

1) Logical fallacies—combined with our incessant desire to make sense of our world.

- i. often derive from an oversimplification of a complex situation, or
- ii. an inability to perceive things as they are, or
- iii. a desire to believe things which are unsubstantiated, or
- iv. excessive belief in a person or a group, or
- v. the intention to deceive.

2) Consider the following general concepts of—

- | | | |
|---------------------------------|------------------------|--------------|
| a. climate change | c. science | f. education |
| b. medicine and health remedies | d. religious belief | g. economics |
| | e. the spiritual world | |

3) Examples of a contention that may or may not be fallacious:

- a. Since mankind influences the environment and the temperature is rising, we know that it is human activity which is changing our climate.
- b. My bones creak and are sore whenever it is humid because I am old and my bones are brittle and dry.
- c. The earth is the center of the universe because that is how it is explained by the bible.
- d. Planets move in retrograde because of the division of the heavens into an endless succession of spheres.
- e. Though she died many years ago, I can feel my grandmother near me when I am suffering from anxiety because, at a certain point, all my fears vanish and I am left with a sensation of complete calm and tranquility.
- f. Everyone knows that educated people aren't fascists, so we ought to invest as much as we can into university because that will keep us from ever becoming fascists.
- g. Capitalism is wholly inappropriate because it is predicated upon exploitation and causes people to become either masters or slaves.

4) Commonly accepted notions (i., ii., iii.) that are suspect as to their verity. Remember that you are welcome to disagree with any of my contentions.

- i. *State funded universities have drastically lower admission fees and, therefore, constitute the fairest way to increase participation in higher education.*

Alternative notion:

- a. State subsidized university exploits the poor.
 1. More children of rich parents attend university.
 2. The regressive tax system (IVA, etc.) means that the poor already pay proportionally more than the rich.
 3. The government taxes the poor to send the rich to university where they become more affluent because of increased qualifications and skills.

- ii. *Setting a minimum wage is the fairest way to employ people and ultimately protects the weakest members of society from exploitation.*

Alternative notion:

- b. Minimum wages for work do not benefit the poor.
 1. Promotes illegality as employers break the law and pay workers less than the government requires.
 2. Keeps poor, unskilled workers out of work because they are not economically viable to industry at the government mandated wage rate.
 3. Allows other factors to determine who will work thus promoting discrimination based on race and gender.
 4. Keeps the poor underemployed and incapable of gaining skills that translate into higher wages.
 5. Makes industry less productive on the world market and thus reduces employment at home.

iii. Democracies are better than other forms of government because people would never vote to fight a war where the combatants were made up of its citizens.

Alternative notion:

- c. The United States of America has fought wars in 1776, 1812, 1846, 1898, 1916, 1941, 1950, 1962, 1990, 2001 and is the one of the oldest democracies in the world. What does this say about the relative pacifism inherent to democracy?
- 1.
 - 2.
 - 3.
 - 4.

5) Organization of an essay

- a) Must include identifiable paragraphs.
- b) Must have a beginning and an end.
- c) Must have a thesis statement.
- d) Must have topic sentences.
- e) Must be a logical and coherent discussion.
- f) Must have support for any assertions that are not Common Knowledge

6) Essay Outline

Choosing a side and not sitting on the fence.

BETTER THAN:

Thesis: George Fox's statement of non-participation in wars is superior to Article 11 of the Italian Constitution.

- a. Based on scripture which ties into commonly shared notions of peace.
- b. Requires the conscientious choice of the individual without constraints to the actions of nation.
- c. It is without exceptions and proscribes how an individual may have to sacrifice much, even his or her life, to resist responding in kind to violence and oppression.

Thesis: Article 11 of the Italian Constitution is far superior to George Fox's statement concerning non-participation in warfare.

- a. Designed for success because it includes working with other international organizations that may collectively exert pressure and limit armed conflict.
- b. Provides an unambiguous methodology of dealing with conflict between nation-states. It is simple and clear and that will help the nation unify behind the goal of peace.
- c. Undermines any attempts or inclinations toward armed conflict for the purposes of national aggrandizement.

EQUAL TO:

Thesis: The Quaker's stated rejection of warfare is comparable to Article 11 in the Italian Constitution.

- a. Both positions favor peaceful coexistence whether it is between individuals or nation-states.

- b. Both positions aim at maximizing justice and minimizing the violence and strife of war.

UNEQUAL TO AND, THEREFORE, INCOMPARABLE:

Thesis: The Quaker's contentions about non-participation in warfare were the product of a vastly different time and set of circumstances to those which motivated the inclusion of Article 11 in the Italian Constitution.

- a. Different political circumstances because all countries were monarchical, while today they are mostly democratic or ideologically authoritarian.
- b. Different conception of the power of the Divine versus the power of nations.
- c. Different approach to the issue of power and resistance against evil given our understanding of the last hundred years of European history.

OUTLINE STRUCTURE

<p>Paragraph 1: introduction. A short paragraph focusing on the issue and finishing with the thesis statement.</p>

Paragraph 2: topic sentence describing reason 1. Explanation of reason 1.

Paragraph 3: topic sentence describing reason 2. Explanation of reason 2.

Paragraph 4: topic sentence describing reason 3. Explanation of reason 3.

Paragraph 5: conclusion. A short paragraph reiterating what you have argued where you ought to introduce ONE further point which might be an exception or a consideration of the issue that you did not explain before. This is so the conclusion will not be a repetitive restatement of the introduction.