

**LIB 220-04: DEMOCRACY AND GLOBAL DIVERSITY**  
**CLASS SYLLABUS SPRING TERM 2018**  
**Division of Philosophical, Theological, Social, & Cultural Studies**

Class Location: Hennessy Hall 350

Instructor: R.R.S. Stewart

Phone: Home 563.583.4419 / Cell 612.501.9747

E-Mail: RRS.Stewart@loras.edu

Class Days: Tuesday & Thursday

Class Time: 12:30 to 1:50pm

Office: Hoffmann Hall 302

Office Hours: By Request

**Course Description**

Democracy and Global Diversity examines two distinct cultures at a point of crisis and compares how each responds to the demands of democracy. The course is designed to play a key role in a Loras College education by promoting reflective thinking and ethical decision-making about democracy through active learning techniques. Through this approach students can also fulfill the component of the mission calling Loras students to become responsible contributors. To be a responsible contributor to society one must be knowledgeable about the ways social order is formed and maintained. Students in this course will consider the particular issues involved in the formation and maintenance of a democratic social order.

This course asks students to consider the nature of democracy and some of the complexities involved in creating and maintaining that form of governance. The democratic form of governance is rooted in basic assumptions about justice and claims to authority. Every society has many elements within it that complicate the consideration of justice and force difficult questions about democracy's suitability and sustainability in that specific social and cultural context. The exploration of democracy in this course requires students to examine three important factors impacting a society's understanding of justice, namely its experience and understanding of authority, community, and privilege (see course objectives below, and the appendix at end of syllabus for more details regarding these concepts).

This semester the course will focus on two illustrative periods in the development of democracy: France in 1791 and post-Imperialist India in 1945. The course will use a pedagogy known as *Reacting to the Past*.<sup>\*</sup> This pedagogy seeks to introduce students to major ideas and texts through role playing. This role playing format allows students to inhabit the historical context in which these ideas acquired significance so as to better understand and retain the material. An introduction to the pedagogy is found in the student packet.

- \* Note: The original game materials were designed by faculty at Barnard College in New York with support from the U.S. Department of Education. Loras College has joined with Barnard in the continuing development of these materials. Occasionally in the student packets you may find references to Barnard resources, course requirements, other Barnard Reacting games, etc. When/where appropriate you will be directed to the equivalent Loras resources, and we will use the schedule and assignments listed below. In most cases there is only little variation from the student manual and the syllabus, but it is the student's responsibility to follow the schedule and assignments for the class indicated below. The schedule, readings, game rules, and assignments are subject to change by the instructor. Students will receive notification of such changes in a timely fashion via eLearn, email, or other appropriate form of notice.

The course has the following intended objectives and outcomes:

### Objectives

1. Develop critical reflection upon some of the essential themes of social order through the use of two historical examples following these three themes:
  - **Justice and Authority.** For example: *What are the sources of power of those who govern the society and what constraints exist on that power? How are the governing institutions of the society justified in their exercise of power and what is the basis for their authority? What is legitimate governance? What role do different segments of society play in shaping political decisions? Who has “de jure” power and who has “de facto” power? Think about issue of participation, inclusion, freedom and duty.*
  - **Justice and Community.** For example: *What is the relationship between the individual and his or her social context? How are the lives of individuals shaped by understandings of community, family, faith, sexuality or similar social institutions? In what sense is there a tension between the community and the individual? Think about how issues of faith and personal belief play-out in the demands of the community versus individual expression. What is the extent of social equality and mobility?*
  - **Justice and Privilege.** For example: *How is material wealth distributed? What positions do different people occupy in the economic life of the culture? What is the meaning and importance of material equality or egalitarianism? Think about the different types of capital: Economic (wealth, assets), Social (relationships, connections), Political (trust, influence) and Cultural (knowledge, attitudes, ideas). Who has these different types of capital? The central focus is on the possible tension or conflict caused by wealth differences, attitudes toward economic inequality, privilege and basic material well-being.*
2. Promote critical reflection upon the attributes of democracy and some of the arguments for and against this form of governance.
3. Promote knowledge of the heritage and development of democracy and its application and manifestation beyond the United States in the current era.
4. Develop critical writing and speaking skills through application of a systematic framework (Toulmin model of argumentation).
5. Provide students with diverse learning activities, including intensive role-playing games, to aid in understanding the difficulties endemic to democracy.

### Outcomes

1. Students will effectively demonstrate substantial reflection and insight on the essential themes of justice in relation to authority, community and privilege.
2. Students will be able to provide an effective and substantial assessment of the arguments surrounding the democratic form of governance.
3. Students will effectively demonstrate a substantial understanding of the cultural, historical, social, and political circumstances relevant to democracy in the times and places considered in the games.
4. Students will effectively apply the Toulmin argumentative model to their roles and the issues involved in the games.
5. Students through their role-playing experience will have and be able to effectively demonstrate a substantial appreciation of the difficulties endemic to democracy and be able to explain the nature and potential approaches to dealing with such difficulties.

## **Required Texts**

### *Books & Game Manuals*

Rousseau, *The Social Contract*, ISBN: 0140442014

McDermott et al., *Sources of Indian Traditions, Volume Two*, ISBN: 0231138314

Popiel et al., "Rousseau, Burke, and the Revolution in France," ISBN: 0393938883

Embree & Carnes, "Defining a Nation: India on the Eve of Independence," ISBN: 0393937282

Additional materials such as links, maps, article excerpts, and game-related materials will be added to the eLearn site throughout the semester.

## **Assignments**

### French Revolution Game

#### *Argumentative Newspaper Articles 1 & 2*

Students are to write two argumentative newspaper articles from the perspective of their character on some issue relevant to the game. Each article should be 1000 words (3-5 pages if you double space) with appropriate font. Articles are to follow the Toulmin model. Articles should be sent to a newspaper editor and the instructor by the dates indicated below. Articles should include citation to at least 2 sources beyond those provided in Rousseau and Popiel et al. Cite your sources for your article even though the editor may remove citations when editing the newspaper. (Certain roles will have alternative writing assignments; the instructor will provide additional information.) You will give a speech for each article you write. Speeches should be between 2 and 4 minutes and should not consist of just reading your article.

#### *Faction Newspapers*

Each faction will choose newspaper editor(s) responsible for producing three newspapers during the course of the game. Each newspaper should include articles from members of the faction (plus any others it decides to publish). They are to be submitted via eLearn prior to class on the day they are due and can be distributed hard copy within class.

*Quiz on Burke, Reflections on the Revolution in France.*

### India Game

#### *Simla Conference Paper 1*

Following the expectations of the Toulmin model (see guide provided by the instructor) craft an argumentative paper from the perspective of your role concerning an item to be considered by the Simla Conference (e.g., caste, religious rights, power of central government). The paper should be 1000 words (3-5 pages if you double-space) with appropriate font. Papers are to be distributed to the class via eLearn. Students should use citations to at least 2 sources beyond those provided in the Embree and Carnes text. (Certain roles will have alternative writing assignments; the instructor will provide additional information.)

You will give a speech for each paper you write. Speeches should be between 2 and 4 minutes and should not consist of just reading your paper.

*Simla Conference Paper 2*

Following the expectations of the Toulmin model (see guide provided by the instructor) craft an argumentative paper from the perspective of your role in response to the British Governors General Plan. The paper should provide an argument for or against the plan. The paper should be 1000 words (3-5 pages if you double-space) with appropriate font. Papers are to be distributed to the class via eLearn. Student should use citations to at least 2 sources beyond those provided in the Embree and Carnes text. (Certain roles will have alternative writing assignments; the instructor will provide additional information.)

Quiz on a map of India in 1945.

**Grade Distribution**

Grading for each game will be distributed as indicated below.

**French Revolution: 45% of Total Grade**

- Paper 1: 30% of French Revolution Grade (90 points)
- Paper 2: 30% of French Revolution Grade (90 points)
- Participation (in-class presentations and debates): 35% of France Grade (103 points)
  - Students are required to substantively speak at least once a day during the games
- Quiz: 5% of French Revolution Grade (17 points)

**India: 45% of Total Grade**

- Paper 1: 30% of India Grade (90 points)
- Paper 2: 30% of India Grade (90 points)
- Participation (in-class presentations and debates): 35% of India Grade (103 points)
  - Students are required to substantively speak at least once a day during the games
- Quiz: 5% of India Grade (17 points)

**Final Essay Exam: 10% of Total Grade**

- A comprehensive and comparative essay exam (70 points)

<b>Paper Format</b>		
Day Month 2018		Your First Name Last Name
Instructor		LIB 220-01
Title		
Avoid underlining, italicizing, using quotation marks, or capitalizing <u>all</u> letters in titles.		
<p>This first sentence of your essay (and every paragraph) is indented five spaces. Press the Tab key in WORD, and indenting occurs automatically. Short quotes are within line text; there is no change in spacing. Longer quotes are “block formatted”, meaning you indent both right and left and reduce line spacing within the quote block. Finally, remember one-inch margins.</p>		

**Grading Scale**

A	94-100%	C	73-76%
A-	90-93%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	59% and below

### Grade Expectations

#### *Writing*

- A** Papers will introduce a fully clear claim, fully clear reasons for believing that claim with strong supporting evidence from relevant primary and/or secondary sources. They will be written fully conforming to the writing advisories provided for the course, including the Toulmin model. They will be free from stylistic and grammatical error and will effectively reflect the voice of the time period and the role assigned to the student.
- B** Papers will introduce a clear claim, reasonably clear reasons for believing that claim with moderately strong supporting evidence from relevant primary and/or secondary sources. They will be written conforming to the writing advisories provided for the course, including the Toulmin model. They may contain a few stylistic or grammatical errors, but will be reasonably effective at reflecting the voice of the time period and the role assigned to the student.
- C** Papers will introduce a reasonably clear statement of claim, with reasons for believing that claim with sometimes ineffective and/or few references to supporting evidence from relevant primary and/or secondary sources, with some accuracy in reference to the time period and role. They may have several non-serious stylistic and grammatical errors.
- D** Papers will have a weak statement of claim with little to no accurate reference to the time period and role; they have a confused organization and little evidence, with severe stylistic and grammatical errors.
- F** Papers will have essentially no claim, a confusing organization, fatal stylistic and grammatical errors, cite no evidence, and fail to capture essentially anything related to the period or the assignment. These papers are essentially a complete and utter failure of performance.

#### *Speaking and Participation*

- A** Speakers/participants state strong and clear claims, provide a clear organization of reasons for belief in the claim and evidence to support the reasons. They will cite evidence from primary sources or examples of events or laws drawn from the time period as developed by research in the library and on-line. They will reflect the voice of the time period and the role assigned to each student. They will take other viewpoints and arguments into consideration. Students will attend all game sessions and participate in informal debates on a regular basis. If a member of a faction, they actively work with the group to achieve its victory objectives.
- B** Speakers/participants will often state strong and clear claims and provide evidence from primary materials. They seek to consider other arguments. They may show a few errors of style, but by and large are clear and represent the role and the time period. Students will attend all game sessions and participate in informal debates at least once each day. If

a member of a faction they will provide some help in developing the strategy of the group.

- C** Speakers/participants often make weaker claims and provide minimal evidence. They may have several stylistic errors, although providing some accurate reference to their role. Such speakers may have missed game sessions, and rarely participate in informal discussions. If a member of a faction they attend some of the group's meetings and provide voting support for its objectives.
- D** Speakers/participants make only weak claims with virtually no evidence and with only little reference to the time period and role. They do not add substantively to the game through their oral participation. Speakers may have missed game sessions. Such students provide minimal support to their group.
- F** Speakers/participants make no claims and cite no evidence. They are disengaged from the course and play essentially no role in the game through their oral presentation. They miss more than two class sessions and provide no support to their faction.

### Notices

#### *Attendance Policy*

More than 6 unexcused absences from the course will result in an automatic "F" for participation in the course. Your roles, whatever they are, are critical to the outcome of the games – if you are not here you cannot play, and if you cannot play your absence will directly impact others and how well they can play their roles. Students should consult the Undergraduate Bulletin for more information regarding attendance policies. Also, please note the grade ramifications of absences listed in the "grade expectations" section (missing class, for whatever reason, makes it difficult to score well on participation).

*Late Policy* - Late assignments will go down a grade for each day late.

#### *Academic Dishonesty and Plagiarism*

Loras College strives to nurture active learners, reflective thinkers, ethical decision makers and responsible contributors. Students are required to take pride in and protect personal intellectual property by not engaging in acts of academic dishonesty. The institution will hold students accountable for academic dishonesty. Review the College Policy on Academic Honesty in the Student Handbook for information on types of academic dishonesty and their consequences.

Plagiarism and other forms of academic dishonesty will not be tolerated on any assignment in this course. Resources on plagiarism and how to avoid it have been placed on the eLearn page for this course. Students should read and review this material and contact the instructor if there are any questions. Students should also note that all paper assignments for this course are required to be submitted to turnitin.com, an anti-plagiarism service.

#### *Statement on Technology*

This course utilizes the eLearn web-based platform. Class information, announcements, documents, and additional materials are accessible via eLearn.

#### *Class Laptop Policy*

Laptops are to be used for accessing elearn and following along with course materials during class. Violations of this policy will be taken as disruptions to class and as signs of disrespect of fellow classmates and the instructor. Violations will not be tolerated and repeated offenses will be counted against the student's course grade.

### *Library Resources*

Having trouble finding sources? Need information about the lives of pre-Revolutionary French peasants? Confused about how to cite a source? The Loras librarians can help! Drop by the Research Help Center table, send us an IM (AIM buddy name: askloraslibrary), ask for us at the Library front desk, or call (558-7163) or email us to set up an appointment. We're friendly and willing to help with any stage of the research process. Check out the D&GD online Research Guide for resources and contact info: [libguides.loras.edu/democracy](http://libguides.loras.edu/democracy)

### *Reasonable Accommodations for Students with Disabilities*

In accordance with federal law, if you have a diagnosed disability or believe that you have a disability that might require reasonable accommodations, please discuss your needs with me at your earliest convenience. Documentation of your disability must be on file with the Lynch Office of Disability Services (LODS), 120 Academic Resource Center (563-588-7134) for you to receive accommodations.

### *Suggestion/Complaint Procedure*

Students with a suggestion or complaint (e.g., a grade appeal) should first visit directly with their DGD instructor. If the matter is not addressed, the student should then visit with the Director of Democracy & Global Diversity: Dr. Ben Darr, Director of Democracy & Global Diversity, Hoffmann Hall 546, (563) 588-7507

For more information about grade appeals, see p. 44 of the Undergraduate Bulletin.

### *Counseling Center*

If you are having problems or issues for which you are in need of counseling assistance please call the Loras College Counseling Center at 588-7085 for an appointment or visit <http://inside.loras.edu/sites/counseling/default.aspx> for more information. Students are encouraged to use this resource.

## **COURSE SCHEDULE (Subject to Change)**

### Week 1:

28 August	Introduction to Democracy & Global Diversity (review syllabus)
30 August	Introduction to Rousseau's Thought Rousseau, <i>First Discourse</i> (pp. 99-107 in Popiel et al.) Rousseau, <i>Social Contract</i> , Books I & II

### Week 2:

4 September	Library Presentation
6 September	Rousseau, <i>Social Contract</i> , Books III & IV

Showing of *The French Revolution*, Tuesday 4 September and Wednesday 5 September  
7-8:30 p.m. Science Hall, room 130/242 (students need attend only one showing of the film.)

Week 3:

11 September  
13 September

Popiel Parts 1, 2, 3, and 4 (p.1-83), Hibbert, Prologue (eLearn)  
Burke, *Reflections on the Revolution in France* (Popiel 145-167)  
Quiz & Faction Meetings

Week 4:

18 September  
*Readings:*

Newspaper 1 Due

French Revolution Session 1 – The Role of the Church (& Religion)  
“August Decrees”, p.117-120

The Decrees on Church Lands and Monastic Vows, p. 125-126  
The Civil Constitution of the Clergy, p. 128-132  
The Obligatory Oath, p. 133

20 September  
*Readings:*

Charitas (Papal Statement) on the Civil Oath in France, p. 133-136  
Constitution of 1791, Title II, p.138-9 & p. 141, point 3

French Revolution Session 2 - Nobility & The King's Sanction  
What is the Third Estate, p. 109-111, Early Revolutions in Paris, p.111-113  
Decree Creating the National Assembly, p. 113-114  
The Tennis court Oath, p. 114-115, Decree abolishing the Nobility, p. 128  
Constitution of 1791, Section II. Of the Royal Sanction, p. 143-144

Week 5:

25 September  
*Readings:*

Newspaper 2 Due

French Revolution Session 3 - Declaration, Constitution Preamble, Title 1  
Declaration of the King upon the Estates General, p. 115-116

Declaration of the Rights of Man, p.120-123  
Origin of the Jacobin Club, p. 123-125  
Decree Regarding Membership in the National Guard, p. 126-127  
Constitution of 1791, Preamble, p.136-7; Title 1, p.137-138

27 September  
*Readings:*

Look up gradual Abolition of Slavery in Pennsylvania  
French Revolution Session 4 – Power Powers & National Legislature  
Constitution of 1791, Title III. Of the Public Powers, p.139

Constitution of 1791, Chapter 1. Of the National Legislative Assembly, p.139-141

Week 6:

2 October  
*Readings:*

Newspaper 3 Due

French Revolution Session 5 – Royal Powers & Legislative Powers  
Constitution of 1791, Chapter II, p.141-2 (primogeniture options)

4 October  
*Readings:*

Constitution of 1791, Chapter III, Section 1. p.142-3 (Legislature)  
French Revolution Session 6 – Armed Forces, Taxes, Foreign Relations  
Constitution of 1791, Chapter IV. The Exercise of Executive Power p.144  
Constitution of 1791, Title IV. Of the Public Force, p.144-5 p.144-5  
Constitution of 1791, Title V. Of the Public Taxes, p.145  
Constitution of 1791, Title IV. Relations with Foreign Nations, p.145

Week 7:

9 October  
11 October

French Revolution Game “Post-Mortem”  
Introduction to India, Embree and Carnes p. 1-31, 50-69

Week 8:



16 October *Sources of Indian Traditions*, Chapter 3  
18 October *Sources of Indian Traditions*, Chapter 4

Week 9:

23 October Fall Free Day  
25 October *Sources of Indian Tradition*, Chapter 5

Week 10:

30 October *Sources of Indian Tradition*, Chapter 6 (pages 338-371) & Map Quiz  
1 November Showing of *The Story of India* & Political Party Meetings  
Film will also be shown Monday 30 October and Tuesday 31 October, 7-8:30 p.m.  
Science Hall room 242/130 (students need attend only one showing of the film).  
*Readings:* Embree and Carnes, p. 32-48, 70-89

Week 11:

6 November Simla Conference Opens: Presentations by select roles  
*Assignments:* Bring India Paper #1 for peer review; Read *Sources* Chapter 6 p.376-384  
8 November Simla Conference Session 2: Presentations by select roles  
*Assignments:* India paper #1 due; Read *Sources* Chapter 6 p.384-387

Week 12:

13 November Simla Conference Session 3; Read *Sources* Chapter 6 p. 387-396  
15 November Simla Conference Session 4; Read *Sources* Chapter 6 p. 396-407

Week 13:

20 November Simla Conference Session 5: *Sources* p.407-414  
22 November Thanksgiving - No Class, Read India's Constitution, p.600-604

Week 14:

27 November Simla Conference Session 6, Bring India Paper #2 in for peer review  
29 November India "Post-Mortem", India Paper #2 due; *Sources* p.371-6, 414-451,

Week 15:

4 December *Sources of Indian Tradition*, Chapter 7  
6 December Review for Final Exam

Week 16: COMMON FINAL: Saturday 8 December at 9:00am in Hoffman Hall

**Reserve Materials**

The following materials are available in the ARC on reserve.

French Revolution

*The Abolition of Feudalism: Peasants, Lords, and Legislators in the French Revolution*, John Markoff 333.322 M34

*A Chronicle of the French Revolution, 1788-1799* 944.0402 C46

*A Critical Dictionary of the French Revolution*, Francois Furet and Mona Ozouf 944.04 F97c

*Discourse on the Sciences and Arts (First Discourse) and Polemics*, Jean-Jacques Rousseau 843.56 G2 ED63  
*Discourse on the Origins of Inequality (Second Discourse), Polemics, and Political Economy*, Jean-Jacques Rousseau 843.56 G2 ED63  
*The French Revolution*, Hilaire Belloc 944.04 B417H  
*Historical Dictionary of the French Revolution*, Paul R. Hanson 944.0403 H19  
*Louis XVI*, John Hardman 944.035 H22  
*The Old Regime and the French Revolution*, Alexis de Tocqueville (U. of Chicago, Vol. 7: *Readings in Western Civilization*) 909.09821 B17  
*Political Writings (Including The Rights of Man)*, Thomas Paine 320.81 P165p  
*Reflections on the Revolution in France*, Edmund Burke 944.04 B917  
DVD: *The French Revolution*

### India

*The Essential Gandhi*, Louis Fischer 954.035 G151e  
*Gandhi and India*, Gianni Sofri 954.035 So23  
*Independence and Partition: The Erosion of Colonial Power in India*, Sucheta Mahajan 954.035 M27  
*Indian Critiques of Gandhi*, Harold Coward 954.035 C83  
*Indian Village*, S.C. Dube 301.35 D85  
*Jawaharlal Nehru*, John B. Alphonso-Karkala 954.04 N32a  
*The Oxford History of Modern India 1740-1947*, Thomas George Percival Spear 954.03 sp31  
*Politics in Sindh, 1907-1940: Muslim Identity and the Demand for Pakistan*, Allen Keith Jones 954.918 J71  
*Raj: The Making and Unmaking of British India*, Lawrence James 954.03 J23  
*The Seventh Nizam: The Fallen Empire*, Zubaida Yazdani 954.84 Ya29  
*The Sikhs of the Punjab*, J.S. Grewal 954 C144 M2 Ca. v.2 pt.3  
*The Sole Spokesman: Jinnah, the Muslim League and the Demand for Pakistan*, Ayesha Jalal 954.035 J21  
*Village Life in Northern India: Studies in a Delhi Village*, Oscar Lewis 301.35 L58  
DVD: *The Story of India*

### **Appendix: Introduction to the Toulmin-Style Argumentative Paper**

The Toulmin Model of Argumentation succinctly expresses the major steps that a critical thinker must follow if he or she wishes to present a rationally compelling case in defense of a specific claim. These steps can be presented as four questions, whose sequential answers make what is technically called an argument.

#### ***What are you advocating?***

The answer to this question will be your claim, or in other words, your thesis. There are a few simple rules that you should follow when trying to craft a thesis.

- (1) A thesis statement should always be understood as an answer to a question—specifically, what we refer to as the guiding question that informs an argument. For example, the statement, “Legislators should assume that climate change is and will continue to be caused by human activity,” answers the question, “What

assumptions should legislators make when crafting legislation concerning greenhouse gas emissions?”

- (2) Your claim/thesis should take the form of a declarative sentence which asserts that something is or is not the case.
- (3) A thesis statement should be debatable (i.e., neither so factual nor so narrow that debate is impossible).
- (4) The claim should be clear (i.e., avoid fuzzy terms or statements like, “The issue of affirming this proposal is very interesting”).
- (5) The thesis should be manageable, given the paper length (i.e., avoid a thesis that is too broad).

As a final point, don’t confuse a thesis statement with a statement of purpose. As the label suggests, a statement of purposes explains what an author is going to do in a paper—as when, for example, someone writes, “In this paper, I will defend socialism from some common objections.” Generally speaking, it is preferable to present a thesis statement, rather than a statement of purpose.

### ***Why do you believe that?***

The answer to this question will express the reasons you have in favor of your claim. To present the reasons that support your claim is simply to present the premises that support your conclusion; your claim is the conclusion, and the reasons in favor of it are the premises. It might be useful to ask yourself, “What kind of argument should I provide?” There are a number of commonly used argument types, including the following.

- Argument from Analogy – In this sort of argument, one premise states that something is true of one or more subjects (e.g., S is p). A second premise then asserts that the subject referenced in the first premise is similar in some way to some further subject (e.g., X is similar to S with respect to characteristics a, b, and c). The conclusion then asserts that, given the similarities between the various subjects, what was true of the first is probably true of the second (e.g., X is probably p.)
- Causal Argument - If your claim states that one thing is the cause of another, it will likely be backed up by a causal argument. A causal argument seeks to establish a causal connection by appeal to the conditions of occurrence of the alleged effect.
- Appeal to Authority – An appeal to authority seeks to establish the truth of a proposition by appealing an authority (or authoritative source) that affirms that proposition. (Or, in the case of a negative proposition, the authority denies the proposition.) These sorts of arguments can be tricky, since it is sometimes fallacious to appeal to authority. For example, just because an authority *says* that x causes y doesn’t mean that x *in fact* causes y. Whether an appeal to authority is fallacious depends on whether the authority is relevant, reliable, and necessary.
- Argument from Principle – Such arguments seek to establish that a particular action ought to be undertaken or a state of affairs brought about because doing so is supported by a general principle.

There are many other kinds of arguments; these are simply some examples. If you are struggling to articulate an argument in defense of your thesis, you may speak with your instructor or a tutor in the writing center.

***Do you have anything to back that up?***

The answer to this question expresses the evidence you have to support the premises. Ideally, you want to provide evidence that your reader/listener could survey or investigate on his or her own. Hence, you should always cite sources from which you have drawn your evidence (if applicable).

If your argument is a causal argument, you will want to demonstrate to your reader that they have good reasons to accept your claim that there is a genuine causal connection between the cause and its alleged effect. Doing so may require that you explain why there is more than a mere correlation between the two things in question.

If a premise in your argument asserts a general principle, you will want to show that the principle is valid (or considered valid). Hence, these sorts of premises usually involve explanation, rather than evidence.

If your argument involves a legitimate (as opposed to fallacious) appeal to authority, it may be necessary to supply evidence that the authority is relevant, reliable, and necessary.

***But what about...?***

In well-developed argumentative paper, you should demonstrate that you are fair-minded and conscientious of exceptions or objections to the claim that you have made. To do so, you should describe and evaluate any important counter-examples and/or consider a counter-argument. There are at least three common ways to respond to a reservation or counter-argument:

- (1) Strategic Concession – You can admit that the objection is partially relevant and then modify your claim appropriately. Notice that this involves demonstrating that the opposing view is not wholly relevant, only partially relevant. (If it were wholly relevant, you should have chosen a different claim to defend!)
- (2) Refutation – You can argue that the opposing view is mistaken or false, and thus ought to be rejected.
- (3) Demonstration of Irrelevance – Without necessarily arguing that the opposing view is mistaken or false, you can demonstrate that it is irrelevant to the point at hand (i.e., does not meet the standard of relevance that you are concerned with), or that the truth of the opposing claim does not entail the falsity of your claim.

After addressing important reservations, counter-examples, or counter-arguments, take care to specify the limits of your claim. For example, if you have concluded that a proposed action or policy will have negative impacts on social cohesion, it may be wise to remind your reader that you have assumed that the action or policy will have certain specific features. If those features are modified, the consequences may very well be different, and thus your assessment may require revision.