Fall 2019   TABLE OF CONTENTS: UNDERSTANDING EXTENDED ARGUMENTS

Handout on extended arguments

ANALYSIS OF EXTENDED ARGUMENT

Our aim is to develop analytic tools that will allow us to understand arguments in familiar and everyday contexts. Usually these arguments center on current questions and issues in politics, economics, public policy, and legislative programs, etc. After the 2016 election these arguments are especially intense. The new administration and the Congress have pledged to undo many of the programs and legislation from the previous administration. These include repeal of the Affordable Care Act (Obama Care), environmental protection regulations, immigration policies, trade treaties, Supreme Court appointments and possible changes in the way we elect our president. We are now in the second year of this administration and many of these concerns are still with us.

Once we develop tools to analyze these arguments, with your help, I would like to focus on just one of these arguments as the subject for extended analysis. So, think about the above list and let's fix on one of these for a closer examination of the arguments.

These examples are called extended arguments, because they contain a series of reasons. These reasons in turn support possibly more than one thesis.

Our purpose in this section is to develop tools that allow us to see the structure of these extended arguments. We are not, at this point, interested in evaluating or criticizing these arguments. We instead, want to see their make-up. Evaluation and criticism will occur later.

To locate these arguments, we need to remember what was said in the syllabus:

> Finally, that one reads at least four opinion pieces regarding these events each week. The idea is to think about real life issues, encourage the student to read opinions on these issues, and apply classroom exercise to the analysis and evaluation of these issues.

As a reminder, you can access the electronic version of the Press Democrat through the JC library data base.

Where are these arguments located? We sometimes find them on the editorial pages, sections identified as "op-ed", places for commentary and analysis. In other examples, they appear as Internet Blogs. These writings differ from the pieces that are reporting of events, news items, and other incidents that are thought to be newsworthy. (They are sometimes referenced in a Tweet, but because of the character limitation, we cannot regard the Tweet as an argument)

From these sources, we become familiar with the disputes from the list above. We read the arguments, follow the chain of reasons, and assess the positions taken by the various sides.

ARGUMENTS AND REPORTS OF ARGUMENTS

It is important to distinguish between an argument, located in the previously identified places and news reports of an argument. The report of an argument is not an argument. This distinction parallels a distinction we can make in grammar between use and mention. When one person reports what another had said as for example, "Present elect Trump said, 'The Russians did not hack our election', the person

reporting what Trump said is mentioning "Russians did not hack" not claiming (using) the truth of the sentence.

We will see a special case of this latter when we get to the counter argument. Here is part of a complete argument we might discuss in detail. E.J. Dionne writes:

> My Washington Post colleagues George Will's recent column in defense of the Electoral College offers an excellent opportunity to make a case that has nothing to do with the election of Donald Trump. [1]

Dionne goes on to argue that the Electoral College should <u>not be the way</u> we elect a president. He is mentioning George Will who argues is in favor of the Electoral College.

Here is another example from last year:

> Santa Rosa Junior College will begin giving priority to students seeking to earn a degree or transfer to a four-year university, part of a fundamental shift in the mission of the state's community college system.
>
> The new policy, adopted Monday by the governing board of the state's 112-college system, is designed to preserve room for the most serious students as budget cuts force community colleges to trim classes and enrollment.
>
> "They do represent substantial changes. For the most part, we think they're healthy changes," said Ricardo Navarrette, SRJC's vice president of student services.

Ricardo Navarrette (now retired) argued that it is a healthy change. The reporter is reporting that without holding the belief that it is or isn't. We can dispute whether it is a healthy change.

The above articles illustrate the distinction between the report of an argument and an argument. Let's ask our questions again. Do we know what the reporter believes about whether the decision represents the best of the legal profession or the change in SRJC's policy? The answer is "No" these are reports of someone else's belief. On the other hand, the quotes illustrate part of arguments subject to disputes

Answers to other questions will help: Does this article appear on the opinion page or on the news page? Are the direct quotes presented as an effort to show the reporter's position? Are there many direct quotes, more than would normally appear in a straightforward argument?

To sum up, reporter is mentioning arguments when they report the various positions that are being expressed; a special case is when one person is mentioning an argument that he or she wishes to refute.

ARGUMENTS AND STRUCTURED EXPLANATIONS

In this section we will draw a distinction between an argument and an explanation. Reviewing the concept of an argument, we found that it is a structured set of claims where one or several of the claims in the set support and provide the reasons for other claims in the set. In addition, this <u>occurs in a context where there is a dispute and the author of the argument intends to bring a change in the hearer's belief.</u>

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[1] `Press Democrat; December 26, 2016`

The hearer of the argument, in turn, recognizes the intent of the author of the argument and considers his or her beliefs in light of that intent.

This last condition (the underlined part) serves to distinguish arguments from structured explanations. The similarity between the two is that in explanations there frequently occurs the use of reason words, e.g., "because", "for this reason", "based on"," "this is why" etc. (see later section for a discussion of these indicator words). These words may make a structured explanation look like an argument. But in the absence of a dispute and the intent relevant to the hearer's belief, it is more likely that the structure is an explanation. This can be seen in the following example. (From the Mercury News of several years ago).

> Access to a high-quality college education has for decades been a pillar of California's economic success. That's why so many people are worried about rising fees in the CSU and UC systems, where they have more than doubled in recent years and, we've just learned, are set to go up again next year.
>
> Although it sounds counterintuitive, access to our 112 community colleges -- the third leg of the state's system of higher education -- could actually be improved by increasing student fees, which are by far the lowest in the nation. Raising fees from $26 to $40 per unit, the level recommended by the Legislative Analyst's Office, would help the colleges restore services and classes, allowing them to educate more people and to do a better job serving the students they already have.

The first paragraph is an explanation. The author makes a claim that is believed to be true. Then he or she tells you why that claim has produced worry, so there is an explanation why people are worried. I think we can safely say there is no dispute about whether people are worried.

Here is another example where we can separate the explanation from claims that are in dispute. Doyle McManus argues in an article appearing in the Press Democrat that undoing Obama Care may not happen right away. He explains:

> The irony is that the drafts most likely to succeed share some basic features with Obama Care. They agree on the basic goal—or; at least, universal access to affordable insurance.
>
> They agree on subsides to make it possible for low- and middle-income families to afford insurance—most cases in the form of tax credits ("refundable" credits so they would go even to people who don't pay taxes)[2]

We regard these as explanations, although they are part of the argument. As explanations, they are not claims that are in dispute, they are features of the current health care law. What is in dispute is the proposed replacement procedures.

DEDUCTIVE IMPLICATIONS AND REASONS

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[2] `Press Democrat; January 4, 2017`

One section of the official course description covers deduction from "induction." Rather than using the term "induction" I will refer to practical arguments and distinguish them from deductive arguments.

Deductive arguments occur in formal disciplines. Areas include mathematics and formal logic. For example, our Philosophy 4, is a deductive course in formal logic. Historically the system invented by Aristotle, the Syllogism, is another example of a deductive system.

Borrowing an example from the syllogism we can see the nature of a deductive inference: All whales are mammals. Humpback whales are whales. Therefore, Humpback whales are mammals.

This last statement follows necessarily from the truth of the first two making this an example of a deductive inference.

Consider another example: the relationship between "No mollusk are vertebrate" and "No vertebrate are mollusks." If the first is true, then the second must be. Another way of saying this is to state that if "No mollusk is vertebrate" is true, then No vertebrate are mollusk can never be false

The arguments we will examine do not have this feature of necessity and this is demonstrated by there being a dispute as part of our definition. When one sees and understands the truth of the first two claims about whales and mammals, there can be no dispute about Humpback being mammals. The dispute about the Affordable Care Act is ongoing.

To tidy up our way of referring to this difference, I will use "practical arguments" for what others call "induction" ("Induction" is best used in a military context. "Deduction," not in the above sense, is used by tax prepares). I will use "premise" and "conclusion" for deductive arguments, and "reason" and "thesis" for the parallel relation in practical arguments.

CONCLUSIONS, THESIS, PREMISES AND REASONS

In analyzing extended arguments, we want to identify the thesis. As we will see, there may be a single claim that is the thesis or other claims that are supported in the structure but are secondary to the main thesis. From an earlier example we had the following argument:

> We have no direct evidence as to whether the matter in other galaxies is made up of protons and neutrons or antiprotons and antineutrons, but it must be one or the other: there cannot be a mixture in a single galaxy because in that case we would again observe a lot of radiation from annihilation. We therefore believe that all galaxies are composed of quarks rather than antiquarks. (A Brief History of Time, p.76)

A. Matter in galaxies must be either protons/neutrons or antiproton/antineutron or a mixture of the two pairs.
B. If a mixture of the two pairs, there would be evidence of radiation from annihilation.
C. There is no evidence of radiation from annihilation
D. Therefore, matter in galaxies is not a mixture of two pairs
E. Therefore, it is either one of the pairs proton/neutron or antiprotons/antineutrons
F. (Not stated) antiprotons/antineutron as the matter in galaxies cannot be support empirically
G. Therefore, galaxies are protons/neutrons
H. Quarks not antiquarks are components of protons/neutrons
I. Therefore...

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Map the chain of reasoning in the above.

In looking for the thesis, look for the statement that is the author's main points. Look for claims that are supported by other claims in the structure. Theses are statements that require other statements to support them. When someone claims something is true or ought to be done, or is good to do, but offers no statement to support it, it is not an argument. (See our earlier discussion of fact and opinion)

There are several devices that will help in identifying the thesis: The other place to look is at the very end, Theses are frequently preceded by indicator words such as:

>Therefore,   Thus,   So,   We may conclude that,
>It follows that, Points to the conclusion that,
>Shows that,   Proves that,   As a result,
>It is clear that, Demonstrates,

AS a review here are some examples we saw earlier: Some are arguments; others are a series of statements, but not arguments. If it is not an argument, do not be fooled by words like "yet," "however," "nevertheless," etc. These words indicate some statements are in contrast to other statements in the series. As a review complete the following:

>a. {Co-educational housing is available at many universities}, and [its benefits to those universities are many]. However (many schools still refuse to offer co-ed housing).

>b. {A test ban treaty will significantly slow the arms race}; thus [it will allow the major power to use more money to help poorer nations]. So (even poor nations would benefit from a test ban treaty).

>c. {Diligent students usually do well in this course}; yet [many students fail to do their homework], and (others often skip class).

The indicator words above are found in Critical Thinking texts as a means for finding the thesis. However, a caution: These expressions are inflationary expressions and indicate stilted writing. As a result, they occur infrequently in the actual examples we will examine.

When there is a structure of reasons, we can identify the thesis be seeing whether it falls into one or several of the following categories:

>* Prediction of future events or their absence
>* Assessment of current conditions
>* Claims of causal relations
>* Judgment of responsibility and blame
>* Judgments of innocence
>* Recommendations, advice and counsel
>* Judgments of value (See bulleted expansion below)
>* Urging to act

Let's review the above list by thinking of examples of each.

Using the above list as a guide, let's consider an argument already referenced from E,J. Dionne:

> The Electoral College is no longer the deliberative body envisioned by the founders, but it still thwarts the wishes of the majority. (George) Will does not explain why only "political hypochondriacs" think that the winner of the most votes should prevail. In the absence of one, we should complete our evolution toward democracy and elect our president directly

Identify the thesis in the above paragraph. Is there structure of reason and thesis? Which of the preceding list seems to be the best fit for the thesis?

THE ISSUE

Once the thesis is located, we can regard this statement as an answer. The question that it answers we will call The Issue. In the above example let's restate the thesis. Formulating the issue is very simple, form a question that the thesis answers. Complete the blank: Should we_____?

The Issue Question is what its name means: a question that the author wants to answer with his or her thesis. The thesis can be made into a direct response to a question. This question, explicitly stated or not, is the issue for that argument. Sometimes the headline writer will supply what he thinks is the issue. This may or may not be the issue the writer is answering in the thesis. Thinking about the Issue brings our definition of an argument into sharper focus. Recall the role of a dispute in the definition. We can now see how the Issue plays a role in the dispute. It is the presence of competing answers (theses) to the Issue (the Question) that forms the context in which there is a dispute.

DESCRIPTIONS, NORMATIVE STATEMENTS AND PRESCRIPTIVE STATEMENTS--THE LEVEL OF LANGUAGE

The following is meant to also connect to A Language Primer for Philosophy 5

Descriptive language: Let's start with a threefold division (descriptive, normative and prescriptive) in our use of language. The first we will call descriptive language. These are claims about the world that can be determined as true by some quantitative measure or some direct observation. These would include claims that state some numerical quantity in the world, "There are twelve bottles to a case"; some statistical measure, "Forty percent of the people surveyed…"; something we can directly observe, "It is 60 degrees outside."; a combination of the above, "The marine layer was responsible for the temperature in the 60".

Here part of an argument that was in favor of the Electoral College. Identify the descriptive language

> Does the Electoral College ensure that the winner receives majority support from different social groups, thus protecting minority interests? No. In 2016, Donald Trump won a smaller percentage than Hillary Clinton among women, African Americans, Hispanics, Asian Americans, voters ages 18 to 44, members of labor unions, those with an income under $50,000, college graduates and those with postgraduate educations, Jews, liberals and moderates, urbanites, and those living

in the East and the West.3

Descriptive language can appear in declarative sentences, as well as in interrogatives. Descriptive language also plays an important role in our concept of an argument.

Descriptive language, whether it appears in the issue, theses, or reasons can be so labeled when the expressions refer to numerical conditions, statistical summaries, claims made from direct observation of the witnesses, historical determined facts for recognized authorities, and claims subject to direct and public observation

In contrast to descriptive claims, we find normative expressions. This language references some categories of value. Here is a list of some of the categories of value.

- ✓ Practical value
- ✓ Financial value
- ✓ Aesthetic value
- ✓ Intermediate value
- ✓ Final value
- ✓ Human value
- ✓ Personal value
- ✓ Social value
- ✓ Political value

These categories are not neat, nor exclusive, but it is useful to go through each to see possible examples

Let's look at the following from the Cato Institute for normative claims:

> The filtering of the popular will through the Electoral College is an affirmation, rather than a betrayal, of the American republic. Doing away with the Electoral College would breach our fidelity to the spirit of the Constitution, a document expressly written to thwart the excesses of majoritarianism. Nonetheless, such fidelity will strike some as blind adherence to the past. For those skeptics, I would point out two other advantages the Electoral College offers.

Finally, there is the level of prescriptive language. This is simple expression that calls for some action. (Recall the earlier distinction between convince and persuade). They can range from strong (commands and imperatives) to weak (suggestions and recommendations). Again, it is useful to provide examples, so go back to the previous examples and identify prescriptive language.

We saw earlier in the Language Primer discussion a quote from a textbook about normative language; Our previous discussion applies here, so we can review it if necessary.

In a very stark counter example to the textbook examples, go back to the issue of should we return to the Electoral College? One side argues the Hilary Clinton won over 2 million votes more than Trump. This

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3 George Edwards; Washington Post

we would clearly say is a descriptive claim. Yet it is used in support of the thesis for a direct election of the president (perhaps a political value claim). So, we do typically use descriptive (objective) claims to support normative ("subjective") claims.

Let's stop and think of everyday examples where we support normative claims with descriptive statement.

Reasons can appear in arguments that support both descriptive theses and normative/prescriptive theses. Moreover, these reasons can be a mixture of descriptive statements and normative statements in either kind of argument.

For practice, let's formulate short argument where descriptive claims support normative theses
For example, think of something that is worthwhile, beneficial, desirable, or meritorious, etc.? Then create descriptive claims to support the normative statements. Would you be satisfied with "because we like it"?

In a coming section on Warrants, I will propose a way we can get from descriptive claims to a support for normative theses. First, we need some preliminaries.

 REASONS SUPPORTING THESES

Reasons are next in line in the analysis. Statements from the above list are mere claims unless they are supported by reasons. There must be some answer to the question, "Why?" And these will consist of reasons. Placing the claim in one or several of the following categories can sometimes identify reasons:

- Statements from immediate personal observation and experience
- Statements from established factual sources, authorities, studies and the like
- Statistical summaries
- Statements from common knowledge
- Historically verifiable statements
- Factual claims about states and conditions
- Comparisons

As we saw with conclusions, there are certain words that usually indicate reasons:

Because, In view of the fact, For the reason that, Since,
For, Is supported by, For example,

At this point we will discuss the all-important relationship between reasons and thesis. The outcome of this discussion will show the role of the issue in our definition of an argument. It will reveal the very core of what we expect from our arguments.

One of the key provisions of the Affordable Care Act is the so-called mandate. The mandate is a topic in the current discussion about "Medicare for All". Thorough several devices, the requirement is that everyone is required to be covered by health insurance, and if not, there are tax penalties for those who

are not covered. In the current situation, the tax penalties have been eliminated. The reason in support of the mandate has to do with numbers, and insurance costs (descriptive claims)

Here is part of the argument in favor of the mandate:

> Appellants' primary argument is that Congress cannot require individuals with no connection to interstate commerce, and no desire to purchase a product, nonetheless, to do so. The government counters that because virtually everyone will, at some point, need health services, no one is truly inactive. Congress found that those who do not purchase health insurance, and instead self-insure, almost inevitably take health-care services they cannot afford. Hospitals, by virtue of federal law and professional obligation, provide these services, and as a result, $43 billion in annual costs are shifted to the insured, through higher premiums. Indeed, were "activities" of some sort to be required before the Commerce Clause could be invoked; it would be rather difficult to define such "activity." For instance, our drug and child pornography laws, criminalizing mere possession, have been upheld no matter how passive the possession … on the theory that possession makes active trade more likely in the future.[4]

The specific reasons have to do with the need to have the pool of insured include to very sick as well as the healthy as a means for controlling costs. If only the sick have health insurance the costs of insurance would be prohibitive, an eventually no one would be able to afford the cost of insurance.

Here is part of the argument on the other side;

> We conclude that the individual mandate exceeds Congress's commerce power. Properly formulated, we perceive the question before us to be whether the federal government can issue a mandate that Americans purchase and maintain health insurance from a private company for the entirety of their lives. … Every day, Americans decide what products to buy, where to invest or save, and how to pay for future contingencies such as their retirement, their children's education, and their health care. The government contends that embedded in the Commerce Clause is the power to override these ordinary decisions and redirect those funds to other purposes. Under this theory, because Americans have money to spend and must inevitably make decisions on where to spend it, the Commerce Clause gives Congress the power to direct and compel an individual's spending in order to further its overarching regulatory goals, such as reducing the number of uninsured and the amount of uncompensated health care.
>
> In sum, the individual mandate is breathtaking in its expansive scope. It regulates those who have not entered the health-care market at all. It regulates those who have entered the healthcare market, but have not entered the insurance market (and have no intention of doing so). The government's position amounts to an argument that the mere fact of an individual's existence substantially affects interstate commerce, and therefore Congress may regulate them at every point of their life.

The argument continues that the mandate is an unconstitutional provision that restricts individual freedom and is unlike other mandated requirements, e.g. mandated car insurance, payment of taxes etc.

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[4] `https://www.bloomberg.com/news/articles/2012-03-22/mandator`

ARGUMENTS, SUB ARGUMENTS AND SECONDARY THESES.

Here is part of an argument that appeared in the Bloomberg News. It references Trump's appointment of Robert Kennedy Jr. to lead a commission on vaccination safety.

> All states should as with California, require schools to publish the percentage of their students who have been vaccinated so that parents can be assured that the schools are safe.

> Vaccines are safe, as any number of studies and reports have shown. The only study that every claimed to detect any link between vaccines and autism famously turned out to be a fraud, and its author was barred from practicing medicine.5

In the above, we have two theses; the question is; what is their relation? We need to determine which of the two is primary and which is secondary. In the above, notice which thesis come immediately and what seems to be the arguer's main point. Also focus on the word "safe" as a bridge to connect the two paragraphs.

ASSURANCES

An assurance is <u>not</u> a reason, yet it is related. We define "assurance" as the source or the origin of a claim that is functioning as a reason. The assurance is usually an organization, or a person who the argue regards as reliable and trustworthy so that the claims coming from that source can be regarded as true or accurate.

In the above argument about vaccines, there is a reference to studies on the safety of vaccines. The organizations that conduct these tests were not mentioned. Had they been, as in the following example, we would have an example of assurances.

> The safety and effectiveness of vaccines are under constant study. Because vaccines are designed to be given routinely during well-child care visits, they must be extraordinarily safe. Safety testing begins as soon as a new vaccine is contemplated, continues until it is approved by the FDA, and is monitored indefinitely after licensure. The American Academy of Pediatrics (AAP) works closely with the Centers for Disease Control and Prevention (CDC) to make recommendations for vaccine use.

PRESENTING OF THE COUNTER THESIS

Frequently, an author who is arguing for a thesis will present the opposing view. In some instances, the person may go as far as presenting the argument in support of the opposing view. We label this "Presenting the Counter Thesis."

Here is more of the argument we saw parts of earlier, where E. J. Dionne refers to an argument by

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5 This article appeared in the Press Democrat, January 12, 2017

George Will: [6]

Electoral College: The worst of both worlds

It's important for those who favor the popular election of our presidents to separate their arguments for direct democracy from the outcome of a particular contest.

My Washington Post colleague George Will's recent column in defense of the Electoral College offers an excellent opportunity to make a case that has nothing to do with the election of Donald Trump.

After all, Will, admirably and eloquently, insisted that Trump was unworthy of nomination or election. So our disagreement relates entirely to his insistence that we should stick with an approach to choosing presidents that, twice in the last 16 years, overrode the wishes of Americans, as measured by the popular vote.

Will brushes aside these outcomes. "Two is 40 percent of five elections, which scandalizes only those who make a fetish of simpleminded majoritarianism."

But when is a belief in majoritarian democracy a "fetish" or "simpleminded," and when is it just a belief in democracy? The current system makes a fetish of majoritarianism (or, to coin an awkward but more accurate word, pluralitarianism) at the state level, but it's held meaningless nationally. Who is fetishizing what?

Part of the answer, of course, is that majoritarianism or pluralitarianism are not fetishes at all. They are how we run just about every other election in our country. If the people get to choose the state treasurer or the county recorder of deeds by popular vote, why should they be deprived of a direct say in who will occupy the country's most important office?

According to Will, Electoral College majorities are very special because they promote a particularly virtuous way of attaining power. "They are built," he writes, "by a two-party system that assembles them in accordance with the Electoral College's distribution incentive for geographical breadth in a coalition of states."

In the example below, there is a subtle use of the Counter Thesis in a piece that has structure and depending on your view of baseball. It could be regarded as an argument. (To review the categories discussed to this point you could analyze the following: Indicate main thesis and counter thesis. Structure the supporting reasons. Indicate descriptive language, normative descriptions, etc.)

The box score, being modestly arcane, is a matter of intense indifference, if not irritation, to the non-fan. To the baseball-bitten, it is not only informative, pictorial, and gossipy, but lovely in

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6 For the entire argument go to the Press Democrat, December 26, 2106. George Will reiterated his position in an argument appearing the Press Democrat August 29, 2019. It appeared with an opposing argument by Jonatan Bernstein. These two arguments might serve as example for the analysis assignment.

aesthetic structure. It represents happenstance and physical flight exactly translated into figures and history. Its totals--batters' credit v. pitchers' debit--balance as exactly as those in an accountant's ledger. And a box score is more than a capsule archive. It is a precisely etched miniature of the sport itself, for baseball, in spite of its grassy spaciousness and apparent unpredictability, is the most intensely and satisfyingly mathematical of all our outdoor sports. Every player in every game is subjected to a cold and ceaseless accounting; no ball is thrown and no base is granted without an instant responding judgment--ball or strike, hit or error, yea or nay--an ensuing statistic. This encompassing neatness permits the baseball fan, aided by experience and memory, to extract from a box score the same joy, the same hallucinatory reality, that prickles the scalp of a musician when he glances at a page of his score of <u>Don Giovanni</u> and actually hears bassos and sopranos, woodwinds and violins.

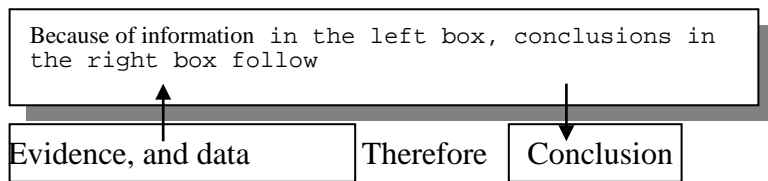From Roger Angell, <u>The Summer Game</u>[7]

WARRANTS

If we were to look at a simple diagram of what we know to be the relation between reason and thesis, it might look like the following:

| Evidence, and data→ → | Therefore → | Thesis |
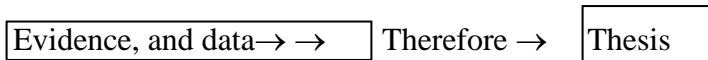
We will call this the warranting belief, or more briefly, <u>the warrant</u>. One should be able to make these beliefs explicit in every normative and prescriptive argument

To expand on the previous diagram, the warrant fits into the picture as follows:

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[7] <u>The first</u> box score was attributed to Henry Chadwick in 1859. Born in England he came to America and was a sports writer for the Long Island Star. He introduced the K for strike out because he noted, "the batter was struck.". However, some historians say there were antecedents to Chadwick's effort. Statistics appeared in newspapers more than 10 years before. Andrew Schiff, Chadwick's biographer notes that "the box score was the only way of showing the game, there really was no photography."

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┌─────────────────────────────────────────────────┐
│ Because of information in the left box, conclusions in │
│ the right box follow                            │
└─────────────────────────────────────────────────┘
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┌──────────────────┐   ┌────────────┐
│ Evidence, and data │ Therefore │ Conclusion │
└──────────────────┘   └────────────┘

This scheme indicates that warrants are usually unstated in the actual argument. They are implicit, although they can be made explicit. They go unstated in most cases because the parties understand their role in the particular case.

In attempting to formulate the warrant one can try to use the following general formula.

Whenever (claims of the type offered as the reasons), then we are permitted to conclude (claims of the type offered as the thesis).

As an additional exercise, let's reverse the process by starting with a warrant. On March 2, 2011 David Brooks writes:

> We are going to be doing a lot of deficit cutting over the next several years…So we should probably come up with a few sensible principles to guide us. (Read "warrant" for "principle"). The first one is: Make everybody hurt. The sacrifice should be spread widely and fairly.

So, here is the whenever clause: Whenever there is a need to cut a state or federal budget, the cuts should be spread widely and fairly so everybody will hurt.

As an exercise outline a specific argument for a specific budget cut at any level that would be covered by the above warrant.

Another good place to work on warrants is from baseball, more specifically the method of choosing the most valuable player (MVP). What follows are the 2018 statistics for Christian Yelich of the Milwaukee Brewers, the National League MVP[8]

2019 Statistics Batting Average 326; OBP 402; SLG 598; HR 36; RBI 110

Jacob deGrom the Cy Young winner for that year was 5th on the MVP list

SUMMARY

In this handout, we have defined and discussed the tools used in dissecting, analyzing and identifying the major components of an argument. As mentioned at the start of this handout, we will use the tools in an analysis assignment. Our task will be to select on or maybe two arguments on which to perform the

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[8] On-base plus slugging (OPS) is a sabermetric baseball statistic calculated as the sum of a player's on-base percentage and slugging average. The ability of a player both to get on base and to hit for power, two important offensive skills, are represented. An OPS of .900 or higher in Major League Baseball puts the player in the upper echelon of hitters. Typically, the league leader in OPS will score near, and sometimes above, the 1.000 mark.

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