody is going to have to take care of you. I am sure these Marines will see that you are taken care of, and we haven't got men for that kind of business.**" [Max Hastings, *The Korean War*. (New York: Simon and Schuster, 1987), p. 162.]

Determining Whether or Not Passages Contain Arguments

Let's shift focus for the rest of this chapter from passages that you already know contain arguments to looking, instead, at passages without knowing in advance whether or not they contain arguments, and let's determine whether they do or not.

Recall the definition of 'argument':

*An **argument** is a set of statements in which some (the premise or premises) are intended to be reasons to believe another statement (the conclusion).*

It follows from this definition that an argument must contain at least two statements: a conclusion and at least one premise. These statements might be presented in one compound sentence or in separate sentences, and remember, as well, that conclusions are sometimes left unstated. Of course, not every passage with two statements contains an argument; the statements must be related to each other in the way specified in the definition of 'argument' in order for the passage to contain an argument.

Consider the following passage:

Body piercing may not be considered entirely mainstream or accepted in all walks of life, but it is certainly familiar as an option people in today's society may choose for themselves. [Elayne Angel, "Forward," in Jim Ward, *Running the Gauntlet: An Intimate History of the Modern Body Piercing Movement*. (N.p.: Gauntlet Enterprises, 2011), p. ix.]

Two statements are made here, but neither one of them is intended to be a reason to believe the other. To put this point another way: neither of the two statements is meant to support the other. Instead, the two statements are meant to contrast with each other; the word 'but' expresses the Ms. Angel's intended contrast. Therefore, this passage does not contain an argument.

It's worth noticing that this passage does contain a word that sometimes functions as a premise indicator – that is, the word 'as' – but this word is used with a different meaning here. In this section it will be important for us to be sensitive to the different meanings of common premise indicators and common conclusion indicators; I strongly encourage you to review the earlier section entitled "Different Meanings of Common Premise Indicators and Conclusion Indicators." It is also important to remember that sometimes arguments are presented without any premise indicators or conclusion indicators.

Let's also remember arguments with unstated conclusions. Such arguments always include at least two statements that are made explicitly. These are premises that are intended work together to support the unstated conclusion. These statements might be

presented in one sentence, or they might be presented in multiple sentences – the number of sentences doesn't matter here. What does matter is that the statements explicitly presented are intended work together to give reasons to believe an unstated conclusion. Consider the following example:

...[T]o photograph is to frame, and to frame is to exclude. [Susan Sontag, *Regarding the Pain of Others*. (New York: Farrar, Straus and Giroux, 2003), p. 46.]

In this example, the following two statements are presented in the one and only sentence:

To photograph is to frame.

To frame is to exclude.

These statements can be understood as instances of the premises of following commonly used argument form:

(1) A is B

(2) B is C

(3) A is C

Recognizing the statements in the passage above as instances of this commonly used argument form allows us to recognize that this passage does contain an argument, even though Susan Sontag's conclusion

To photograph is to exclude

was unstated.

Let's recall, too, that conditional or hypothetical statements ("if...then..." statements) are sometimes premises or conclusions of arguments. We've seen numerous examples already. But a conditional or hypothetical statement by itself is just that: a (conditional or hypothetical) statement, not an argument. Consider the following quotation from Charles Darwin:

If everyone were cast in the same mold, there would be no such thing as beauty. [Charles Darwin, *Descent of Man*, Chapter 19]

I hope it is obvious to you that Mr. Darwin did not mean that because everyone is cut from the same mold, there is no such thing as beauty. In other words, rather than giving an argument, he is asking us to consider a hypothetical situation. In this example, the situation we are being asked to consider is not only hypothetical; it is counterfactual – contrary-to-fact – because it is false that everyone is cut from the same mold (and Mr. Darwin's wording made it clear that he believed this to be false). The same principle

applies not only to counterfactual conditionals but to any individual conditional or hypothetical statement: a conditional statement is only one statement, therefore not an argument. Sometimes, however, conditional statements are premises in arguments and sometimes they are conclusions in arguments – but they are not arguments in and of themselves.

Also, it's important not to confuse the concepts of *argument* and *persuasion*. Many arguments are attempts to persuade, but the two concepts are different for two reasons:

- (1) not all attempts to persuade are arguments; and,
- (2) not all arguments are attempts to persuade.

Sometimes, when others try to persuade us to believe some statement or to act in a certain way, they use arguments. But not always: threats, fear, appeals to our sympathy, sex appeal, and various other appeals to our emotions are also used frequently to try to persuade. If someone were to hold a gun to my head and say, "Give me your wallet!," they certainly would be trying to persuade me to do something, but they would not be using an argument as their means of persuasion.

Advertisements are attempts to persuade, but often ads do not contain arguments. Let's compare and contrast the two following ads:

IN SCIENCE WE TRUST. Join the nation's largest association of freethinkers, atheists and agnostics working to keep religion out of government. For a free sample of FFRF's newspaper, *Freethought Today*: Call 1-800-335-4021. [Freedom from Religion Foundation, Advertisement, *Scientific American* (June 2020), p. 15.]

Roasted American-grown pistachios are a source of protein that contain all nine of the essential amino acids in adequate amounts for persons over five years of age, as shown by the Protein Digestibility Corrected Amino Acid Score (PDCAAS), and are therefore a *complete* protein for that age group. [American Quality Pistachios, Advertisement, *GQ* (August 2020), n.p.]

Both ads are intended to persuade or motivate readers in some way. The first ad aims to interest readers in the Freedom from Religion Foundation, and if a reader already shares the views expressed in the ad, or has an interest in learning about this topic, that reader might be motivated by the ad to contact the foundation. In the ad, however, there is no attempt to give any reason to believe that any statement is true, so there is no argument. The second ad does use argument as the means of persuasion: the first statement is intended to be a reason to believe that roasted American-grown pistachios

are a complete protein for persons over five years of age; ‘therefore’ is used to indicate this conclusion.

Most arguments are attempts to persuade either others or oneself that the arguments’ conclusions are true. Occasionally – not often – arguments are not attempts to persuade anybody of anything. Here’s an example. Imagine a group of Christian church school students. At least some of them, let’s say, already believe that God exists. These students need no persuasion to believe in God’s existence, because they already believe that God exists. Still, one of their teachers might present the students with arguments intended to prove that God exists; that is, premises that are intended to be reasons to believe that God exists. (You might be familiar with some well-known arguments for and against the existence of God.) In that situation, the arguments presented by the teacher would not count as attempts to persuade, but would still count as arguments.

Please don’t make the mistake of thinking that you can determine whether or not a passage contains an argument by determining whether the topic is subjective or objective, factual or a matter of opinion, or controversial, debatable, or “arguable.” None of these considerations is relevant to whether or not a passage contains an argument.

Please also don’t make the mistake of thinking that a bad argument is not an argument at all. If a passage clearly contains an *attempt* to provide a reason or reasons for believing a statement, that passage contains an argument – even if you are convinced that the premise or premises really are not good reasons to believe the conclusion. For what it’s worth, I believe that a number of the examples of arguments that I have used in this book and on your homework assignments are bad arguments.

There are many different legitimate reasons for writing or speaking other than giving arguments. Here are a few: providing descriptions, telling stories, giving instructions, expressing emotions, negotiating our relationships with other people, giving explanations of causes or motivations, making jokes, giving instructions, and transacting business. Of course, none of these communicative aims excludes argumentation either. Let’s consider this Henny Youngman joke:

My doctor is mean. He keeps his stethoscope in the freezer. [Henny Youngman, *The Encyclopedia of One Liners*, ed. Ed Shanaphy. (Katonah, N.Y.: Ballymote Books, 1989), p. 80.]

Whether or not you find this joke amusing, it was intended to be funny. But it can also be understood as an argument, because the statement that Mr. Youngman’s doctor keeps his stethoscope in the freezer is intended to be a reason to believe that his doctor is mean.

It is not uncommon for a passage to contain argumentation even when most of the passage is not argumentative. In such a passage, the argument might be at the

beginning, at the end, or someplace else. Let's consider the following example, in which the author is discussing the origin of the name of La Puente, a town in eastern Los Angeles County:

La Puente (1956)

This name came from the handiwork of 18th century explorers with the Gaspar de Portola expedition. They built a bridge, or *puente*, to help their livestock cross the muddy arroyo.

The bridge, long since gone, became the city's motif – and its grammatically incorrect namesake. "Bridge" is a masculine noun in Spanish and takes the masculine article "*el*"; feminine nouns get "*la*." So the name should be El Puente.

[Cecilia Rasmussen, "Bad Grammar and More Quirks of City Names," *Los Angeles Times*, July 22, 2007.]

Although most of this passage is simply giving historical description, at the end – in the last two sentences – Ms. Rasmussen gives reasons to believe that La Puente's name should be El Puente. We could reconstruct the argument contained in this passage as follows:

- (1) '*Puente*' is a masculine noun in Spanish.
- (2) Masculine nouns take the article '*el*', whereas feminine nouns get '*la*'.

- (3) La Puente's name should be El Puente.

Here is an example in which an argument (which I have boldfaced and underlined) is presented in the middle:

We hadn't much money but we were happy. Robert [Mapplethorpe] worked part-time and took care of the apartment. I did the laundry and made our meals, which were very limited. There was an Italian bakery we frequented, off Waverly. We would choose a nice loaf of day-old bread or a quarter pound of their stale cookies offered at half-price. **Robert had a sweet tooth, so the cookies often won out.** Sometimes the woman behind the counter would give us extra and fill the small brown paper sack to the brim with yellow and brown pinwheels, shaking her head and murmuring friendly disapproval. Most likely she could tell it was our dinner. We would add take-out coffee and carton of milk. [Patti Smith, *Just Kids*. (New York: HarperCollins, 2010), p. 45.]

In this passage, Patti Smith is recounting memories about how she and Robert Mapplethorpe lived in New York City when they were young, poor, and in love. Most of this passage is not argumentation, but, as you can see, she does present one short argument in the middle of the story.

**PRACTICE PROBLEMS SET 1-14:
IS AN ARGUMENT PRESENT?**

Instructions: *There are ten passages in this practice problems set. Five of them contain arguments and five do not. Determine which are which. Determine which are which. Write "Argument" on one side of your page and under that heading, list by number the passages that have arguments, then on the other side of the page write "No Argument" and under that heading, list by number the passages that do not have arguments. Please check your work on these problems by comparing your answers to the answers at the end of this chapter.*

1. One girl's art is another girl's trash.... [Candye Kane, Liner Notes, *White Trash Girl*. (Lindewerra, Germany: Ruf Records, 2005; RUF 1084.)]
2. In the kink community, we call the kind of sex that doesn't involve pain or bondage or control "vanilla." [Janet W. Hardy, *Impervious: Confessions of a Semi-Retired Deviant*. (University Place, Washington: SinCyr Publishing, 2019), p. 200.]
3. **Note:** *Ambien is a prescription medication used to treat insomnia.*

There's never been a better time to try Ambien because now you can try Ambien free. [Ambien, Advertisement, CNN, July 7, 2005.]

4. World Wars I and II created numerous changes on the [Mescalero Apache] reservation, as elsewhere in the United States. [Lynda A. Sánchez, *Apache Legends and Lore of Southern New Mexico: From the Sacred Mountain*. (Charleston, South Carolina: History Press, 2014), p. 45.]
5. **Note:** *AZT was the first drug approved in the U.S. to treat HIV and AIDS, in 1987.*

AZT and later drugs [used to treat HIV and AIDS] were usually clinically tested on White men. Their effects on men of color and especially women were unknown. [Eric C. Wat, *Love Your Asian Body: AIDS Activism in Los Angeles*. (Seattle: University of Washington Press, 2021), p. 154.]
6. **Note:** *The speaker, a recent immigrant from Vietnam to California, lives in Little Saigon.*

Americans go to bank for loan, Vietnamese go to friends. I ask this guy for a thousand, another for two thousand, soon I have eighteen thousand. We trust each other, so no interest. He know I do the same for him one day. [Nguyen Huu Gi, quoted in Stanley Karnow, "Little Saigon," in Michelle E. Houle, ed., *The Vietnamese*. (Detroit: Thomson Gale, 2006), p. 97.]

7. **Note:** *The speaker is a fictional character.*

Outside the house, Sweetwater and Wonder Horse were building a wheelchair ramp for my father. They didn't need a blueprint, having built twenty-seven ramps on the Spokane Indian Reservation over the years, including five ramps that summer alone. [Sherman Alexie, "One Good Man," in *The Toughest Indian in the World*. (New York: Atlantic Monthly Press, 2000), p. 209.]

8. **Note:** *The speaker is a fictional character called Li-yan.*

If you don't love tea, you can't make good tea. [Lisa See, *The Tea Girl of Hummingbird Lane*. (New York: Scribner, 2017) p. 288.]

9. If your father is not close to you, you will not be close with other people because you fear you will be emotionally or physically violated. [Henry Waweru, quoted in Mutanu Musyimi, "Kenya: The Danger of Dysfunctional Families," *East African Standard* (Nairobi), March 29, 2007.]

10. You have noticed that everything an Indian does is in a circle, and that is because the Power of the World always works in circles.... [Hehaka Sapa, or Black Elk, 1930-31, quoted in T. C. McLuhan, *Touch the Earth: A Self-Portrait of Indian Existence*. (New York: Outerbridge and Dienstfrey, 1971), p. 18.]

**PRACTICE PROBLEMS SET 1-15:
IS AN ARGUMENT PRESENT?**

Instructions: *There are twenty passages in this practice problems set. Ten of them contain arguments and ten do not. Determine which are which. Write “Argument” on one side of your page and under that heading, list by number the passages that have arguments, then on the other side of the page write “No Argument” and under that heading, list by number the passages that do not have arguments. Some of these are more difficult to classify than the passages in 1-14. Please check your work on these problems by comparing your answers to the answers at the end of this chapter.*

1. Possessions, both material and spiritual, are appreciated most when we find ourselves in peril of losing them. [Ansel Adams, *My Camera in the National Parks*, 1950, quoted in Ansel Adams, *Our National Parks*. (Boston: Little, Brown and Company, 1992), p. 16.]
2. Wherever there’s money, there’s drugs, so to say drugs don’t exist in the NBA would be stupid. [Dennis Rodman with Tim Keown, *Bad As I Wanna Be*. (New York: Delacorte Press, 1996), p. 211.]
3. So many Navajo lived in Phoenix that they called it “the Second Rez.” [Michael Powell, *Canyon Dreams: A Basketball Season on the Navajo Nation*. (New York: Blue Rider Press, 2019), p. 100.]
4. ...[L]ife can be unpredictable. And so are husbands! [Holly Woodlawn with Jeff Copeland, *A Low Life in High Heels: The Holly Woodlawn Story*. (New York: St. Martin’s Press, 1991), p. 108.]
5. The kind of trenchant racism to which black people have persistently been subjected can never be defeated by making its victims more respectable. The essence of American racism is disrespect. [Ta-Nehisi Coates, “The Case for Reparations,” *The Atlantic*, June 2014.]
6. ...[I]f you are allergic to birch or alder trees, you might react to celery, apples, or cherries. Grass allergies? Then tomatoes, potatoes, or peaches may bother you. [“Five Surprising Things That Could Make Your Seasonal Allergies Worse,” *New York Daily News*, February 29, 2012.]
7. ...I’ve heard it said that your first instinct is always your best instinct. Maybe if I’d followed it, this would be a whole different book, but I didn’t, and it isn’t.... [Snoop Dogg with Davin Seay, *The Doggfather: The Times, Trials, and Hardcore Truths of Snoop Dogg*. (New York: William Morrow and Company, 1999), p. 193.]

8. A nation without a conscience is a nation without a soul. A nation without a soul is a nation that cannot live. [Winston Churchill, Royal Air Force Benevolent Fund Broadcast, London, September 16, 1951.]
9. Best remedies for a chile overdose: a mouthful of a dairy product, lettuce, or bland food. Water won't do much good, nor will ice. [Marilyn Noble, Susan Lowell, and Caroline Cook, eds., *The Essential Southwest Cookbook*. (Tucson, Arizona: Rio Nuevo Publishers, 2013), p. 2.]
10. Adult education programs provide an invaluable service to adults and the communities they live in by helping them graduate from high school, speak, read and write in English, pass the GED (General Educational Development) test, learn job skills, and become U.S. citizens. [Sherry Posnick-Goodwin, "Are Adults Being Served?: Adult Education Advocates Push for Fairness," *California Educator* (June/July 2018), p. 52.]
11. Heredity versus environment, nature versus nurture: the argument over what best explains intelligence has been going strong for more than a century. [David L. Kirp, "All in the Genes?," *San Francisco Chronicle*, September 17, 2007.]
12. **Note:** *Walter Winchell was America's most popular and influential newspaper columnist during the 1930s and 1940s. He also had a radio show, which wasn't very popular and didn't last long. He is discussing this radio show in the following passage.*
- I talk one hundred and ninety-seven words a minute when I broadcast. Do you know why I go so fast? Because if I talked slowly, people would find out what I was saying and remember how dull it was. [Walter Winchell, quoted in Bob Thomas, *Winchell*. (Garden City, NY: Doubleday & Company, 1971), p. 124.]
13. As ... [the Civil Rights Act of 1964 and the Voting Rights Acts of 1965] were being debated, there were those who argued that government should not interject itself into civil society, that no law could force white people to associate with blacks. Upon hearing these arguments, Dr. King replied, "It may be true that the law cannot make a man love me but it can keep him from lynching me and I think that is pretty important, also." [Barack Obama, *The Audacity of Hope: Thoughts on Reclaiming the American Dream*. (New York: Vintage Books, 2006), p. 76.]

14. US culture is a product of the whole world, not just “Anglos.” If you’ve ever flown a kite, barbecued, surfed, participated in martial arts, bounced a rubber ball, chewed gum, eaten a chocolate bar, used a compass, witnessed a fireworks display, visited a library, smoked a cigarette, enjoyed a chili pepper, or drunk tea or coffee, then you’ve done things originally from Africa, South and East Asia, the Middle East, the Pacific Islands, and Native America. [Luis J. Rodriguez, *From Our Land to Our Land: Essays, Journeys, and Imaginings from a Native Xicanx Writer*. (New York: Seven Stories Press, 2020), p. 166.]
15. Scientists divide the [Pacific Northwest] region’s resident orcas into two communities, northern and southern. Northern resident killer whales range mostly from Southeast Alaska to Johnstone Strait, midway down Vancouver Island, and number about three hundred animals, grouped into three clans with a total of sixteen pods. In contrast, the southern residents roam from the west side of Vancouver Island to the coast of Northern California, but they spend much of their time in the Salish Sea. Southern resident killer whales form a small, tight-knit community consisting of one clan divided into three pods, which scientists have labeled J, K, and L. [Jason M. Colby, *Orca: How We Came to Know and Love the Ocean’s Greatest Predator*. (Oxford: Oxford University Press, 2018), p. 15.]
16. The sociologist Thad Williamson, a longtime admirer of the Carolina basketball program, tells a story about how [men’s basketball team academic advisor Burgess] McSwain stayed on top of her charges even when they returned to finish their degrees after going pro early, as in the case of Michael Jordan. She’d heard that Jordan, already an NBA star and back in town for summer school, was playing golf when he should have been studying. She drove to Finley Golf Course, to the tee where Jordan was preparing to swing, rolled down her car window, and told the player in no uncertain terms to get his ass into the car. He obliged. [Will Blythe, *To Hate Like This Is to Be Happy Forever: A Thoroughly Obsessive, Intermittently Uplifting, and Occasionally Unbiased Account of the Duke-North Carolina Basketball Rivalry*. (New York: HarperCollins Publishers, 2006), pp. 110-111.]

17. **Note:** *The weekend before this article was published, photos appeared on social media that showed Newport Beach and Costa Mesa high school students at a private party, with red plastic cups arranged in the shape of a swastika, and with their arms outstretched in a Nazi salute.*

Josdel Hernandez, a junior at Newport Harbor, said she's seen incidents of more casual racism at school: A student doodling a swastika on a desk, for example, or cracking a joke about Nazism. Josdel, 16, said ignorance is no excuse for the anti-Semitism displayed at the weekend party. The students depicted in the photos are juniors like herself, she said, and just last month they studied the Holocaust in history class. "They showed us graphic videos of the concentration camps," she said. "It's not like our teachers need to show us anymore about the Holocaust. They knew what it means." [Laura Newberry, Christine Mai-Duc, Anh Do, and Matthew Ormseth, "'Heartsick and Disgusted': Nazi Imagery Posted from O.C. Teens' Party Stirs Outrage," *Los Angeles Times*, March 4, 2019.]

18. **Note:** *The author, Dean Smith, was a long-time, very successful men's basketball coach at The University of North Carolina at Chapel Hill.*

If I were empowered to write the rules concerning college basketball eligibility, ... I wouldn't allow freshmen eligibility for men's basketball or football. The recruited freshmen would play on freshmen teams along with nonscholarship players. They would have no overnight trips to take them away from their studies. Their practice time would not be as long or as intensive, nor would they have to spend as much time talking to the media. It would give them a better chance to adjust to their academic load and to being away from home for the first time. Aren't teachers supposed to support what's best for their students? Freshman ineligibility definitely would be in the best interests of the student-athlete. We don't do it because of money. Spin it any way you choose, but we allow freshman eligibility in men's basketball and football because of money. If colleges give a freshman a basketball scholarship, they want him "earning his keep" on the court right away. It's wrong and shortsighted. But I've fought that battle for years. I know when I'm licked. [Dean Smith, in Dean Smith and Gerald D. Bell with John Kilgo, *The Carolina Way: Leadership Lessons from a Life in Coaching*. (New York: Penguin Books, 2004), p. 107.]

19. ...I am assimilated, second-generation. I recently returned from China, my second trip there. And I can't help being dubious about the whole homecoming enterprise. What did I see in China? I saw a sprawling contradiction of a country beset by changes of a scale unthinkable here. I saw a nation trying to gallop into the twenty-first century while its hind legs remain in the twelfth. But while I saw many who looked like me, and many who might have been like me, I never once saw myself. That is, I never felt that transcendence the child of immigrants is supposed to experience upon going *back*. Yes, in the countryside or the ancient quarters, I could conjure up the China my grandparents knew. What never arrived, though, was the epiphany scripted for me, the sensation that I was – at last – among my own people. [Eric Liu, *The Accidental Asian: Notes of a Native Speaker*. (New York: Random House, 1998), pp. 131-132.]

20. **Note:** *The author is writing about his experiences growing up in La Puente, a town in eastern Los Angeles County, in the 1960s.*

...La Puente had two drive-in theaters mere blocks away that projected movies in direct moral conflict with each other. To the south, the Vineland played family-oriented first-run fare, like Disney's *The Love Bug*. The most subversive movie to play there may have been Jerry Lewis in *The Nutty Professor*. A quick hop to the west was the Edgewood Drive-In, whose stock-in-trade was almost exclusively sexploitation and horror movies, like *Psych-Out*, *Spider Baby*, and *The Gruesome Twosome*. You could say the Edgewood was really on edge! Every parent in La Puente was presented with a moral dilemma when it came to a night out; it was like you *had* to choose between good and evil. The kids on our block were lucky ducks because all we had to do was crawl onto the roofs of our parents' houses to see both screens clear as day, and even better if you swiped your dad's binoculars. Guess which was the more popular drive-in? [Kid Congo Powers with Chris Campion, *Some New Kind of Kick*. (New York: Hachette Books, 2022), pp. 5-6.]

A Short Recap of Chapter One

CONGRATULATIONS!

It's taken a lot of time – and hard work! – but you've made it through the basics necessary for identifying arguments and their parts.

At this point, you should be able to:

- ◆ recognize premise indicators and conclusion indicators
- ◆ identify the stated conclusion of an argument
- ◆ identify the stated premise or premises of an argument
- ◆ add any unstated conclusions
- ◆ distinguish between unsupported premises, subconclusions, and main conclusions
- ◆ read a passage and determine whether or not it contains an argument

Now you are ready to start evaluating arguments. In Chapter Two, you will learn the basic concepts needed to evaluate arguments. In Chapter Three, you will learn a specific system of deductive logic that will give you precise techniques to use when evaluating many (but not all) deductive arguments.

ANSWERS TO PRACTICE PROBLEMS FOR CHAPTER ONE

Answers to Practice Problems Set 1-1

1. A
2. C
3. B
4. A
5. B
6. C
7. A
8. A
9. C
10. B
11. b
12. C
13. C
14. A
15. A

Answers to Practice Problems Set 1-2

1. Premise Indicator: because

Conclusion: Running for president is supposed to be hard.

2. Premise Indicator: because

Conclusion: Minorities often experience misunderstanding, prejudice, and discrimination.

3. Conclusion Indicator: therefore

Conclusion: The ability of animals to cope with both hot and cold periods becomes crucial to their chances of survival.

4. Premise Indicator: since

Conclusion: Words themselves cannot be the most elemental units of meaning.

5. Premise Indicator: since

Conclusion: All animals have ideas.

6. Conclusion Indicator: thus

Conclusion: The inhabitants of Nagasaki have absorbed many influences from foreign cultures.

7. Conclusion Indicator: as a result

Conclusion: Winning in politics mainly comes down to a simple matter of name recognition.

8. Premise Indicator: as

Conclusion: Doctors are the gatekeepers that stand between American patients and the pharmaceutical companies that have drugs to sell them.

9. Premise Indicator: given that

Conclusion: The presidency of the United States of America is about life and death.

10. Conclusion Indicator: it follows that

Conclusion: No one can think clearly unless they can use language clearly.

11. Conclusion Indicator: consequently

Conclusion: Close to 60 percent of adult schools in California exceed their funding limit.

12. Conclusion Indicator: hence

Conclusion: Sublian dancers appear to be lame and crooked throughout the dance.

13. Premise Indicator: for

Conclusion: Fertility is fervently worshiped in China.

14. Conclusion Indicator: ergo

Conclusion: Diversity promotes creativity.

15. Premise Indicator: because

Conclusion: I could never snitch.

Answers to Practice Problems Set 1-3

1. Conclusion: Mountain lions are not built for extreme cold and deep snow.

2. Conclusion: Prejudice is sinful.

3. Conclusion: A well-made pasta bowl is imperative.

4. Conclusion: Salt Lake City is like a jewel.

5. Conclusion: Many long-time scavengers are running into more rivals in what was already an intensely territorial line of work.

6. Conclusion: I am not afraid of the future.

7. Conclusion: The streets of Tokyo make no sense.

8. Conclusion: Abolition of prostitution laws allows for less danger to prostitutes.

9. Conclusion: Rosemary Bray cannot serve mass.

10. Conclusion: It's utter lunacy to have the Catholic Church trying to dictate who should and shouldn't be allowed to marry.

Answers to Practice Problems Set 1-4

1. Conclusion Indicator: so

Conclusion: You should explore and experiment.

2. Conclusion: You should always borrow from a pessimist.

3. Conclusion: You should make sure slouchy pieces [of clothing] fit through the shoulder and at the waist.
4. Conclusion: You should watch the road.
5. Conclusion: If you're even thinking of having a baby someday, you should start eating foods rich in folic acid today.
6. Conclusion: On the 11th, you should adopt a new friend at an animal shelter.
7. Premise Indicator: as
Conclusion: You should not take CIALIS if you take nitrates.
8. Conclusion Indicator: Given that,
Conclusion: The only way the controller can serve the people is by gathering information and making public the results of the investigation.
9. Conclusion Indicator: so
Premise Indicator: one more reason that
Conclusion: You should use parking in the structures for emergency situations only.
10. Conclusion Indicator: so
Conclusion: Gypsies in the United States should own our own homes.

Answers to Practice Problems Set 1-5

1. Conclusion Indicator: as such
Conclusion: Wal-Mart now dictates policy to their suppliers.
2. Conclusion Indicator: therefore
Conclusion: The Sundial is not perfect.
3. Conclusion Indicator: as such
Conclusion: My neurobiology sits at the heart of who I am.
4. Conclusion Indicator: hence
Conclusion: Electronic cigarettes come without the carcinogenic elements present in the tobacco smoke.

5. Conclusion Indicator: hence

Conclusion: The question of learning from history seldom arises.

6. Conclusion Indicator: so

Conclusion: I don't rely on humans a hundred percent.

7. Conclusion: Abalone shells could be used in all manner of decorative art.

8. Conclusion Indicator: which is why

Conclusion: Handguns aren't popular in Finland.

9. Conclusion Indicator: as a result

Conclusion: It's easy to go too far when drinking booze.

10. Premise Indicator: given that

Conclusion: Reducing documentation burden is frequently cited as a key strategy for fighting burnout among nurses.

11. Conclusion Indicator: thus

Conclusion: There was no telling when the next earthquake would strike on the Hollywood Fault.

12. Conclusion: The Indians are Brazil's most legitimate heirs.

13. Conclusion Indicator: consequently

Conclusion: The inability of subscribers to retain their phone numbers when changing service providers hinders competition and growth in the industry.

14. Conclusion Indicator: which is why

Conclusion: Narciso dreaded returning to Oaxaca and avoided Soledad when he did.

15. Premise Indicator: inasmuch as

Conclusion: In the Rochester area, the traditional time for flu vaccination for kids and adults has been between the end of Daylight Savings Time and early December.

Answers to Practice Problems Set 1-6

1. Premise Indicator: 'cause

Conclusion: The people who said Curtis Loew was useless were all fools.

2. Premise Indicator: because

Conclusion: Revenge is not an effective motivating factor.

3. Conclusion Indicator: so

Conclusion: Small is lost.

4. Premise Indicator: since

Conclusion: P-65 ran across the 101 freeway.

5. Premise Indicator: given that

Conclusion: Woodchucks can be dangerous when cornered.

6. Premise Indicator: for

Conclusion: I could not be a politician.

7. Conclusion: Obesity should be classified as an eating disorder.

8. Conclusion Indicator: thus

Conclusion: Installing a GPS-tracking device to a suspect's car requires a warrant.

9. Premise Indicator: because

Conclusion: Andrea Dworkin loved men.

10. Premise Indicator: as

Conclusion: The proximity of the Americana Mall's trash transfer facility across from Mr. Ray Patel's Best Western Golden Key motel will hurt his business.

Answers to Practice Problems Set 1-7

1. Conclusion Indicator: so

Conclusion: I must be dumb.

2. Conclusion Indicator: hence

Conclusion: Psychiatry is a form of social engineering.

3. Conclusion: Most tattooists are extremely careful to avoid working on people who are obviously under the influence of alcohol (or other drugs).

4. Premise Indicator: because

Conclusion: Japanese society forces many of us to stay in the closet, whether we want to be there or not.

5. Conclusion Indicator: therefore

Conclusion: Corporations shouldn't be entitled to the same rights as citizens.

6. Conclusion: The Dwarf Mongoose can be treated as a domestic pet.

7. Conclusion Indicator: therefore

Conclusion: Black rage is a healthy sign that we as a people recognize the crimes that have been committed, and continue to be, committed against us.

8. Conclusion Indicator: shows that

Conclusion: The moral compass of the U.S. is not pointed toward truth.

9. Conclusion: Race as a social construct has profound significance and shapes every aspect of our lives.

10. Conclusion Indicator: therefore

Conclusion: When the Lakers lose, it is because Shaquille O'Neal didn't play hard enough.

Answers to Practice Problems Set 1-8

1. Conclusion Indicator: therefore

Conclusion: God does not exist.

2. Premise Indicator: because

Conclusion: Bamboo is a sensible and appropriate material for constructing earthquake-safe structures.

3. Premise Indicator: because

Conclusion: Chemically all of us are both man and woman.

4. Premise Indicator: since

Conclusion: Poultry owners trap servals ruthlessly.

5. Premise Indicator: because

Conclusion: Photography has always been closely associated with the idea of the historical.

6. Premise Indicator: for the reason that

Conclusion: The white man does not understand the Indian.

7. Conclusion: It's hard to tell what a cat's thinking.

8. Conclusion: War is immoral.

9. Conclusion Indicator: that is why

Conclusion: Most great love stories are tragedies.

10. Premise Indicator: 'cause

Conclusion: You should be careful of what you do.

11. Conclusion Indicator: therefore

Conclusion: Pan dulce is much better for you than donuts are!

12. Conclusion Indicator: hence

Conclusion: Mauritius faces high interest payments.

13. Conclusion Indicator: as such

Conclusion: "Hurricane Season" represents a passion project for Whitaker.

14. Conclusion Indicator: as a result

Conclusion: Shorie's lost her memory.

15. Conclusion Indicator: so

Conclusion: Damien liked Mohawks.

16. Conclusion Indicator: thus

Conclusion: Almost all of the worlds found so far are quite unlike the planets of the solar system.

17. Conclusion Indicator: so

Conclusion: The sloth blends in with the surrounding moss and foliage and looks like a nest of white ants or of squirrels, or like nothing at all but part of a tree.

18. Conclusion: Many customers rip down door hanger ads immediately.

19. Conclusion: There should not be children dying of hunger in Argentina.

20. Conclusion Indicator: as such

Conclusion: The Great Wall of China is better experienced than described.

21. Conclusion: There's insanity in my family.

22. Premise Indicator: because

Conclusion: A 20-year ban on commercial whale hunting was no longer necessary.

23. Premise Indicator: as

Conclusion: Gramps' work as a life insurance agent went badly.

24. Premise Indicator: inasmuch as

Conclusion: Michigan had all the incentive in the world to beat North Carolina in the 1989 NCAA tournament Sweet 16.

25. Premise Indicator: given that

Conclusion Indicator: that means

Conclusion: The world consumed *420 million gallons* — that's over 2.5 billion pounds, or nearly 116 million kilograms — of gasoline (not including diesel) each and every day before the pandemic.

26. Premise Indicator: because

Conclusion: Carbofuran has been banned from all use since 2009.

27. Conclusion Indicator: which is why

Conclusion: Many of wildlife biologists who study bears, wolves, lynx, wolverines, and mountain lions come to Montana.

28. Premise Indicator: as

Conclusion: If you visit the petroglyphs at Three Rivers Petroglyph Site, New Mexico, you should not touch them.

29. Premise Indicator: since

Conclusion: It's amazing that Boo Radley likes everyone and everything.

30. Conclusion: The defendant is a witch.

Answers to Practice Problems Set 1-9

1. Premise: Teenagers are being under-utilized in employment.

2. Premise: The market has proven incapable of creating large enough insurance pools to keep costs to individuals affordable.

Premise: Health care is not like other products or services.

3. Premise: Rice has near-empty calories.

Premise: There is disagreement in my home over what constitutes good rice.

4. Premise: Lots of people suppose they don't know any gay people.

Premise: Stereotypes are maintained about gay people.

5. Premise: It is impossible to enforce copyright laws for digital files.

6. Premise: The diamond that stars in "Blood Diamond" is very large.

Premise: The vast majority of diamonds that make it from volcanic deposits to jewelry stores in suburban malls do not involve any violence.

7. Premise: America provides due process and a setting for free cultural expression.

Premise: America *synthesizes* the many cultures it welcomes.

8. Premise: High-calorie American food is cheap and easy to find in the United States.

Premise: Eating high-calorie American food is a way for immigrants to the United States to fit in.

9. Premise: Nancy Kate Pippin and Kole Suchecki got engaged in the parking lot of the Bluffton Food Lion on Fording Island Road.

10. Premise: There is cultural acceptance of marijuana across the country.

Answers to Practice Problems Set 1-10

1. (1) Flawed, selfish people run governments.

(2) Any political system is subject to corruption.

2. (1) The world is complicated.

(2) It's interesting.

3. (1) History often turns out badly for small countries.

(2) They tend to remember history especially well.

4. (1) Nurses' wages are low at Metropolitan State Hospital.

(2) There is a chronic shortage of nursing staff at the hospital.

5. (1) I am a Spokane Indian.

(2) I only pick up Indian hitchhikers.

6. (1) Drinking alcohol in excess (to a level of intoxication) with CIALIS may increase your chances of getting dizzy or lowering your blood pressure.

(2) You should not drink alcohol in excess with CIALIS.

7. (1) Mohammed al-Qahtani had been tortured in U.S. custody.

(2) He could not be prosecuted.

8. (1) All bridge players are people.

(2) All people think.

(3) All bridge players think.

9. (1) Current world population estimates of Armenians range from 6 million to 8 million.
(2) Approximately 3.5 million live in the Republic of Armenia.
-
- (3) A majority live outside the homeland.
10. (1) Art demands self-examination and self-knowledge.
(2) Many people do not really wish for either.
-
- (3) It's a dangerous thing to play with.
11. (1) Landlocked areas with high amounts of concrete and low numbers of trees and shade are known as "heat islands."
(2) In nearly all urban areas, the average person of color – regardless of income – live in an area with higher heat island density.
-
- (3) People of color are disproportionately exposed to urban heat.
12. (1) Arthritis has a high prevalence and a large economic impact.
(2) It causes pain and functional limitations for people.
-
- (3) It poses a huge societal burden.
13. (1) A significant portion of each successive generation has fallen in love with The Beatles' music.
-
- (2) They remain relevant as a band.
14. (1) In free governments the rulers are the servants and the people their superiors and sovereigns.
-
- (2) For the former to return among the latter is not to degrade them but to promote them.
15. (1) 70 per cent of China's rivers and lakes are polluted to some degree.
(2) The water of 28 per cent is unsuitable even for irrigation
(3) 90 per cent of the ground water in the cities is too polluted to drink.
-
- (4) Several hundred million Chinese lack access to safe water.

Answers to Practice Problems Set 1-11

Note: For some of these reconstructions, I have rephrased to clarify meaning or I have reorganized the premises to clarify the argument's structure. Order of premises does not matter to the accuracy of your answer, and when grading your written work I pay attention to your meaning not your phrasing.

1. (1) I was up.
(2) If I was up then I wanted Dwyane Wade to be up.

(3) I wanted him to be up. (unstated)
2. (1) When you used to build jets, you don't build just another SUV.
(2) Saab used to build jets.

(3) Saab doesn't build just another SUV. (unstated)
3. (1) If it's on "The O.C.," then it's cool.
(2) Beck's new CD "Guero" was on "The O.C."

(3) Beck's new CD "Guero" is cool. (unstated)
4. (1) If my wife doesn't desert me, then I can stand everything else.
(2) She won't desert me.

(3) I can stand everything else. (unstated)
5. (1) If I don't get any fatter, then it doesn't seem to matter what I do.
(2) I don't get any fatter.

(3) It doesn't seem to matter what I do. (unstated)
6. (1) Everything is rubbish.
(2) All rubbish is wonderful.

(3) Everything is wonderful. (unstated)
7. (1) Size is an important factor in dominance in elephants and whales.
(2) Dominance is a key element in breeding in these animals.

(3) Size is a key element in breeding in these animals. (unstated)

8. (1) Cows produce methane.
(2) Methane is a greenhouse gas that is a major contributor to global warming.
-
- (3) Cows contribute to global warming. (unstated)
9. (1) If we didn't please the audience, we were fired the next performance.
(2) If we got fired, Mama got mad.
-
- (3) If we didn't please the audience, Mama got mad. (unstated)
10. (1) My mother's mad.
(2) When she's mad, the governor better watch out for her.
-
- (3) The governor better watch out for her. (unstated)
11. (1) If we don't stop the powwow now, then Etta Joseph might start singing.
(2) If she starts singing, then we're really going to be in trouble.
-
- (3) If we don't stop the powwow now, then we're really going to be in trouble.
(unstated)
12. (1) If somebody has no experience of something, then they won't care about it.
(2) If somebody doesn't care about something, then they won't protect it.
-
- (3) If somebody has no experience of something, then they won't protect it.
(unstated)
13. (1) Every once in a while, Communists sneak things into movies.
(2) If Communists are not working in the picture business, then they wouldn't sneak things into movies.
-
- (3) Communists are working in the picture business. (unstated)
14. (1) If Durham Academy may legally release Adam Sapikowski's school records to the police, then either someone authorized to serve as Sapikowski's legal guardian has OKed the release of his records or police have given the school a court order directing their release.
(2) Neither of these things has happened.
-
- (3) Durham Academy may not legally release his school records to the police.
(unstated)

15. (1) If you don't know the buck, then you don't know the job of being New York City's mayor.

(2) Abraham Beame knows the buck.

(3) He knows that job. (unstated)

16. (1) The American people are well-mannered.

(2) No well-mannered people are "alienated."

(3) The American people are not "alienated." (unstated)

17. (1) People with AIDS are sick.

(2) We don't fire sick people.

(3) We don't fire people with AIDS. (unstated)

18. (1) Either you can read or you can't know what a book says.

(2) I can't read.

(3) I can't know what a book says. (unstated)

19. (1) Mercenary commanders are either skilled in warfare or they are not.

(2) If they are, then you cannot trust them.

(3) If they are not, then, as often as not, they bring about your ruin.

(4) Either you cannot trust mercenary commanders or, as often as not, they bring about your ruin. (unstated)

20. (1) I was black.

(2) Not all the world liked black people.

(3) Not all the world liked me. (unstated)

Answers to Practice Problems Set 1-12

1. (1) I am made of tin.

(2) I have no heart.

(3) I cannot love.

2. (1) Mè & Mè is a fairly new falafel stand.
-
- (2) It has a fairly new Coke machine.
-
- (3) It gives slightly better cola than some of its more established competitors.
3. (1) The future of Social Security is too uncertain to count on to ease our retirement.
-
- (2) We must make our own retirement a critical, financial priority.
-
- (3) We must not break the bank to finance a child's education.
4. (1) Writing bots carry out functions based on the grammatical rules they are programmed with.
-
- (2) They do not leave room for creativity and poetic license.
-
- (3) The finished work produced by AI is often bland and lacks the extra spice and creativity that you'd get from a piece written by a human writer.
5. (1) In the Garden of Eden, the elk wasn't compatible with Adam.
-
- (2) God banished it from the Garden of Eden in favor of Eve.
-
- (3) The elk grew to hate women.
6. (1) Ghost guns can't be traced.
-
- (2) In many cases police departments don't contact the government about them.
-
- (3) It is hard to say how many are circulating on the streets.
7. (1) My dad is a veterinarian and has his own hospital.
-
- (2) I've been around animals all my life.
-
- (3) I have been an animal lover for as long as I can remember.
8. (1) In cultures that favor male babies, more men will remain unmarried.
-
- (2) Cultures that favor male babies will have higher risks of anti-social and violent behavior.
-
- (3) Cultures that favor male babies could become destabilized.

9. (1) Farrell Dillon's attorney was mentally ill during his trial.

(2) His attorney was incompetent.

(3) He should be granted a new trial.

10. (1) Eating sauerkraut gives Warren G. Harding gas.

(2) When he eats sauerkraut, he thinks he's having a heart attack.

(3) When he eats sauerkraut, he gets all moody.

Answers to Practice Problems Set 1-13

1. (1) The man James Baldwin became the "personality James Baldwin."

(2) The personality became the story.

(3) The man became the story. (unstated)

(4) The story became the myth.

(5) The man became the myth. (unstated)

2. (1) Serena Williams is a woman.

(2) She cannot become a member of the Association of Tennis Professionals (ATP).

(3) To be able to play in an ATP tournament, you have to be a member of the ATP.

(4) She cannot play in an ATP tournament. (unstated)

3. (1) In our society, there just isn't enough LGBT awareness.

(2) No awareness means no understanding.

(3) In our society, there is no LGBT understanding. (unstated)

(4) A lack of understanding leads to prejudice.

(5) In our society, there is prejudice against LGBT people. (unstated)

(6) Prejudice leads to discrimination.

(7) In our society, there is discrimination against LGBT people. (unstated)

4. (1) If you only have love for your own race, then you discriminate.
(2) If you discriminate, then you hate.
-
- (3) If you only have love for your own race, then you hate. (unstated)
(4) If you hate, then you're bound to get irate.
-
- (5) If you only have love for your own race, then you're bound to get irate. (unstated)
5. (1) Hong Kong is a very sophisticated city.
-
- (2) There is much secularism.
-
- (3) The people are very much concerned with business, materialism, and improving the condition of living.
-
- (4) The Catholic Church has to make a big effort to spread the Gospel there.
6. (1) The Great Railroad Strike of 1922 had a large magnitude.
-
- (2) There was a possibility that it would spread to other railway unions and brotherhoods.
-
- (3) There was a possibility that it would shut down the national transportation system.
-
- (4) It received the most publicity of all the strikes in the early 1920s.
7. (1) Poaching, trade and consumption of game meat is illegal in Uganda.
-
- (2) Most of these activities are done at night in slums or unlicensed places.
-
- (3) Registered veterinarians do not inspect game meat.
-
- (4) The public should not consume any game meat.

8. (1) Most people with Situs inversus are unaware of their internal uniqueness.
-
- (2) The condition seems much more rare than it actually is.
-
- (3) Physicians rarely test for it.
-
- (4) There are some surprises when it is discovered.
9. (1) When a woman wears the same dress twice, then she doesn't feel chic.
- (2) When she doesn't feel chic, she feels insecure.
-
- (3) When a woman wears the same dress twice, she feels insecure. (unstated)
- (4) When she feels insecure, then she can't sleep at night.
-
- (5) When a woman wears the same dress twice, then she can't sleep at night.
(unstated)
- (6) When she can't sleep at night, then she suffers from nervous exhaustion.
-
- (7) When a woman wears the same dress twice, then she suffers from nervous
exhaustion. (unstated)
- (8) When she suffers from nervous exhaustion, she could have a nervous breakdown.
-
- (9) When a woman wears the same dress twice, she could have a nervous
breakdown. (unstated)
10. (1) If General Smith lets *Herald Tribune* correspondent Marguerite Higgins go on the
retreat march with the Marines, she will probably get frostbite.
- (2) If she gets frostbite, then somebody will have to take care of her.
-
- (3) If General Smith lets her go on the retreat march, then somebody will probably
have to take care of her. (unstated)
- (4) General Smith can't spare anyone to take care of her.
-
- (5) General Smith can't let her go on the retreat march. (unstated)

Answers to Practice Problems Set 1-14

<u>Argument</u>	<u>No Argument</u>
3	1
5	2
6	4
7	8
9	10

Answers to Practice Problems Set 1-15

<u>Argument</u>	<u>No Argument</u>
2	1
5	3
7	4
8	6
10	9
13	11
14	12
17	15
18	16
20	19

MULTIPLE CHOICE PRACTICE QUESTIONS FOR CHAPTER ONE

1. Pick the choice that correctly fills in the blank in the following sentence.

In an argument, a statement that is intended to be a reason to believe another statement is called a _____.

- a. premise
- b. conclusion

2. Identify the multiple choice that **indicates a premise**.

- a. therefore
- b. hence
- c. since
- d. consequently
- e. it follows that

3. Identify the multiple choice that **indicates a conclusion**.

- a. after all
- b. for
- c. as
- d. inasmuch as
- e. as a result

4. Is the following sentence true or false?

The conclusion of an argument is always presented after the premise or premises have been presented.

- a. Yes, this is true.
- b. No, this is false.

5. Only one of the following multiple choices in this question is true. Pick the one that is true.

- a. The word 'since' always indicates a premise.
- b. The word 'since' always indicates a conclusion.
- c. When the word 'since' is used to indicate part of an argument, it always indicates a premise, but sometimes the word 'since' does not indicate any part of an argument.
- d. When the word 'since' is used to indicate part of an argument, it always indicates a conclusion, but sometime the word 'since' does not indicate any part of an argument.
- e. Sometimes the word 'since' indicates a premise and sometimes the word 'since' indicates a conclusion.

6. Identify the position of the **conclusion** in the following structure.

____ a ____, for ____ b ____ and ____ c ____.

7. Identify the position of the **conclusion** in the following structure.

____ a ____ . So, ____ b ____, since ____ c ____ and ____ d ____.

8. Identify the **conclusion** of the argument in the following passage. **Note:** *MRBs are marijuana-related businesses.*

Because of the risks, compliance requirements, and rigorous audits inherent in providing financial services to MRBs, banks and firms that do take on cannabis-based companies can command high fees and demand transparency. [Niki D'Andrea, "Arizona Banks Are Warming Up to Marijuana Businesses, *Phoenix New Times*, May 27, 2021.]

- a. There are risks, compliance requirements, and rigorous audits inherent in providing financial services to MRBs.
- b. Banks and firms that do take on cannabis-based companies can command high fees and demand transparency.

9. Identify the **conclusion** of the argument in the following passage.

A conservative feels pain for other people because a conservative is closer to God. [Dennis Hart, quoted in Studs Terkel, *Division Street America*. (New York: Pantheons Books, 1967; reprinted: New York: The New Press, 1993/2006), p. 52.]

- a. A conservative feels pain for other people.
- b. A conservative is closer to God.

10. Identify the **conclusion** of the argument in the following passage. **Note:** *Petri-meat is meat grown from cells in a Petri dish.*

...[Y]ou can't be cruel to anything inanimate, i.e. without a central nervous system. Petri-meat will have no such system. Therefore Petri-meat will be cruelty free. [Hugh Fearnley-Whittingstall, "Scary? The Future Is Petrifying," *Observer* (United Kingdom), September 11, 2005.]

- a. You can't be cruel to anything inanimate, i.e. without a central nervous system.
- b. Petri-meat will not have a central nervous system.
- c. Petri-meat will be cruelty free.

11. Identify the **conclusion** of the argument in the following passage.

The 'seriousness' of a mathematical theorem lies, not in its practical consequences, which are usually quite negligible, but in the *significance* of the mathematical ideas it connects. We may say, roughly, that a mathematical idea is 'significant' if it can be connected, in a natural and illuminating way, with a large complex of other mathematical ideas. Thus a serious mathematical theorem ... is likely to lead to important advances in mathematics itself and even in other sciences. [G. H. Hardy, *A Mathematician's Apology*. (Cambridge: Cambridge University Press, 1940/1985), p. 89.]

- a. The 'seriousness' of a mathematical theorem lies, not in its practical consequences, which are usually quite negligible, but in the *significance* of the mathematical ideas it connects.
- b. A mathematical idea is 'significant' if it can be connected, in a natural and illuminating way, with a large complex of other mathematical ideas.
- c. A serious mathematical theorem is likely to lead to important advances in mathematics itself and even in other sciences.

12. Identify the **conclusion** of the argument in the following passage.

Buying a mattress is very much an individual choice. After all, it's the most personal item of furniture in your home. [*IKEA Catalogue* (2007), p. 51.])

- a. Buying a mattress is very much an individual choice.
- b. Your mattress is the most personal item of furniture in your home.

13. Identify the **conclusion** of the argument in the following passage.

...[T]he United States, like all sovereign nations, has the unilateral right to defend itself against attack. As such, our campaign to take out Al Qaeda base camps and the Taliban regime that harbored them was entirely justified.... [Barack Obama, *The Audacity of Hope: Thoughts on Reclaiming the American Dream*. (New York: Vintage Books, 2006), p. 364.]

- a. The United States, like all sovereign nations, has the unilateral right to defend itself against attack.
- b. Our campaign to take out Al Qaeda base camps and the Taliban regime that harbored them was entirely justified.

14. Identify the **conclusion** of the argument in the following passage.

You definitely want to avoid the Hollywood Freeway southbound through the Cahuenga Pass: up to 40-minute delays leaving the [San Fernando] Valley. [Traffic Report, KFWB (Los Angeles), November 12, 2004.]

- a. You definitely want to avoid the Hollywood Freeway southbound through the Cahuenga Pass.
- b. There are up to 40-minute delays leaving the San Fernando Valley on the Hollywood Freeway southbound.

15. Identify the **conclusion** of the argument in the following passage.

Employed only when they are needed, contractors do not have long-term contracts with manufacturers. [Edna Bonacich and Richard P. Appelbaum, *Behind the Label: Inequality in the Los Angeles Apparel Industry*. (Berkeley: University of California Press, 2000), p. 136.]

- a. Contractors are employed only when they are needed.
- b. Contractors do not have long-term contracts with manufacturers.

16. Identify the **conclusion** of the argument in the following passage.

Russian visitors are crucial for the tourism industry in Turkey. Around 4.5 million Russians visited the country in 2014, and official Turkish data show that more than 12% of all visitors were Russian, making them the second biggest group after Germans. [Ivana Kottasova, "Four Reasons Russia and Turkey Can't Afford a Trade War," CNN (<http://money.cnn.com/2015/11/26/news/turkey-russia-economy-trade-sanctions/>), November 26, 2015.]

- a. Russian visitors are crucial for the tourism industry in Turkey.
- b. Around 4.5 million Russians visited Turkey in 2014.
- c. More than 12% of all visitors to Turkey in 2014 were Russian, making them the second biggest group after Germans.

17. Identify the **conclusion** of the argument in the following passage.

Be kind to your friends. Without them you'd be a total stranger. [Henny Youngman, *The Encyclopedia of One Liners*, ed. Ed Shanaphy. (Katonah, N.Y.: Ballymote Books, 1989), p. 119.]

- a. Be kind to your friends.
- b. You should be kind to your friends.
- c. Without your friends you'd be a total stranger.

18. Identify the **conclusion** of the argument in the following passage.

Since Thailand ... has never been conquered or colonized by Europeans, it has developed a society unlike any other in Southeast Asia. [Gore Vidal, *Point to Point Navigation: A Memoir, 1964 to 2006*. (New York: Vintage International, 2006), p. 42.]

- a. Thailand has never been conquered or colonized by Europeans.
- b. It has developed a society unlike any other in Southeast Asia.
- c. Thailand has developed a society unlike any other in Southeast Asia.

19. Identify the **conclusion** of the argument in the following passage.

Memories are rarely an accurate guide to the past — it makes sense to be sceptical of them. [Rafael Euba, "Why Do Regrets Over Lost Love Often Stop Us Being Happy — And How Can We Move Forward?," *Metro News*, January 8, 2021.]

- a. Memories are rarely an accurate guide to the past.
- b. It makes sense to be sceptical of them.
- c. It makes sense to be sceptical of memories.

20. Identify the **conclusion** of the argument in the following passage. **Note:** *Yeshiva University is an Orthodox Jewish university in New York.*

Yeshiva University argues that it is a religious organization and therefore exempt from a New York anti-discrimination law. [Lawrence Hurley, "Supreme Court Temporarily Blocks Ruling That Required Jewish University to Recognize LGBTQ Group," www.nbcnews.com, September 9, 2022.]

- a. Yeshiva University argues that it is a religious organization.
- b. Yeshiva University is a religious organization.
- c. Yeshiva University argues that it is exempt from a New York anti-discrimination law.
- d. Yeshiva University is exempt from a New York anti-discrimination law.

21. Identify the **conclusion** of the argument in the following passage. **Note:** *The Arroyo chub is a small chunky fish, often called a minnow.*

The Arroyo chub is a *California Species of Special Concern*, and should be protected. ["The Arroyo Seco Stream," Sign, Arroyo Seco Trail, City of Pasadena, California; recorded on January 9, 2021.]

- a. The Arroyo chub is a *California Species of Special Concern*.
- b. The Arroyo chub should be protected.

22. Identify the **conclusion** of the argument in the following passage. **Note:** *Macon County is in Georgia.*

Salt pork, hominy grits, cornbread, and molasses formed the standard fare for the majority of Macon County's black residents [in the 1930s], while red meat, fresh vegetables and fruit, or milk (even for families with infants) seldom appeared on their tables. As a result, chronic malnutrition and a host of diet-related illnesses were serious health problems. [James H. Jones, *Bad Blood: The Tuskegee Syphilis Experiment*, new, expanded ed. (New York: Free Press, 1993), p. 62.]

- a. Salt pork, hominy grits, cornbread, and molasses formed the standard fare for the majority of Macon County's black residents in the 1930s, while red meat, fresh vegetables and fruit, or milk (even for families with infants) seldom appeared on their tables.
- b. Chronic malnutrition and a host of diet-related illnesses were serious health problems.
- c. Chronic malnutrition and a host of diet-related illnesses were serious health problems for Macon County's black residents in the 1930s.

23. Identify the **conclusion** of the argument in the following passage.

You could never get [Charlie] Chaplin to discuss any of the other comics, dead or alive: "If I praise them I'm called condescending. If I say they're horrid, I'm called jealous. So what can I say?" [James Bacon, *Hollywood Is a Four Letter Town*. (Chicago: Henry Regnery Company, 1976), p. 27.]

- a. If I praise other them I'm called condescending.
- b. If I praise other other comics, dead or alive, I'm called condescending
- c. If I say they're horrid, I'm called jealous.
- d. If I say other comics, dead or alive, are horrid, I'm called jealous.
- e. What can I say?
- f. What can I say about other comics, dead or alive?
- g. I can't say anything.
- h. I can't say anything about other comics, dead or alive.

24. Identify the **conclusion** of the argument in the following passage. **Note:** *The Gila monster is the only venomous lizard native to the United States. It is a large, slow-moving reptile, up to 22 inches in length.*

Found in the southwestern United States and into Sonora, Mexico, gila monsters are protected in the wild. Because they spend nearly 90 percent of their time in burrows, it is difficult to verify their population numbers in the wild.... [Los Angeles Zoo and Botanical Gardens, Press Release, "Rare Gila Monsters Hatch at L.A. Zoo," February 17, 2004.]

- a. Gila monsters are found in the southwestern United States and into Sonora, Mexico.
- b. Gila monsters are protected in the wild.
- c. They spend nearly 90 percent of their time in burrows.
- d. Gila monsters spend nearly 90 percent of their time in burrows.
- e. It is difficult to verify their population numbers in the wild.
- f. It is difficult to verify the population numbers of gila monsters in the wild.

25. Identify the **conclusion** of the argument in the following passage. **Note:** *The speaker is a fictional character called Jay Gatsby.*

Everybody I knew was in the bond business, so I supposed it could support one more single man. [F. Scott Fitzgerald, *The Great Gatsby*. (New York: Charles Scribner's Son/Macmillan Publishing Company, 1925), p. 3.]

- a. Everybody I knew was in the bond business.
- b. I supposed it could support one more single man.
- c. I supposed the bond business could support one more single man.
- d. It could support one more single man.
- e. The bond business could support one more single man.

26. Identify the **conclusion** of the argument in the following passage.

...[T]he anthropologist David M. Brugge calculated that at least 2,457 Navajo were captured and enslaved during the 1860s, most of them children. When one considers the population of the [Navajo] nation was probably around 14,000, it seems that hardly a family escaped untouched. [Matt Fitzsimmons, *The Counterfeiters of Bosque Redondo: Slavery, Silver and the U.S. War Against the Navajo Nation*. (Charleston, South Carolina: The History Press, 2022), p. 62.]

- a. The anthropologist David M. Brugge calculated that at least 2,457 Navajo were captured and enslaved during the 1860s, most of them children.
- b. At least 2,457 Navajo were captured and enslaved during the 1860s, most of them children.
- c. When one considers the population of the Navajo nation was probably around 14,000 during the 1860s, it seems that hardly a family escaped untouched.
- d. The population of the Navajo nation was probably around 14,000 during the 1860s.
- e. It seems that hardly a family escaped untouched.
- f. Hardly a Navajo family escaped untouched by capture and enslavement during the 1860s.

27. Identify the **conclusion** of the argument in the following passage. **Note:** *The speaker is a fictional character, called Pi Patel.*

I was named after a swimming pool. Quite peculiar considering my parents never took to water. [Yann Martel, *Life of Pi*. (New York: Vintage, 2001), p. 8.]

- a. I was named after a swimming pool.
- b. Quite peculiar considering my parents never took to water.
- c. Quite peculiar.
- d. It's quite peculiar that I was named after a swimming pool.
- e. My parents never took to water.

28. Identify the **conclusion** of the argument in the following passage.

The first of ... [Brazil's nuclear power plants] is ready to enter service and generate electricity for which, the technocrats admit, there is no demand, since Brazil already has electricity in excess. [João S. Trevisan, *Perverts in Paradise*, translated by Martin Foreman. (London: GMP Publishers, 1986), p. 12.]

- a. The first of Brazil's nuclear power plants is ready to enter service and generate electricity.
- b. The technocrats admit that there is no demand for the first of Brazil's nuclear power plants.
- c. There is no demand for the first of Brazil's nuclear power plants.
- d. Brazil already has electricity in excess.

29. Identify the **conclusion** of the argument in the following passage. **Note:** *The speaker is a fictional character, called the Very Reverend Krikor Chakmachian III. Exorcism is a religious ceremony or ritual intended to expel an evil spirit.*

Exorcism is a very serious term that applies only to humans. There are some among our people who still hold notions – no doubt left over from our pagan past – of spirits dwelling in such things as rocks and trees. But the church is explicit here: no objects other than humans have spirits, and hence cannot be exorcised. We must be clear about that. [Aris Janigian, *Bloodvine*. (Berkeley, California: Heyday Books, 2003), p. 11.]

- a. No objects other than humans have spirits.
- b. The church is explicit that no objects other than humans have spirits.
- c. Only humans can be exorcised.
- d. The church is explicit that only humans can be exorcised.

30. Identify the **premise** of the argument in the following passage.

...Canada continues to grow because of immigration, not because we're having more babies. [Tamara Slobogean, "Census Shows Population Growth in BC," News 1130 Radio (Vancouver, British Columbia), March 13, 2007.]

- a. Canada continues to grow.
- b. There is immigration into Canada.
- c. Canadians are having more babies.

31. Identify the **premise** of the argument in the following passage.

Our diet is appalling – not because we eat too much meat, not because we can’t give up eggs, and not because we love our butter ... but because we’re replacing “real food” with processed foods rich with added sugars, added vegetable oils and refined grains! [Regina Wilshire, “The Big Fat Joke of Our Dietary Recommendations in the US,” *Common Voice* (South Carolina), February 20, 2007.]

- a. Our diet is appalling.
- b. We eat too much meat.
- c. We can’t give up eggs.
- d. We love our butter
- e. We’re replacing “real food” with processed foods rich with added sugars, added vegetable oils and refined grains.

32. Identify the **main conclusion** of the argument in the following passage.

Due to the mild winter, Lake Superior has experienced less ice cover than usual, and consequently the ice is thinner. [Ellie Zolfagharifard, “The Stunning ‘Ice Stacks’ of Lake Superior: Mesmerising Video Shows Waves of Frozen Water Breaking Up on the Shore Like Glass,” *Daily Mail*, February 18, 2016.]

- a. Lake Superior had a mild winter.
- b. Lake Superior has experienced less ice cover than usual.
- c. Lake Superior’s ice is thinner than usual.

33. Identify the **main conclusion** of the argument in the following passage. **Note:** *This passage is from a book about ancient cultures of the U.S. Southwest. Corn and squash were grown by the prehistoric people in the Four Corners region before beans were added to form the “Three Sisters,” as these three crops are known now among the indigenous people who inhabit the region.*

The impetus for adopting pottery may have been domestication of beans. Because of their long cooking time, beans demanded a vessel sturdier than a basket. [Rose Houk, *Anasazi: Prehistoric Cultures of the Southwest*. (Tucson: Southwest Parks and Monuments Association, 1992), p. 10.]

- a. The impetus for adopting pottery may have been domestication of beans.
- b. Beans take a long time to cook.
- c. Beans demanded a vessel sturdier than a basket.

34. Identify the **main conclusion** of the argument in the following passage.

As a result of the floods, parts of northern and eastern Uganda have become inaccessible after roads were submerged and bridges washed away. [Elizabeth Agiro, "Uganda: LRA Threatens Attack," *New Vision* (Kampala, Uganda), 15 September 2007.]

- a. There were floods in parts of northern and eastern Uganda.
- b. Parts of northern and eastern Uganda have become inaccessible.
- c. Roads were submerged and bridges washed away in parts of northern and eastern Uganda.

35. Identify the **main conclusion** of the argument in the following passage. **Note:** *New FBI agents are normally assigned an experienced agent – who is called a training agent – to work with them during their first few months on the job.*

Not all FBI agents serve as training agents. ... Squad supervisors ... don't select certain agents because they are not particularly good role models. [Frank Buttino with Lou Buttino, *A Special Agent: Gay and Inside the FBI*. (New York: William Morrow and Company, 1993), p. 135.]

- a. Not all FBI agents serve as training agents.
- b. Squad supervisors don't select certain agents to be training agents.
- c. Some FBI agents are not particularly good role models.

36. Identify the **main conclusion** of the argument in the following passage.

We took a look
We saw a nook.
On his head, he had a hook
On his hook, he had a book
On his book was "How to cook"

We saw him sit and try to cook
He took a look at the book on the hook
But a nook can't read so a nook can't cook, SO...

What good to a nook is a hook cook book?

[Dr. Seuss, *One Fish Two Fish Red Fish Blue Fish*. (New York: Beginner Books, 1960), p. 31.]

- a. A nook can't read.
- b. A nook can't cook.
- c. What good to a nook is a hook cook book?
- d. A hook cook book is no good to a nook.

37. Since this species of golden monkey – the Sichuan snub-nosed langur – is considered endangered, it is afforded the same protection as pandas are and its importation is governed by the federal Endangered Species Act. For that reason, the [Los Angeles] zoo had to apply for an import license from the U.S. Fish and Wildlife Service, which enforces the act. [Carla Hall, “Delays Throw a Monkey Wrench into Loan to Zoo,” *Los Angeles Times*, September 26, 2006.]

- a. The Sichuan snub-nosed langur is considered endangered.
- b. The Sichuan snub-nosed langur is afforded the same protection as pandas are.
- c. Importation of the Sichuan snub-nosed langur is governed by the federal Endangered Species Act.
- d. The Los Angeles Zoo had to apply for an import license from the U.S. Fish and Wildlife Service to import a Sichuan snub-nosed langur.
- e. The U.S. Fish and Wildlife Service enforces the federal Endangered Species Act.

38. Identify the **main conclusion** of the argument in the following passage. **Note:** *Gorse, bracken and heather are rough, scratchy ground-covering plants. They are uncomfortable to sit on.*

...[Christopher Robin and Pooh] walked on, thinking of This and That, and by-and-by they came to an enchanted place on the very top of the Forest called Galleons Lap, which is sixty-something trees in a circle; and Christopher Robin knew it was enchanted because nobody had ever been able to count whether it was sixty-three or sixty-four, not even when he tied a piece of string round each tree after he had counted it. Being enchanted, its floor was not like the floor of the Forest, gorse and bracken and heather, but close-set grass, quiet and smooth and green. It was the only place in the Forest where you could sit down carelessly, without getting up again almost at once and looking for somewhere else. [A. A. Milne, *The House at Pooh Corner*. (New York: E. P. Dutton and Company, 1928), p. 171.]

- a. Galleons Lap was enchanted.
- b. Nobody had ever been able to count whether Galleons Lap was sixty-three or sixty-four trees in a circle, not even when he tied a piece of string round each tree after he had counted it.
- c. Galleons Lap’s floor was not like the floor of the Forest, gorse and bracken and heather, but close-set grass, quiet and smooth and green.
- d. Galleons Lap was the only place in the Forest where you could sit down carelessly, without getting up again almost at once and looking for somewhere else.

39. Identify the **main conclusion** of the argument in the following passage. **Note:** *The speaker is a fictional character called Huckleberry ("Huck") Finn. He is talking about his father. To raise Cain is a colloquial expression meaning to cause trouble or to cause an uproar.*

Every time he got money he got drunk; and every time he got drunk he raised Cain around town; and every time he raised Cain he got jailed. [Mark Twain [Samuel L. Clemens], *The Adventures of Huckleberry Finn (Tom Sawyer's Comrade)*. [1884. Reprinted: New York: Grosset & Dunlap, n.d., p. 2.]

- a. Every time my father got money he got drunk.
- b. Every time my father got drunk he raised Cain around town.
- c. Every time my father got money he raised Cain around town.
- d. Every time my father raised Cain around town he got jailed.
- e. Every time my father got money he got jailed.

40. Identify the **main conclusion** of the **boldfaced, underlined** argument in the following passage.

At dinner one night, Malia asked me what I was going to do about tigers.

“What do you mean, sweetie?”

“Well, you know they’re my favorite animal, right?”

Years earlier, during our annual Christmas visit to Hawaii, my sister Maya had taken a then four-year-old Malia to the Honolulu Zoo. It was a small but charming place, tucked into the corner of Kapi’olani Park near Diamond Head. As a kid I’d spent hours there, climbing the banyan trees, feeding the pigeons that waddled through the grass, howling at the long-limbed gibbons high up in the bamboo rafters. Malia had been captivated by one of the tigers during the visit, and her auntie had bought her a small, stuffed version of the great cat at the gift shop. “Tiger” had fat paws, a round belly, and an inscrutable Mona Lisa smile, and he and Malia became inseparable – though by the time we got to the White House, his fur was a little worse for wear, having survived food spills, several near losses during sleepovers, multiple washings, and a brief kidnapping at the hands of a mischievous cousin. I had a soft spot for Tiger.

“Well,” Malia continued, “I did a report about tigers for school, and they’re losing their habitat because people are cutting down the forests. And it’s getting worse, ’cause the planet’s getting warmer from pollution. Plus, people kill them and sell their fur and bones and stuff. So tigers are going extinct, which would be terrible. And since you’re the president, you should try to save them.”

Sasha chimed in, “You should do something, Daddy.”

I looked at Michelle, who shrugged. “You *are* the president,” she said.

[Barack Obama, *A Promised Land*. (Crown: New York, 2020), p. 486.]

- a. Tigers are losing their habitat.
- b. People are cutting down the forests where tigers live.
- c. The planet’s getting warmer from pollution.
- d. People kill tigers and sell their fur and bones and stuff.
- e. Tigers are going extinct.
- f. It would be terrible if tigers went extinct.
- g. President Obama is the president.
- h. President Obama should try to save the tigers.

41. Is the following sentence true or false?

All attempts to persuade are arguments.

- a. Yes, this is true.
- b. No, this is false.

42. Does noticing that a passage is about a controversial, debatable, or arguable issue help us determine whether the passage contains an argument?

- a. Yes.
- b. No.

43. Does the following passage contain an **argument or not**?

Anxiety is one of the most common mental health conditions in the U.S..... [Maura Hohman, "What a Neuroscientist Does When He Starts to Feel Anxious," TODAY.com, May 27, 2026.]

- a. Yes, this passage contains an argument.
- b. No, this passage does not contain an argument.

44. Does the following passage contain an **argument or not**?

We need the death penalty because evil exists. [Dianne Clements, head of Justice for All, a Texas-based crime victims' rights group, quoted in Vince Beiser, "Vengeance Is Mom's," *Mother Jones* 31:2 (March + April 2006), p. 17.]

- a. Yes, this passage contains an argument.
- b. No, this passage does not contain an argument.

45. Does the following passage contain an **argument or not**?

The landscape of Monument Valley is internationally recognized but intimately known only by a few Diné who live there. [Stewart Aitchison, *This Is Monument Valley*. (St. George, Utah: Park Partners, 2020), p. 7.]

- a. Yes, this passage contains an argument.
- b. No, this passage does not contain an argument.

46. Does the following passage contain an **argument or not**?

...[P]hysical books offer human-authored (and highly edited) language, long-form coherent reasoning, narrative structure and other qualities short-form web pages and AI-generated text do not. [Mary Whitfill-Roeloffs, "AI Companies Are Buying And Destroying Antique Books. Here's Why," *Forbes* (August 17, 2026)]

- a. Yes, this passage contains an argument.
- b. No, this passage does not contain an argument.

47. Does the following passage contain an **argument or not**? Note: *NASA is the National Aeronautics and Space Administration.*

NASA should be directed to conduct only unmanned space exploration. It is cheaper, less complex and will not involve the loss of life. [Ronald Hart, Letter to the Editor, *Los Angeles Times*, February 9, 2003.]

- a. Yes, this passage contains an argument.
- b. No, this passage does not contain an argument.

48. Does the following passage contain an **argument or not**? Note: *The speaker is Diné (Navajo) and was born in 1942.*

If I had gone to school, I would've learned English.... ["Really listening to understand the patient's point of view," with Sara John, trans. by Dorothy Denetclaw, *Leading the Way* (Gamerco, New Mexico) 22:6 (June 2024), p. 2.]

- a. Yes, this passage contains an argument.
- b. No, this passage does not contain an argument.

49. Does the following passage contain an **argument or not**? Note: *In this passage, President Obama is writing about something he learned during his first few months of his presidency.*

...[N]o problem that landed on my desk, foreign or domestic, had a clean, 100 percent solution. If it had, someone else down the chain of command would have solved it already. [Barack Obama, *A Promised Land*. (Crown: New York, 2020), pp. 293-294.]

- a. Yes, this passage contains an argument.
- b. No, this passage does not contain an argument.

50. Does the following passage contain an **argument or not**? Note: *The author, Dr. Thomas T. Noguchi, was the chief medical examiner-coroner of Los Angeles County when Marilyn Monroe was found dead. Known as the "coroner to the stars," Dr. Noguchi performed autopsies on many celebrities.*

...[A]s we waited for the toxicology laboratory to perform ... tests, rumors of foul play in [Marilyn] Monroe's death were already escalating. Monroe's friends and associates said that her career, which had been in a decline, was now on an upswing. So, they insisted, there was no reason for her to have suddenly committed suicide. [Thomas T. Noguchi with Joseph DiMona, *Coroner*. (New York: Pocket Books, 1983), p. 75.]

- a. Yes, this passage contains an argument.
- b. No, this passage does not contain an argument.

51. Does the following passage contain an **argument or not**? Note: *The author is a young Vietnamese American man from California.*

Once, when my brother Tien and I were driving through Arizona, a pickup drew alongside us. The scene played out as it had countless times before, the driver and his passenger gave us the one-finger salute: “Go home!”

This time, Tien replied, “To California?”

[Andrew X. Pham, *Catfish and Mandala: A Two-Wheeled Voyage Through the Landscape and Memory of Vietnam*. (New York: Picador, 1999), p. 39.]

- a. Yes, this passage contains an argument.
- b. No, this passage does not contain an argument.

52. Does the following passage contain an **argument or not**? Note: *The speaker is a fictional character, a cat named Nana*

...[H]orses are grass eaters, and grass eaters have a long history of being hunted by meat eaters. [Hiro Arikawa, *The Travelling Cat Chronicles*, trans. Philip Gabriel. (New York: Berkeley, 2018), p. 195.].

- a. Yes, this passage contains an argument.
- b. No, this passage does not contain an argument.

53. Does the following passage contain an **argument or not**?

A single-tail whip is a flexible thong in which one end is thrown out to form a moving loop or sideways U-shaped curve and the other end is attached to a momentarily stationary point like a hand or handle. When the ever-diminishing loop reaches the end of the thong, the tip “cracks,” making a snapping sound which is actually a small sonic boom – it may be small but it’s still a sonic boom. [Robert Dante, “Let’s Get Cracking!”: *The How-To Book of Bullwhip Skills*. (Robert Dante: n.p., 2009), p. 18.]

- a. Yes, this passage contains an argument.
- b. No, this passage does not contain an argument.

54. Does the following passage contain an **argument or not**?

Estella Smart was not an easy grandmother to have. She had little patience, and not the greatest sense of humor. Saturdays, when other children were going to the movies, I was at her house helping her clean and sew. I had to bring my own lunch because she didn't cook. [Vertamae Smart-Grosvenor, "When You Meet Estella Smart, You Been Met!," in Deborah Willis, ed., *Picturing Us: African American Identity in Photography*. (New York: The New Press, 1994), p. 33.]

- a. Yes, this passage contains an argument.
- b. No, this passage does not contain an argument.

55. Does the following passage contain an **argument or not**?

For me, and I suppose for most mathematicians, there is another reality [in addition to physical reality], which I will call "mathematical reality"; and there is no sort of agreement about the nature of mathematical reality among either mathematicians or philosophers. Some hold that it is "mental" and that in some sense we construct it, others that it is outside and independent of us. [G. H. Hardy, *A Mathematician's Apology*. (Cambridge: Cambridge University Press, 1940/1985), p. 123.]

- a. Yes, this passage contains an argument.
- b. No, this passage does not contain an argument.

56. Does the following passage contain an **argument or not**?

I did ride the Blue Line once, but vowed never to do so again when security officers arrested a man for eating a cough drop at one of the stations, where there's a no-eating rule. The man insisted he was sucking the cough drop, not eating it, but no one cared. It was in his mouth, and that's eating. He could have been fined \$750, but the judge dismissed the case with a warning to anyone who might come before her again with the cough drop defense. Next time, she would not be so merciful. [Al Martinez, *City of Angles: A Drive-By Portrait of Los Angeles*. (New York: St. Martin's Press, 1996), p. 102.]

- a. Yes, this passage contains an argument.
- b. No, this passage does not contain an argument.

57. Does the following passage contain an **argument or not**? Note: *Rodney Bingenheimer was a DJ at KROQ radio starting in 1976. He played punk music on the air before any other DJs or stations in the Southern California, thereby introducing many listeners in the region to the new music.*

Some punks thought that because Rodney [Bingenheimer] had been at the forefront of glitter rock, his switch over to punk was somehow disingenuous, but I don't believe that. Many of us who were part of the early L.A. punk scene transitioned into the new music. We didn't materialize out of a vacuum without any musical roots; we weren't born in leather jackets or ripped fishnet stockings. [Alice Bag (Alicia Armendariz), *Violence Girl: East L.A. Rage to Hollywood Stage, A Chicana Punk Story*. (Port Townsend, Washington: Feral House, 2011), p. 160.]

- a. Yes, this passage contains an argument.
- b. No, this passage does not contain an argument.

58. Does the following passage contain an **argument or not**?

If you find your leather item is too large, you may be able to shrink it by the following method. First, be sure to clean and condition the leather as outlined in the previous chapter. Allow the garment to set for a day or so.... Throw the item into your clothes dryer, set on medium heat, and dry it for about 10 minutes. Take it out and test the level of shrinkage. Repeat this process until the leather fits better. Remember, this will NOT cause a size 44 jacket to turn into a size 38. This will only help with small adjustments. [Kelly J. Thibault, *Leather and Latex Care: How to Keep Your Leather and Latex Looking Great*. (San Francisco: Daedalus, 1996), p. 32.]

- a. Yes, this passage contains an argument.
- b. No, this passage does not contain an argument.

59. Does the following passage contain an **argument or not**?

Northeast Los Angeles is now bisected by the east/west San Bernardino Freeway and the north/south Golden State Freeway. The section west of the Golden State Freeway is industrial/railroad, with some modest residential sections to the north. There is a smattering of modest late nineteenth-century Queen Anne cottages and houses still standing in and around Workman and Griffin streets. Equally nineteenth century in feeling is Lincoln Park with its small lake. Lincoln Park (or as it was then called East Lake Park) contains a conservatory building designed in 1913 by Franklin M. Small of New York, with Walter Webber being the resident architect. The major visible monument in the Mission Road area is the Los Angeles County Hospital, but its real architectural gem is Ernest Coxhead's Epiphany Chapel of 1888-89. [David Gebhard and Robert Winter, *Los Angeles: An Architectural Guide*. (Salt Lake City: Gibbs Smith Publisher, 1994), pp. 297-298.]

- a. Yes, this passage contains an argument.
- b. No, this passage does not contain an argument.

60. Does the following passage contain an **argument or not**?

Library Tower (formerly *First Interstate World Center*) – (Cobb, Henry of I. M. Pei, Freed/Harold Fredenburg, 1990) 633 West Fifth Street. This is the tallest building on the west coast, seventy-three stories, one thousand seventeen feet. Three thousand people work here, carried up and down by forty-four elevators. A painting of three renaissance angels on the lobby walls facing the windows is best studied inside the entrance. The mural is one of many artistic commentaries on the city's Spanish name, *The Angels*. When the curtains were parted at the public dedication of the mural in 1993, someone exclaimed, "They're all white!" – embarrassing, for the most diverse city in the country. [Robert D. Herman, *Downtown Los Angeles: A Walking Guide*, rev. ed. (Baldwin Park, California: Gem Guides Book Company, 2000), p. 63.]

- a. Yes, this passage contains an argument.
- b. No, this passage does not contain an argument.

ANSWERS TO MULTIPLE CHOICE PRACTICE QUESTIONS FOR CHAPTER ONE

1. A	21. B	41. B
2. C	22. C	42. B
3. E	23. H	43. B
4. B	24. F	44. A
5. C	25. E	45. B
6. A	26. F	46. B
7. B	27. D	47. A
8. B	28. C	48. B
9. A	29. C	49. A
10. C	30. B	50. A
11. C	31. E	51. B
12. A	32. C	52. A
13. B	33. C	53. B
14. A	34. B	54. A
15. B	35. A	55. B
16. A	36. D	56. A
17. B	37. D	57. A
18. C	38. D	58. B
19. C	39. E	59. B
20. D	40. H	60. A