A Classical Introduction to the Study of Argumentation
(12 one-hour lectures)

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I. LECTURES

General introduction

I. Irenic/agonistic, eristic

1. In many, if not all, contexts, we are expected and we expect others to argue.
Democracy, which represents itself as hostile to force and threats, is often identified with the imperative and the possibility of arguing.
Judges/lawyers, parliamentarians in parliamentary debates, salesmen, professors or teachers/students or pupils, men and women in their private relationships, parents and children.

2. Not only to argue, but to do so well (cf. "Poorly argued", "inadequate argument", "circular").

3. In certain contexts, however, one may be reproached for arguing: "You're always arguing", "You're picking a quarrel". Something irritating sometimes about argumentation. Argumentation and violence.

4. Besides, do not dictators also argue? Is not a threat a kind of (bad/fallacious) argument? See part II (argumentum ad baculum)

5. If argumentation aims at persuasion, is it not a form of violence (getting someone to do what he did not want to do, i.e. affecting his will). Cf. Advertising (e.g. for cigarettes or alcohol).

6. Argumentation and democracy: the ethics/fairness of discussion. J. Habermas (cf. Chaim Perelman, Franz van Eemeren and Rob Grottendorst).

II. Definition

1. Complementary terms:
An argument is presented/understood as support for a conclusion.
1) The argument and the conclusion should not be synonymous (begging the question fallacy) There is a gap between the two.
2) The argument and the conclusion should not be too remote. Cf. Jumping to conclusions, far-fetched argument (when the gap is too great).
In fact, there must be a "jump" (see point 1), but it must not be too great.
3) Argumentation: move from A to C.

2. Relevance
The argument, to be an argument for a conclusion, must be relevant to that conclusion.
However, it can be relevant, more or less immediately. Cf. Longwinded arguments.

3. Persuasion/conviction
Whether or not the argument persuades/convinces is extraneous. It may some people, not others. It may now, not before or later.
Non-paradoxical or debatable/paradoxical or non-debatable issues: several opposed answers to issue must not be paradoxical. Aristotle's point, echoed by John Donne: hands, not tongues, end heresies (Metempsychosis, XII). There again context-dependent. Cf. abortion, gender, racism, slavery, religious doctrine etc.

4. Interpretability

One may well say something innocently, without a conclusion in mind.

Yet someone may say: "That's not an argument" or "What's your point?", "What are you driving at?", "So?", as if one had meant to argue.

One may also be understood to have argued for conclusion C1 when one had meant to argue for another conclusion C2.

5. Connectives

An argument and a conclusion may but need not be put together by an argumentative connective. An argument for point 4.

6. Order

An argument may come after (because, since) or before (therefore/so) its conclusion. An argument for point 4.

7. Argument/reason

Suspicion about argument. Compare (1) and (2):

(1) My argument was that p, but I don't believe that p.
(2) ? My reason was that p, but I don't believe that p.

Notice also that (1) suggests communication, but not (2). Cf. 3:

(3) The reason that I gave was that p, but I don't believe that p.

III. Disciplines

	Mode	Issue*	Premises	"Jump" or move	Modern opposition
Logic	Monologue	Non-finite	true	valid	Demonstration Not always persuasive
Dialectics	Dialogue (small audience)		verisimilar	Apparently valid (cf. fallacies)	Persuasion (intention or fact?)
Rhetoric	Dialogic monologue (large audience)	Finite			Systematically refutable?**

* Cf. Non-finite/finite verb forms. Non-finite issues do not specify time, place or person. E.g. Is marriage a good thing? Finite issues: e.g. Is it a good idea for me to marry that girl?
** Argumentation is sometimes reduced to "argumentation" having those features.

Other distinctive features:

	Pathos	Ethos
Logic	No	No
Rhetoric	Yes	Yes

IV. History

Ancient Greece, as from the C6th BC, if not before.

Medieval period, Renaissance
In the liberal arts, logic/dialectics (variable opposition) + rhetoric = part of the trivium with grammar (as opposed to the quadrivium: arithmetic, geometry, astronomy, music).
Mockery (e.g. Rabelais, Shakespeare): cf. reason/faith, Catholics (e.g. Thomas of Aquinas)/Protestants.

Today
Logic in maths.
Dialectic and rhetoric: decline in the C19th (but presence in judicial procedure); renewal after World War II (recently reintroduced in French schools in French and philosophy classes as "argumentation")

V. Use

Clarify the logical meaning of utterances for a better understanding.
Thereby put oneself in a position to develop or criticize the utterance logically and so participate in the exchange more coherently.

Develop the awareness of the déjà vu/stereotype, transhistorical, collective and translinguistic aspect of verbally different utterances.
Possibly, view arguments and debates as a leisurely social, not personal, activity, like dancing, playing chess etc., which may lead one to avoid getting over involved.

See infra.

Plan

1. Notes for part I Logic
2. Notes for part II Dialectics
3. Notes for part III Rhetoric

1. Notes for part I Logic

Introduction

1. History

Since Aristotle, it (logic) has been unable to advance a step and, thus, to all appearances has reached its completion. E. Kant, *The Critique of Pure Reason*, 1781, Preface to the 2nd edition, 1787.
Since then formal mathematical symbolic logic and the development of several other systems: many valued logics, modal logic, possible worlds etc.

2. Characteristics

Monological.
Traditional logic: mainly deduction. Other forms of reasoning: induction (cf. examples); analogy (A is to B what C is to D).
Two major systems: categorical logic (cf. modern predicate logic); non-categorical syllogisms (cf. modern propositional logic).

Principles/laws of thought:
1) the principle of contradiction: p and non-p are contradictory, if a) the two cannot be true at the same time (and from the same point of view) and b) if one of the two must be true. Cf. Peter cannot be English and not English.
2) the principle of the excluded middle. Cf. Peter is either English or he is not (there is no other possibility). See part II: fallacy of the false dilemma or of the excluded middle (amounts to presenting contrary things as contradictory).
3) the principle of identity. A is A.
4) the principle of contrariety: p and non-p are contrary (not contradictory), if a) the two cannot be true at the same time (and from the same point of view) but b) if the two can be false. Cf. Peter is neither French nor Spanish but English.

3. Use

Logic has been used:
1) To develop apodictic/demonstrative discourse and critical thinking (see dialectics).
Double condition for truth:
i) Truth of premises.
ii) Validity of deduction
2) To exhibit wit and/or produce amusement or comic effects (cf. its rigid linguistic formulations) but also to exhibit absurdity: cf. Shakespeare (clowns), John Donne, Lewis Carroll, Eugène Ionesco. Condition for those effects: apparent respect of rules (especially through verbal repetition and use of logical connectives) and fallacies.

Speed: The shepherd seeks the sheep, and not the sheep the shepherd; but I seek my master, and my master seeks not me: therefore I am no sheep. Proteus: The sheep for fodder follow the shepherd, the shepherd for food follows not the sheep: thou for wages follows thy master, thy master for

wages follows not thee: therefore thou art a sheep. Speed: Such another proof will make me cry "baa". Shakespeare, *The Two Gentlemen of Verona*, 1.1.88-97

NOTA BENE: verbal variety, absence of logical connectives, omission of some propositions (three features which are contrary to logic) may make argumentation more effective. Overt/covert argumentation.

Plan

I. Categorical logic
II. Non-categorical logic
III. Amplification and truncation

1. Categorical logic

Introduction

The relevance of categorical logic. Prerequisite:

i) seeing the variety of linguistic formulations possible, reduction of utterances under analysis to categorical propositions. E.g. Men are mortal => Men are mortal beings.
ii) In logic, all the propositions are explicit. The hypothesis that ordinary discourse is logical involves the other hypothesis that some propositions in ordinary language are often implicit, Logical analysis must make the implicit explicit. See infra the enthymeme.

A. Categorical propositions

1. Components

i) Subject (NP)
ii) Predicate (NP)
iii) Quantity (universal, particular). No singular (e.g. "Socrates").
iv) Copula (is/are)
v) Quality (affirmative, negative)
The use of symbols: All A's are B's… Do not confuse with the symbols for the types of propositions.

2. The 4 types of propositions

A: universal affirmative (e.g. All men are mortal)
E: universal negative (e.g. No man is mortal)
I: particular affirmative (e.g. Some men are mortal)
O: particular negative (e.g; Some men are not mortal)
NOTA BENE. Non-finite (i.e. universal or particular but not singular): an instrument (Greek: organon) for science (there is, it was thought, no science of singulars). Cf. non-categorical logic.

B. Immediate inferences

1. Simple immediate inferendes
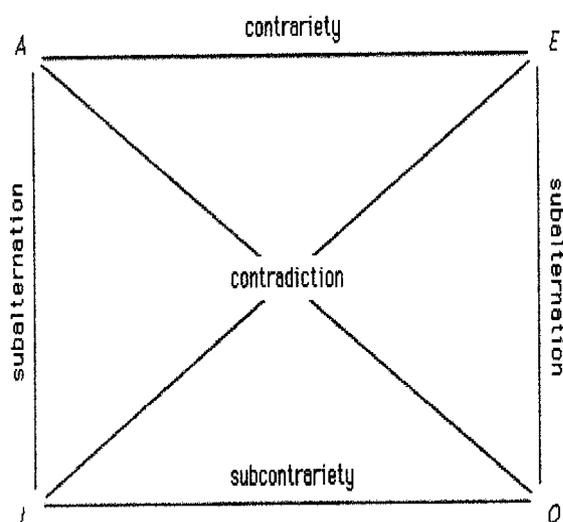
The square of opposites

Simple immediate inference	Valid	Comment
1) Subalternation	always	redundant
2) Subcontrariety		
3) Contrariety	never	except paradoxically/fallaciously, cf. oxymoron and metaphors (categorical contradiction or contrariety)
4) Contradiction		
5) Generalisation	never	Apparently legitimate

Cf. the deontic square of opposition:

A: obligation or duty to do (e.g. you must go/you have to go/you should go)
E: prohibition, i.e. obligation or duty not to do (e.g. you must not go/you shouldn't go).
I: permission (e.g. you can go/you may go).
O: option (e.g. you don't have to go/you needn't go).

2. Complex immediate inference

Complex immediate inference	Valid	Non-valid (i.e. fallacious)
1) Conversion S is/are P => P is/are S	E, I E: No man is a woman => No woman is a man I: Some males are atheists => Some atheists are males	A,O A: * All men are mortal beings => All mortal beings are men 0: * Some men are not mortal beings => Some mortal beings are not men
2) Contraposition i) S => non-S; P =non-P ii) Conversion	A,O A: All men are mortal beings => All non-mortal beings are non-men O: Some males are not atheists => Some non-atheists are not non-males	In some cases: E,I E: No man is a woman => No non-woman (i.e. man) is a non-man (i.e. woman). Synonymous! But: No bird is a plant => No non-plant (e.g. a stone) is a non-bird! I: * Some males are atheists => Some non-atheists are non-males
3) Obversion i) P = non-P ii) affirmative => negative or negative => affirmative	Always. E.g. All men are mortal => No men is non-mortal/immortal. Synonymous.	

C. The categorical syllogism (mediate inferences)

1. The components

3 terms, 2 premises and a conclusion

Major premise: e.g. All men (middle term) are mortal (major term).
Minor premise: e.g. Athenians (minor term) are men (middle term).
Conclusion: e.g. Therefore Athenians (subject/minor term) are mortal (predicate/major term).

2. The four syllogistic figures

The Syntactic function of the three terms in all syllogisms:

Term	Premise where the term appears	Function in the conclusion
Major	Major	P (predicate)
Minor	Minor	S (subject)
Middle	Both	None

NB The order of the premises is irrelevant.

The syntactic function of the middle term in the four figures:

Figure	Major	Minor	Conclusion	Examples
1	S	P		All dogs (S) are men; all these animals are dogs (P); so all these animals (S therefore minor) are men (P therefore major)
2	P	P	NONE	All men are dogs (P); all women are dogs (P); so all women are men. Fallacious (see infra).
3	S	S		All dogs (S) are men; all dogs (S) are women; so all women are men. Fallacious (see infra)
4	P	S		All men are dogs (P); all dogs (S) are women; so all women are men. Fallacious (see infra).

3. Rules for valid syllogisms

There are 3 (Aristotle) or 4 (later logicians) figures. The number of syllogisms is obtained in the following way: 4 (nbr of figures) x 4^3 (nbr of propositions in a syllogism, nbr of types of categorical propositions)= 256. Not all are valid. See fallacies.

Figure	Mood	Derived mood
1	Barbara	Barbari
	Celarent	Celaront
	Darii	
	Ferio	
2	Cesare	Cesaro
	Camestres	Camestrop
	Festino	
	Baroco	
3	Darapti	
	Disamis	
	Datisti	
	Felapton	
	Bocardo	
	Ferison	
4	Bramantip	Camenop
	Camenes	
	Dimaris	
	Fesapo	
	Fresison	

Deciphering the mnemonic names of the 19 valid moods. E.g. the vowels (a, e, i, o) symbolise the four types of propositions (A, E, I, O).

Examples
Remember that (i) the form must be valid but (ii) the premises also true.
F1 (M is S then P). Barbara: All dogs/men are men/mortal; all these animals/Athenians are dogs/men; so all these animals/Athenians are men/mortal.
F2 (M is P twice). Cesare: No man is a dog; all women are dogs; so no woman is a man (or no man is a woman). The form is valid and the conclusion true, but the minor is false. Cf. No man can fly/is

a flying animal; all birds can fly; so no bird is a man. Notice that the minor here is also false or only more true than false (the ostrich is a bird but does not fly.)

F3 (M is S twice). Darapti: All dogs are men; all dogs are women; so some women are men. The form is correct, but the two premises are false (and contradictory, which means that one *must* be false). Cf. All men are two-legged animals; all men are mortal beings; so some mortal beings are two-legged animals.

F4 (M is P then S). Camenes: All men are dogs; no dog is a woman; so no woman is a man. The form is correct, but the first premise is false. Cf. All men are mortal beings; no mortal being is a god; so no god is a man.

2. Non-categorical syllogisms (mediate inferences)

Introduction

Post-Aristotelian. Developed by Stoics. NOTA BENE: allows singulars.

1. Components

1) propositions, symbolized by letters (p, q, r…)
2) Names for the propositions: antecedent or condition (p), consequent (q). Sufficient condition, necessary condition, necessary and sufficient condition (if and only if…)
3) operators and connectives: negation (symbolised for example by "-"); implication ($\rightarrow$); equivalence (=); and; or; etc.

2. Hypothetical syllogisms

1) Modus (ponendo) ponens (i.e. affirming the antecedent): if p, q; p; therefore q.
2) Modus (tollendo) tollens (i.e. denying the consequent): if p, q; not q; therefore not p.

See the fallacies:
3) Denying the antecedent: if p, q; not p; therefore not q.
4) Affirming the consequent: if p, q; q; therefore p.

Suppose you read: If a man smokes (p), he gets cancer (q). The meaning is not clear. The above forms of argument enable you to clarify it.
Does the author mean that smoking is a sufficient condition for cancer? If so, then if you smoke (p), you get cancer (q). However, you may get cancer for some other sufficient reason, so even you don't smoke (not p), it *doesn't* mean you won't get it (not q). Yet, if you don't get cancer (not q), it's at least because you haven't smoked (not p).
Does the author mean that it is the only, necessary and sufficient cause? If so, then if you don't smoke (not p), you don't get cancer (not q). Moreover, if you get cancer (q), it's because you've smoked (p). Denying the antecedent and affirming the consequent are not fallacious.
Besides, as already suggested, the author may accept that there are other necessary and/or sufficient causes.

3. Disjunctive syllogisms

Modus ponendo tollens: p or q; p; therefore not q.
Modus tollendo ponens: p or q; not p; therefore q.

4. Dilemmas

If p, r and if q, r; either p or q; therefore r (r being undesirable or the undesirability of things otherwise different). Whatever you do, the result is unpleasant. Note that, here again, logical analysis may require the interpretative reduction of ordinary utterances. See fallacies: false dilemma.

To be or not to be: that is the question:
Whether 'tis nobler in the mind to suffer
The slings and arrows of outrageous fortune,
Or to take up arms against a sea of troubles,
And by opposing end them. To die: to sleep…
Shakespeare, *Hamlet*, 3.1.56-60

3. Amplification and truncation

1. Amplification

1) The sorite

From the Greek for heap): A is B; B is C; C is D; A is D.

The cause of plague is sinne if you lokk to it well, and the cause of sinne are playes: therefore the cause of plagues are playes. Thomas White, a sermon at Paul's Cross, in November 1577. Quoted by Park Honan, *Shakespeare: A Life*, Oxford: Oxford UP, 1998, paperback 1999, 100: from Reavly Gair, *The children of Paul's*, Cambridge 1982, 5. Note the switch from "sin" to "cause of sin".

Clown: He that comforts my wife is the cherisher of my flesh and blood; he that cherishes my flesh and blood loves my flesh and blood (only exception); he that loves my flesh and blood is my friend; ergo, he that kisses my wife is my friend. Shakespeare, *All's well that Ends Well*, 1.3.50-55. Note the switch from "comforts" to "kisses".

2) The epicheirema

p (assumptio), since l (approbatio assumptionis): e.g. nothing is better organised than the universe, since the motions of the stars proceed in a fixed order etc.

q (propositio), since m (approbatio propositionis): e.g. things that are well-ordered are governed by a predetermined plan, since a household governed by a predetermined plan is better than one that is not etc.

r (complexio): e.g. the universe is governed by a pre-determined plan.

3) S. Toulmin's model, in *The Use of Argument*, 1958:

Data (cf. minor p)		so		Conclusion (cf. q)
	↑ Warrant (cf. major if p, q)		↑ Qualification "Presumably"	
	↑ Backing (cf. ref. to law)		↑ Rebuttal	

4) Legal syllogistic argumentation

It hath in solemn synods been decreed
Both by the Syracusians and ourselves,
To admit no traffic to our adverse towns
Nay, more, if any born at Ephesus be seen
At any Syracusian marts and fairs;
Again: if any Syracusian born
Come to the bay of Ephesus, he dies,
His goods confiscate to the duke's dispose,
Unless a thousand marks be levied,
To quit the penalty and to ransom him (cf. Toulmin's WBQR).
Thy substance, valued at the highest rate,
Cannot amount unto a hundred marks (cf. Toulmin's DQR);
Therefore by law thou art condemned to die (cf. Toulmin's C).
Shakespeare, *The Comedy of Errors*, 1.1. 13-25

Syllogistic legal argumentation requires the shift for the minor from data to a legal description: Peter has done x, y and z to John which amounts to "murder" in circumstances o but not in circumstances p.

2. Truncation

The enthymeme or truncated syllogism. Two features: 1) truncation; 2) verisimilitude (see parts II-III).

2. Notes for part II Dialectics

Introduction

1. Characteristics

i) Non-finite questions or issues; ii) dialogical; iii) verisimilar premises; iv) and apparently valid moves sufficient.

2. History

Originally, the art of disputation through question or answer (i.e. dialogical). Cf. Plato's dialogues: the dialogical/dialectical definition of "ideas" (e.g. justice, beauty etc).
In Aristotle: verisimilar or probable as opposed to apodictic reasoning. A critical account of definition and reasoning (sophistic reasoning, fallacies), from which his logic developed.
The frustration or annoyance of philosophers faced with the social success of some whom they called sophists.
In the Middle Ages, logic and dialectic: one of the three disciplines of the trivium with grammar and rhetoric. 19th century: Schopenhauer, *The Art of Always Being Right*.
Fallacies: a major area of the modern study of argumentation. Cf. C.L. Hamblin, *Fallacies* (1970). Two issues: classification and definition of fallacies; assessment of their validity (e.g. argument of authority).

3. Fallacies

i) General definition.
Ignoratio elenchi/violation of the rules of refutation, i.e. use of a red herring (literally, to throw hounds off a fox's trail).
Modern view: forms of argument, which can be fallacious?
ii) Enumerative definition (by partition). Classifications: several, dependent on the definition of the fallacies considered.
Aristotle: verbal (fallacies of ambiguity)/non-verbal.

4. Use

Aristotle's analysis in Sophistic Refutations: argumentation and violence (getting your opponent angry through unfair argumentation). Eristic or agonistic as opposed to irenic. Defeating your opponent. See instances in Plato's Dialogues.
Critical thinking/resistance to manipulation (possibly, also ataraxia/detachment from human folly!)

5. Plan

I. Definitional fallacies
II. Verbal fallacies
III. Non-verbal fallacies. IIIA. Formal fallacies. IIIB. Non-formal fallacies

1. Definitional fallacies

1. Types of definitions

Definition/description
Word (arbitrary or following usage)/things (translinguistic)
"Family"/typology/general (division)/enumerative (partition)
Negative

2. Fallacies

Value-judgement/definition
Omni definitio (man is a creature that believes in God?)/soli definitio (man is a living creature?).
Accident or secundum quid (men have sight).
All the parts.

<div align="center">2. Verbal fallacies</div>

Sophistical Refutations lists and exemplifies six types of verbal fallacies (or quibbling):

1) "homonymy" (translated[1] by "equivocation").
2) "amphiboly" (translated by "ambiguity")
3) "synthesis" (translated by "combination")
4) "dieresis" (translated by "division")
5) "prosody" (translated by "accent")
6) "scheme of lexis" (translated by "form of expression")
Britannica gives the same list, but in a different order. Borrowed examples.

1.Homonomy/polysemy (or equivocation)[2]

'Happiness is the end of life. The end of life is death; So happiness is death.'

2. Amphiboly (or syntactic ambiguity)

'I met the ambassador riding his horse. He was snorting and steaming, so I gave him a lump of sugar.'
'On the claim form I have filled in details about the injury to my spine which I now enclose.'

3. Synthesis (or combination)

'This must be a good orchestra because each of its members is a talented musician.'
4. Dieresis (or division)
'Welsh speakers are disappearing. Dafydd Williams is a Welsh speaker, therefore Dafydd Williams is disappearing.'
'This is the best orchestra, so all its members are the best musicians'.

5. Accent

We read that men are born equal, but that is no reason for giving them all an equal vote.
'Mother said we shouldn't throw stones at the windows. It's all right for us to use these lumps of metal.'
'I know we are pledged not to engage in germ warfare against people in far-away lands, but the Irish are not far away.'

6. Form of expression

Literal/figurative uses of a word. E.g. Clown: He that comforts my wife is the cherisher of my flesh and blood; he that cherishes my flesh and blood loves my flesh and blood; he that loves my flesh

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[1] E.S. Forster's translation, revised by D.J. Furley (Loeb bilingual edition).

[2] Cf. in rhetoric, figures such as antanaclasis, which consist in repeating the same word, but with different meanings.

and blood is my friend; ergo, he that kisses my wife is my friend. Shakespeare, All's well that Ends Well, 1.3.50-55.

7. Others

The etymological fallacy.
Abstraction (taking and using words out of their context).
Speech act abuses in J.L. Austin's theory (A says "I promise to come" but does not intend to and then claims that he simply said "I promise" but did not promise).

3. Non-verbal fallacies

Aristotle considers the following
1) Accident
2) Absolute/relative use of an expression
3) Ignorance of refutation (perhaps encompasses all)
4) Affirming the consequent
5) Assuming the original conclusion (petition principii)
6) Stating as a cause what is not a cause
7) Many questions.

Within non-verbal fallacies, some oppose formal and non-formal/material fallacies.

A. Formal fallacies

1. Immediate inferences

Contradiction (cf. in English law, limitation of appeals, res judicata, estoppels)
False conversion:
All men are mortal beings/All mortal beings are men.
Some men are not fathers/some fathers are not men
See also false contraposition

2. Categorical syllogism

Setting aside syllogistic fallacies resulting from the propositional terms (cf. verbal fallacies), many formal fallacies amount to violations of the rules for valid syllogisms, rules which reduce the list of syllogisms from 256 to 19 (with the 4 figures).

a) The terms
1) The four-term fallacy (quaternio terminorum). The syllogism must have 3 terms, neither more nor fewer. See verbal fallacies. Hamburgers are better than nothing. Nothing is better than good health. So hamburgers are better than good health. The terms must have the same extension in all their occurrences. E.g. Man cannot mean mankind in one case and male in another, as in "Man delights not me; no, nor woman, either, though, by your smiling, you seem to say so", Shakespeare, *Hamlet*, 2.2.328-331.
2) The fallacy of accident or secundum quid (more fully: a dicto simpliciter ad dictum secundum quid). E.g. Human beings have five senses (sight etc.); none of these individuals have five senses (they're blind or deaf); so they're not human beings (camestres).
3) The converse fallacy of accident (more fully: a dicto secundum quid ad dictum simpliciter). E.g. All those individuals are blind; all of them are human beings; so all human beings are blind (in any case, not a valid third figure syllogism).

b) Quantity

1) Undistributed middle. The middle term must be "distributed" (i.e. apply to the whole of the class), which means either i) that it must be the subject of a universal premise or ii) the predicate of a negative one.

The rule accounts for the unacceptability of the following: All men are mortal, all Athenians are mortal, therefore All Athenians are men (cf. All horses have four legs, all dogs have four legs, so dogs are horses/so horses are dogs).

2) Illicit process. Terms in the conclusion can be "distributed" only if already distributed in one of the premises. The violation of that rule is called the fallacy of illicit process, which may be either a fallacy of illicit major or a fallacy of illicit minor.

Fallacy of illicit major: All men are mortal, no dog is a man, therefore no dog is mortal. "Mortal" is distributed in the conclusion (predicate of a negative proposition) but not in the premises (predicate of an affirmative proposition).

3) The two premises can be universal, but not both particular. If one is particular, then the conclusion must be particular too.

c) Quality
1) The two premises can be affirmative, but not both negative.
2) If one premise is negative, then the conclusion must be negative too.

3. Non-categorical syllogism

1) Denying the antecedent: if p, q; non-p; non-q. Frequent in ordinary discourse: if she comes back, I'll be happy. She's not coming back, so I'm unhappy (not so, I've found someone else).
2) Affirming the consequent: if p, q; q; p. When she comes back, he'll be happy. He's happy. She's come back.

The rules distinguishes implication from equivalence.

B. Non-formal fallacies

1. By-passing the issue

1) straw man
2) refuting the example (not the conclusion)
3) shifting issues. E.g. A1. You did that, didn't you? B1. No, I didn't. A2. You did. B2. So what?
Cf. Many questions (presuppositions). Leading questions. Another issue under the explicit one. E.g. When did you stop beating your wife?

2. Person-based arguments

1) Positive reference to persons: argument ad hominem, argument ad verecundiam (appeal to authority), argument ad populum, fallacy of consensus gentium; Tu quoque (two wrongs don't make a right). "Special pleading" (applies to you, but not to me).
2) Negative reference to persons: argument ad hominem, poisoning the well, (e.g. Only fools believe that…), fallacy of unqualified source. "Special pleading" (applies to you, but not to me). See infra genetic fallacy.

3. Emotional arguments

Ad baculum (might makes right), ad metum, ad misericordiam. Loaded words. See also ad hominem fallacies.

4. False causes, effects and representations

1) False representations: black-and-white fallacies (or false dichotomies).

2) False causes.
Post hoc propter hoc (after which therefore because of which). Time/cause. Walking under a ladder… Cf. Cum hoc propter hoc (coincidence).
The genetic fallacy (using the history of an idea or a thing to discredit that idea or thing).
Blame the messenger.
The gambler's fallacy. F has often/always (not) happened, so it will (not) happen.
Pragmatic fallacy: a proposition is true (e.g. god exists), because it is useful (for example, it makes people happy).
Is/ought fallacies. If a thing is, it should be/if a thing ought to be, it is. Cf. Wishful thinking, optative/declarative.

3) False effects
False dilemma: if p, r; if q, r (r being catastrophic). Confusing contradiction and contrariety: perhaps one need do neither p nor q. The case when q is not doing p (non-p): If I leave her, I'll be unhappy. If I don't, I'll be unhappy.

Slippery slope: if p, then q; if q, then r; if r, then s etc. Non sequitur.

Reduction to the absurd (current, non-technical definition): absurd consequence of a proposition. E.g. if you're a professor, then I'm the pope.
E.g. Your knees to me? To your corrected son?/Then let the pebbles on the hungry beach/Fillip the stars; then let the mutinous winds/Strike the proud cedars 'gainst the fiery sun,/Murd'ring impossibility to make/What cannot be light work. Shakespeare, *Coriolanus*, 5.3.57-62

5. Failure to argue

1) The failure to distinguish argument and conclusion
Petitio principi (Begging the question). E.g. Shakespeare is the greatest poet, because no other poet is greater. Special form: circulus in probando (vicious circle, arguing in a circle). P1 proves P2, P2 proves P3, P3 proves P4 and then P4 proves P1.
2) The use of the opponent's failure to refute one's standpoint: argument from ignorance (ad ignorantiam).

3. Notes for part III Rhetoric

Introduction

1. Characteristics

i) Finite questions or issues; ii) dialogical monologue before a large audience (unlike dialectics); iii) verisimilar premises; and iv) apparently valid moves sufficient. The concepts of ancient rhetoric, however, are sometimes used today for "private" dialogues.

General definition: the art of persuasion (in democracies), the art of speaking well (under authoritarian regimes). Enumerative definition: see infra parts.

2. History

Rhetoric originated in Ancient Greece, like logic and dialectics, but in the context of property trials in Sicily, during a democratic interlude. Skill in persuading relatively large and uneducated audiences became a marketable commodity.

Hostile to democracy, Plato was extremely critical of rhetoric (so it is often said). Yet, setting apart Cicero, the other great theorists, Aristotle and Quintilian, wrote as democracy was on the wane or extinguished and rhetoric remained a form of higher education until the fall of the Roman empire.

Part of the elitist liberal arts, as opposed to the servile arts, and more specifically part of the trivium, like logic and dialectics, as opposed to the quadrivium (arithmetic, geometry, astronomy and music), rhetoric, already taught at school, was a core discipline at university throughout the Middle Ages and the Renaissance and continued to be taught well into the 19th century.

Rhetoric originated in an inquiry into successful discourse techniques, but solidified, according to its opponents, into artificial categories and a promotion of stereotypes. The Romantic claim for originality accompanied its decline.

The generalisation of enfranchisement and the development of propaganda and advertising through the mass media is sometimes said to explain the revival of interest, especially after World War II, for ancient Roman and Greek rhetoric (see infra I.1).

3. Use

Neither logic nor dialectics take into account (a) large discourse units (speeches), (b) before non-intellectual audiences and (c) the effects of illogical and non-logical aspects of discourse

Logic does not always persuade, because it is indifferent to the audience. Rhetoric involved hypotheses about the audiences of democratic institutions, which it claimed to teach how to persuade and so have power over:

1) Such audiences are not mentally equipped, Aristotle says, to follow long and complex logical arguments, which is why he promotes the enthymeme.

2) They respond less to truth than to verisimilitude, another argument in favour of the enthymeme.

3) They can be persuaded by or despite fallacies, be they (i) verbal, (ii) formal (e.g. denying the antecedent) or (iii) non-formal (the provocation of emotions, attacks against the opponent's image and flattering explicit or implicit self-representations).

4. Plan

I. Parts and genres. II. Invention

1. Genres and parts

1. Genres

Genre	Audience	Orientation	Concept/topos	Speech acts3	Finality
1. Judicial	Judges/jurors	Past	Justice	Accuse/defend	Influence
2. Deliberative	Council	Future	Usefulness	Advise/dissuade	
3. Epideictic	General	Present	Beauty	Praise/blame	Please (only?)

2. Parts

The parts (or "offices") and their order became standard.

1. Inventio(n): issues; "proofs"

2. Arrangement (dispositio): set pattern.
Exordium, narratio, issue (divisio or partitio), argumentation (confirmatio), refutation (confutatio), recapitulation and conclusion (preoratio).
Cf. In France, until recently the Hegelian pattern: thesis/antithesis/synthesis.

3. Tropes and figures of speech (elocutio): tropes (paradigmatic axis but for example what about periphrasis, which is not usually called a trope?)/figures of speech (syntagmatic axis, but for instance what about apostrophe?)

4. Delivery (actio)

5. Memoria

Perhaps under the influence of Pierre de La Ramée (a protestant anti-aristotelian), who redefined the domains of dialectics (argumentation, including arrangement) and rhetoric (elocutio, actio, memory), rhetoric, it has been said, was gradually reduced to the study of tropes (metaphor, metonymy, synecdoche and irony) and figures of speech (anaphora, chiasmus etc).
The renewal of interest for argumentation after World War II has led to a rediscovery of the argumentative core of rhetoric (invention) and to a renewed awareness of the argumentative, rather than expressive, potentials of the other parts of Greek and Roman rhetoric, especially elocutio.

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[3] The term is not used here in J.L. Austin's sense, chiefly because the speech acts at issue inform whole speeches, not just single utterances, but the pairs in this column and the next include what Austin calls respectively illocutionary and perlocutionary acts. Quintilian holds that the three pairs of "speech acts" subsume all other possible speech acts.

2. Invention

1. Issues

1. General definition
The issue is the question to be discussed. Its definition a) guides or economizes the quest for arguments and b) serves as the criterion to assess the relevance of whatever is actually said.
It results from the contradiction between two assertions: e.g. "Peter killed John"/"No, Peter didn't kill John" => issue: "Did Peter kill John?" (cf. supra part II Dialectics: ignoratio elenchi)
The orator had to define the issue, to discover the arguments relevant for the assertion he was to uphold and for the refutation of the contradictory assertion.
Cf. in English judicial procedure, the pleadings (or in French procedure, the "conclusions").

2. Enumerative definition
The idea that, at a certain level of abstraction, what can be said is systematically limited. Cf. Kant's typology or topics of metaphysical issues. In rhetoric, there is an especially convincing typological account for judicial discourse (see infra Appendix).

2. Types of proofs and topoï

1. Types of proofs
Once the orator had defined the issue, he had to find proofs. Aristotle distinguished two categories:
1) technical (dependent on the orator's skill).
2) non-technical (not dependent on his skill: documents, confessions under torture, witnesses etc).
The opposition like others is debatable.

Technical proofs fell into three subcategories:
1) Logos: the use of logical or apparently logical arguments (enthymemes, verbal and formal fallacies, examples, analogies/fables or apologues).
2) Pathos: the arousal of emotions and laughter (cf. argument ad misericordiam etc. fallacies)
3) Ethos: the construction of the orator's or the opponent's explicit or implicit self-representation (cf. arguments ad verecundiam, ad hominem etc.).

2. Topoï or commonplaces

First meaning. The orator found his arguments in "places" (in Greek, "topoï", sing. "topos"): who, what, where, when, how, why.
Each of theses "commonplaces" had subdivisions (often dichotomies or trichotomies).

Second meaning. Forms of argument: definition (through division or enumeration etc.), difference/similitude, etc.

Third meaning. In each "place", the orator found ready-made verisimilar arguments, and perhaps we do likewise.

For instance, in the place "who", we find "hair" and there "colour of hair": from "blond" many argue "dull" or "stupid"; from "red-head", "torrid"; from "male" and "long-hair", English magistrates in the past have allegedly argued "guilty".

Likewise, from the place "clothes", "skirt" modified by "short" and intensified by "very", provides a topical argument for a common place conclusion that is often, if not always, misleading and can get a person into trouble.

Topoï change and might be described as the frothy foam over the tides of history, except that commonplaces can cause suffering and are sometimes used to justify its infliction.

Fourth meaning

With time, set-pieces developed not just short arguments. Cf. Sextus Empiricus' *Pyrrhonic hypotyposes*, Mundus inversus, the seasons, the young and the old (cf. the New Comedy tradition), the fair and the dark-haired (cf. Novels, such as Emily Brontë's *Wuthering Heights*), graveyards (see the Graveyard poets), etc.

	1. Did X do A?	
1.1 No Cf. traverse/denial i) It wasn't I that did A. ii) I didn't do A, but something else which is not illegal or which is less serious.		1.2. Yes

	2. Is it legal, moral etc. to do A?	
2.1 Yes Cf. demurrers (substantive)		2.2 No Cf. confession and avoidance and extenuating circumstances.

	3. Was X justified in doing A?	
3.1 Yes Justification (defensio): i) Authority ii) Self-defence, provocation, self-help. iii) "Necessity" N°1 (i.e. dilemma, choice of evils, comparison, cf. duress)		3.2 No

	4. Did X do A intentionally?	
4.1 No Excuse (excusatio): i) Ignorance (law/fact) ii) act of God ("Necessity" N°2): cf. duress iii) chance/accident		4.2 Yes

	5. Are there other circumstances?	
5.1. Yes Cf. pleas for clemency (deprecatio): i) past services ii) firm intent/future usefulness, iii) family (ad misericordiam) etc. iv) apology v) firm intent not to do it again etc.		5.2. No

6. Is the procedure legal?

The issue can also be raised at the beginning. Cf. Dilatory pleas/procedural demurrers.

i) Is this the place or time to make the accusation?
ii) Are you entitled to make it? Cf. Tu quoque fallacy.
iii) Could you not make your accusation differently, e.g. without insulting me?

II. EXAMS

Marks obtained :
2005-2006 : first session more than 12/20 at the first session (below 10/20 at the second).
2006-2007: more than 11/20 at the second session (below 10/20 at the first).
N.B. This part is drawn from a file of exam drafts, so there may be errors, especially in exam dates.

Université Charles-de-Gaulle (Lille 3)
UFR Angellier
L3 U.E.2 ARGUMENTATION
2004-2005
Première session

Durée : 1 heure

Numéro d'étudiant :……………………………

REPONDRE SUR LES FEUILLES
RECTO-VERSO
PUIS METTRE DANS UNE COPIE D'EXAMEN HABITUELLE,
EN Y INSCRIVANT NOMS ET MATRICULE

Part I. On the lectures (CM). 50/100 marks

ANSWER ON THE EXAM PAPER

A. Definition (10 marks, 2 per question)
Consider the following statements as would-be definitions:
a) Man is an animal. Motor-cars are a means of transportation. A poem is a composition in verse.
b) A man has a head, two arms and a leg. A car is made up of a steering-wheel, a windscreen and four wheels. Rhetoric comprises elocutio and memoria.

1) Name or describe the type of definition in (a):
………………………………………………………………………………………
2) Name or describe the type of definition in (b):
………………………………………………………………………………………
3) Give the rule which the definitions in (a) do not comply with:
………………………………………………………………………………………
4) Give the rule which the definitions in (b) do not comply with:
………………………………………………………………………………………
5) Correct the definition of rhetoric in (b):
………………………………………………………………………………………
………………………………………………………………………………………

B. History (10 marks)
1) Complete the list of disciplines that have studied argumentation ever since Antiquity (2 marks):
a) ………………..
b) ………………..

c) Rhetoric.

2) Name (a) the civilisation and (b) the political system in which those disciplines originated and (c) their major theoretician, adding (d) the part of the medieval university curriculum devoted to them and (e) the century during which they were discredited and withdrawn from institutional education (5 marks):

a) ………………….

b) ………………….

c) ………………….

d) ………………….

e) ………………….

3) When did the pragmatic aspect of language and more specifically argumentation once again become the subject matter of institutional education and in what circumstances (3 marks):

………………………………………………………………………………………….

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C. Principles (10 points, 2 marks per question)

1) Give an adjective to describe (a) premises or arguments which people believe to be true and (b) those which are contrary to their beliefs:

a) ………………

b) ………………

2) Name the relationship between a) 'All men are mortal' and b) 'Some men are not mortal':

………………..

3) Name the relationship between a) 'They're always singing' and b) 'They're never singing':

………………..

4) Define the difference between the relationships in questions (2) and (3):

………………………………………………………………………………………….

………………………………………………………………………………………….

5) Name the argumentative moves in (a) and (b):

a) Man, by definition, is rational. So this man is rational: …………

b) Peter's never been late, so he'll be on time: ……………

D. Argumentative moves (15 marks, 1 per question):

1) Name the types of syllogism in (a), (b), (c) and (d):

a) A chair is a two-legged piece of furniture. These are two-legged pieces of furniture. So these are chairs. ……………………

b) A chair is a two-legged piece of furniture. So these are chairs. ……………………

c) If a piece of furniture is two-legged, then it's a chair. This is a two-legged piece of furniture. So it's a chair. ……………………

d) If a piece of furniture is two-legged, then it's a chair. This is not a chair. So it's not two-legged. ……………………

2) Give the two conditions which a syllogism must fulfil for its conclusion to be true:

a) ………………………………………………..

b) ………………………………………………..

3) Name a syllogism or a piece of argumentation which does not fulfil one of those conditions: ……………………

4) Name the types of arguments underlined or say what emotion they involve:

a) There's a sea over the sky. The Bible says so. ……………………………...

b) He sometimes has good ideas, but I don't like him, so I never vote for them……………

c) I should stop smoking, the doctor says. ………………………………………….

d) Institute a democratic form of government, or we'll bombard your country night and day. ……………………

e) A tragedy, Aristotle argues, provokes fear and pity. ….………………………..

f) If you don't do a bit a sport, you'll fall ill. ………………………………………..

g) Give me your wallet, or I'll beat you up. ……………………………………….

h) We must intervene in that country, otherwise you'll suffer other terrorist attacks. ……………………………

E. Discussion (5 points).

John Locke, who identified some of the arguments in the previous question, is said to have been undecided about their validity. Say briefly why or under what conditions people believe statements that they have no means of knowing whether they are true or false.

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Université Charles-de-Gaulle (Lille 3)
UFR Angellier
L3 U.E.2 ARGUMENTATION
2004-2005
Deuxième session

Durée : 1 heure

Numéro d'étudiant :……………………………

REPONDRE SUR LES FEUILLES
RECTO-VERSO
PUIS METTRE DANS UNE COPIE D'EXAMEN HABITUELLE,
EN Y INSCRIVANT NOMS ET MATRICULE

I. Analysis (24 marks)
1) Text 1 (6 marks)
Line 18: Again, if any Syracusian born
Line 19: Come to the bay of Ephesus, he dies.
Lines 20-24:………………………..
Line 25: Therefore, by law thou art condemn'd to die.
Shakespeare, *The Comedy of Errors*, 1.1.18-25
a) Reduce the lines, including the missing proposition, to a formula, using the connector "if" and the letters p and q to symbolize the propositions:
Lines 18-19: ………………
Missing proposition: …….
Line 25:……
b) Where do the lines imply the speakers are? ……………………………..
c) What else do they imply about the addressee? …………………………..
d) Name the form of argumentation: ………………………………….
e) Name the mode of that form used here: ……………………………
f) Name the form of argumentation, seeing that a proposition is missing: ………………….
2) Text II (6 marks)
(1) He that comforts my wife is the cherisher of my flesh and blood; (2) he that cherishes my flesh and blood loves my flesh and blood; (3) he that loves my flesh and blood is my friend; (4) *ergo*, he that kisses my wife is my friend. Shakespeare, *All's well that Ends Well*, 1.3. 50-55
a) Reduce the text to a formula (using the letters A, B etc. to symbolize the relevant noun or verb phrases and "=", the equations):
(1) …………
(2) …………

(3) …………
(4) …………
b) Quote the previous noun phrase(s) which 'he that kisses my wife' replaces in (4):
……………………………………………………………………………………………
c) Name the form of argumentation: ………………..
d) Name the source for the equation "my wife" = "my flesh and blood":
……………………………………………………………
e) Say which equation makes the biggest 'jump', (1), (2), (3) or (4): ……
f) Express a value-judgement on the argumentation in this text: …………………
and name its probable intended effect: ……………….
3) Text IIII (12 marks)
(1) The cause of plague is sinne, if you lokk to it well, and (2) the cause of sinne are playes:
therefore (3) the cause of plagues are playes. Thomas White, 'a sermon at Paul's Cross', in
November 1577. Nota bene: original spelling.
a) Name the term 'sinne' in (1) and (2): ……………….
b) State the function of a major term in the conclusion: ………………
c) Rewrite the text to make it follow that rule, replacing 'the cause of …. is/are' by the verb
'cause(s)':
…………………………..
…………………………….
…………………………….
d) Name proposition (1): ……………….
e) Name proposition (2): ……………….
f) Identify the figure of the syllogism: ………………
g) Is the argument valid? ……….
h) Do you think the conclusion true? …………….
i) Why/why not? ………………………………………………………………………
j) Name the part of rhetoric that studied arguments: ……………..
k) Name the part of rhetoric that studied tropes and figures of speech: ……………
l) Identify the figure of speech which may be intended to associate plays and plagues:
………………………………..

II. Production (16 marks)
1. Continuations (6 marks):
1) Convert 'Low prices causes unemployment': …………………………….. ……….
2) Convert 'No chair is a two-leg piece of furniture':
………………………………………………………………………….
3) Complete the following syllogism in modus tollens:
If a man works hard, he earns a good living;
Peter …………………….,
Which means that ……………………
4) Complete the following to obtain a fallacy, which is current and acceptable in everyday speech:
If it's raining, he's watching TV.
………………………
So ………………
5) Complete the following to construct a (valid or non-valid) second figure syllogism:
Men are animals.
………………………………………………………………….
So …………………………………………………………..

6) Complete the premises to form an 'epicheirema':

Tragedy provokes fear and pity…………………….…………………………………..

Coriolanus is a tragedy………………………………………………………………

So *Coriolanus* provokes fear and pity.

2. Discussion (10 marks)

'Argumentation is the foundation of democracy': argue for and against. (No less than 1 side nor more than 2 sides.)

2005-2006(1)

UNIVERSITE DE LILLE 3
UFR ANGELLIER

L3 U.E.2 ARGUMENTATION
2005-2006
Première session

Durée : 1 heure

REPONDRE SUR LES FEUILLES,
4 PAGES IMPRIMEES RECTO-VERSO

1/50e point par réponse ou entrée juste

Numéro d'étudiant :……………………………

I. HISTORY, DISCIPLINES AND PROBLEMS (30 entries)

1) The several meanings of "argue" in ordinary language suggest that argumentation has two contrary tendencies. Name or describe those two tendencies:
a)
b)

2) Name the type of government that had been instituted in Athens when rhetoric was invented and with which argumentation is often associated: democracy.

3) Fill in the chart to define the three disciplines that have studied argumentation for now more than two millenniums:

	Logic	Dialectic	Rhetoric
Premises: true or verisimilar			
Moves: valid or apparently valid			
Questions or issues: non-finite or finite			
Discourse: monologue, dialogue etc.			

4) Define contradiction (i.e. contradictory terms or propositions):

5) Define contrariety (i.e. contrary terms or propositions):

6) Categorical logic requires propositions to have a specific grammatical form, into which one must often rewrite ordinary language sentences, to make an analysis in categorical logic possible. List the elements of a categorical proposition:
a)
b)
c)
d)
e)

7) Name the modern equivalent of categorical logic:

8) Name a piece of argumentation with two premises and a conclusion (and only three terms):

9) Give a one-phrase definition of rhetoric:

10) Name the five "offices" of the orator or parts of rhetoric:
a)
b)
c)
d)

e)

II. Analysis and production (20 entries)

1) ANALYSIS. Name the type of argument or fallacy in the following passages:

i) No one but a lunatic can believe that the Earth is the centre of the universe.
Name:
ii) If women are given the right to vote, then why not also give them the right to be elected MP's, but if there are female MP's, the male MP's will be too distracted to do their work properly and if MP's don't do their work properly, then the country will run to the dogs.
Name:
iii) Peter: If, despite their denials, they're discovered to be developing means of massive destruction, the USA said they'd attack them. Mary: Well, that's comforting, since the inquiry has shown that they're not developing any.
Name:
iv) Seeing that Hitler launched the make, I'll never buy a Volkswagen.
Name:
v) Should Jane come to the party, Tarzan said he'd do so too. And here he is! So where is she?
Name:
vi) Men who want sex wear shorts. He's not wearing shorts. So he doesn't want sex. Name:
vii) Boys with long hair are often criminals. Jonathan's got long hair. So he may well be a criminal.
Name:
viii) If I yield to him, he'll think I'm a whore. If I don't, he'll go with another girl. Heavens! what on earth should I do? Name:
ix) Girls who wear short skirts want sex. She's not wearing a short skirt. So she doesn't want sex.
Name:
x) When we reduce liberties, they call us fascists. When we don't, they blame us for terrorist attacks. Name:
xi) Can you prove that God doesn't exist? Well, then!
Name:
xii) Look you turd, if you don't agree, I'll smash your skull!
Name:
xiii) There's no harm in pornography!? How can you say such a thing? You of all people! A minute ago, you wanted us to baptize the children!
Name:
xiv) Now, sir, if you don't pay the fine, I'm sorry but it will be tripled.
Name:

2. PRODUCTION A. Follow the instruction to complete (i)-(vi). The argumentation may be true or false but, grammatically, it must be expressed in an acceptable way.

i) Syllogism in modus ponens. Whenever it's sunny, Peter goes to the beach. ...

ii) Syllogism in modus tollens. On sunny days, Peter goes to the beach. ...

iii) Denying the antecedent. On sunny days, Peter goes swimming...

iv) Affirming the consequent. If the weather's hot, Peter goes swimming...

v) Argument ad populum. Peter goes to the beach, because...

vi) Argument ad misercordiam. Let Peter go swimming. Otherwise,...

2005-2006(2)

UNIVERSITE DE LILLE 3
UFR ANGELLIER

L3 U.E.2 ARGUMENTATION
2005-2006
Deuxième session

Durée : 1 heure

Numéro d'étudiant :…………………………

REPONDRE SUR LES FEUILLES PUIS METTRE DANS UNE COPIE D'EXAMEN
HABITUELLE

1/40e point par réponse ou entrée juste

I. HISTORY, DISCIPLINES AND PROBLEMS (20 entries)

1. Define "irenic" or give a synonym:

2. Define "agonistic" or give a synonym:

3. Describe the finality of logic:

4. Describe the finality of rhetoric:

5-6. Say (a) when and (b) where the two above-mentioned disciplines were invented:
a)
b)

7. Name the logical relationship between "All North-Americans are black" and "Not all North-Americans are black":

8. Name the logical relationship between "All North-Americans are black" and "No North-American is black":

9. Describe the difference between the logical relationships in the previous two questions:

10-11. Name the two types of logic studied in the course:
a)
b)

12-14. Name the propositions of a syllogism in which the "middle term" appears (a-b) and the proposition in which it does not appear (c):
a)
b)
c)

15-16. Name the function of a) the "major" and b) the "minor" terms in the conclusion of a syllogism:
a)
b)

17-19. Name the three types of "proofs" explored in rhetoric:
a)
b)
c)

20. Define "topos" or give a synonym:

II. Analysis and production (20 entries)

1) ANALYSIS. Name the type of argument or fallacy in the following:

i) They say they're anarchists but, at their meetings, there's a chairman and you must put up your hand to be allowed to speak. Name:

ii) Look here! If anyone knows how to boil an egg, it's me! I studied cooking in Paris. Name:

iii) Him? A socialist? He's loaded! He's even got a private yacht! Name:

iv) Shakespeare studied rhetoric at school, which explains the abundance of metaphors in his plays. Name:

v) I warn you, if you don't come to my lectures, you'll fail the exam. Name:

vi) Either we violate international law and take control of those countries or they'll dictate the price of petrol and we'll be at their mercy. Name:

vii) You're often late yourself, aren't you? Name:

viii) Do I eat frogs' legs? Well, I'm French, aren't I?

ix) I don't know. Obviously, we don't get on physically anymore, but if we separate now, Jonathan won't overcome his Oedipus complex and then God knows what will happen to him. Name:

x) Women aren't allowed to go to university in our country? Well, how long ago did you open your universities to women? Name:

xi) Well, since you're going out with him, I thought you were, because he usually goes out with models. Name:

xii) If such were the Prime Minister's reasons, he'd have said so, but he's said exactly the opposite, so those cannot be his reasons. Name:

xiii) If such were the Prime Minister's reasons, he'd say so, but they're not, so he'll give others. Name:

xiv) You won't believe it, but he really thinks she wants to have sex with him because he wants to have sex with her! Name:

xv) Someone made the chair you're sitting on, so someone must have made the tree the chair's made of. Name:

2) PRODUCTION. Follow the instruction to complete (i)-(v). The argumentation may be true or false but, grammatically, it must be expressed in an acceptable way.

i) Begging the question. Shakespeare's a great poet, because

ii) Subcontrariey. Some Europeans are Frenchmen. Therefore,

iii) Subalternation. No citizen of the USA is a European. Therefore,

iv) Affirming the consequent. If state A has launched terrorist attacks against state B, it is right for state B to invade state A.

v) Slippery slope. If he doesn't call within five minutes,

2006-2007(1)

UNIVERSITE DE LILLE 3
UFR ANGELLIER

L3 U.E.2 ARGUMENTATION
2006-2007
Première session

Durée : 1 heure

Numéro d'étudiant :……………………………

REPONDRE SUR LES FEUILLES
RECTO-VERSO
PUIS METTRE DANS UNE COPIE D'EXAMEN HABITUELLE,
EN Y INSCRIVANT NOMS ET MATRICULE

1/40e point par réponse ou entrée juste

I. HISTORY, DISCIPLINES AND PROBLEMS (20 marks)

1) Complete the following table (12 marks):

	Judicial	Deliberative	Epideictic
Audience			
Time			
Concept/topos			
"Speech acts"			

2) Complete the following (5 marks):

	--Definition----------------------------
Inventio	
Dispositio	
Elocutio	
Actio	
Memoria	

3 In "Ferio", the name of a first figure syllogism, what do the vowels stand for? (3 marks)

	………………………………………………………………………………………………………
"e"	
"i"	
"o"	

II. Analysis AND production (20 marks)

1) ANALYSIS. Name the form of argument in texts i-x below (10 marks):

i) If the literary genres are good separately, their conjunction cannot be hurtful.

ii) The government is to the people what the belly is to the rest of the body.

iii) I must either allow my native town and my family to be destroyed or break my promise to Peter.

iv) The sun rose today, so it will do so tomorrow.

v) Do to others what you'd like them to do to you.

vi) We're like a compass, you see, or a divider. Even when I'm wandering around, we stay together.

vii) Either he's a fool or he's Machiavelli. He's a Professor. So he's obviously trying to get the better of us.

viii) You say you're a Christian, but you never give beggars anything.

ix) Peter's a nice guy, because he helped me out when I was down and out. One should be wary of nice guys, because they always ask you for something one day. So I should be on my guards about Peter.

x) You want a pay rise, do you? Well, that proves all you're bothered about is money.

2) PRODUCTION. Follow the instructions to complete i-ii, in a grammatically acceptable way (10 marks).

i) Don't fire him…
Arguments for (i):
a) Argument ad misericordiam (1 mark):

b) Argument ad baculum(1 mark):

c) Tu quoque (1 mark):

d) Post hoc propter hoc (after therefore because) (1 mark):

e) Slippery slope (1 mark):

f) Argument ad personam against the boss (1 mark):

ii) Plaintiff: You pushed me.
Defendant:
a) Traverse (1 mark):

b) Demurrer (1 mark):

c) Justification/dilemma (1 mark):

d) Excuse/act of God (1 mark):

2006-2007(2)

UNIVERSITE DE LILLE 3
UFR ANGELLIER

L3 U.E.2 ARGUMENTATION
2006-2007
Deuxième session

Durée : 1 heure

Numéro d'étudiant :……………………………

REPONDRE SUR LES FEUILLES
RECTO-VERSO
PUIS METTRE DANS UNE COPIE D'EXAMEN HABITUELLE,
EN Y INSCRIVANT NOMS ET MATRICULE

1/40e point par réponse ou entrée juste

I. HISTORY, DISCIPLINES AND PROBLEMS (20 entries)

1) Complete the following table with "yes" or "no" (5 marks, i.e. 1 mark per correct line):

Conditions	Logical	Rhetorical
All the propositions are necessarily explicit		
All the propositions are necessarily true		
A syllogism that denies the antecedent of the major is acceptable		
The speaker's image or reputation can be important		
The speaker may appeal to the emotions of his addressee		

2) Fill in the table to define the four types of propositions that are relevant for categorical logic (4 marks, i.e. 1 mark per correct line):

TYPE	QUANTITY	QUALITY
1		
2		
3		
4		

3) The conclusion of a syllogism is valid if and only if:

i) (1 mark)

ii) (1 mark)

4) Name a text that can be rewritten as a syllogism but does not express one or two implicit premises (1 mark):

5) If the terms "xyteri" and "laful" are contradictory and "The French are xyteri" is false, is "The French are laful" necessarily true? (1 mark)

6) If the words "xyteri" and "laful" are contrary and "The French are laful" is false, is "The French are xyteri" necessarily true? (1 mark)

7) Consider the following syllogism and fill in the table with the appropriate word. "All women are mortal, because all men are mortal and all women are men."

Term	Word
The major (1 mark)	
The minor (1 mark)	
The middle (1 mark)	

8) Name the following forms of argumentation:

i) A is to B what C is to D (1 mark):

ii) A is B; B is C; C is D; A is D (1 mark):

iii) A, because O; B, seeing P; therefore C (1 mark):

II. Analysis and production (20 entries)

1) ANALYSIS. Name the form of argument in texts i-x below (10 marks, 1 mark per text):
i) If the earth turned, trees would be uprooted. Trees are not uprooted. Therefore the earth does not turn.

ii) Since he's been working here, everything's going wrong. We should fire him.

iii) Alright, I'm late, but you're often late yourself.

iv) Love them, and they'll love you.

v) If you're French, I'm a Martian.

vi) Should you not acknowledge that I'm god's representative on earth, I'd have you burnt at the stake.

vii) This play is comic, so all its scenes are comic.

viii) Look at that tramp. Without a job, you'll soon be like him.

ix) Do you have a better idea? Well, then.

x) He's always been overanxious, so we shouldn't take his present anxiety seriously.

2) PRODUCTION. The argumentation may be true or false but, grammatically, it must be expressed in an acceptable way. Follow the instructions to complete i-iii (10 marks, 1 mark per argument).

i) If you're on holiday, you wear jeans…

a) Modus ponens (1 mark) :

b) Modus tollens (1 mark) :

c) Denying the antecedent (1 mark):

d) Affirming the consequent (1 mark):

ii) I respect my parents…

a) Argument of authority (1 mark):

b) Is/ought fallacy (1 mark):

c) Argument ad baculum (1 mark):

d) Begging the question (1 mark):

iii) Rhetoric is…

a) General definition (or definition by division) (1 mark):

b) Enumerative definition (or definition by partition) (1 mark):