

SOCIAL SCIENCES STUDENT GUIDE



PART I: Critical Thinking Concepts and Tools

PART II: Theoretical Frameworks for the Social Sciences

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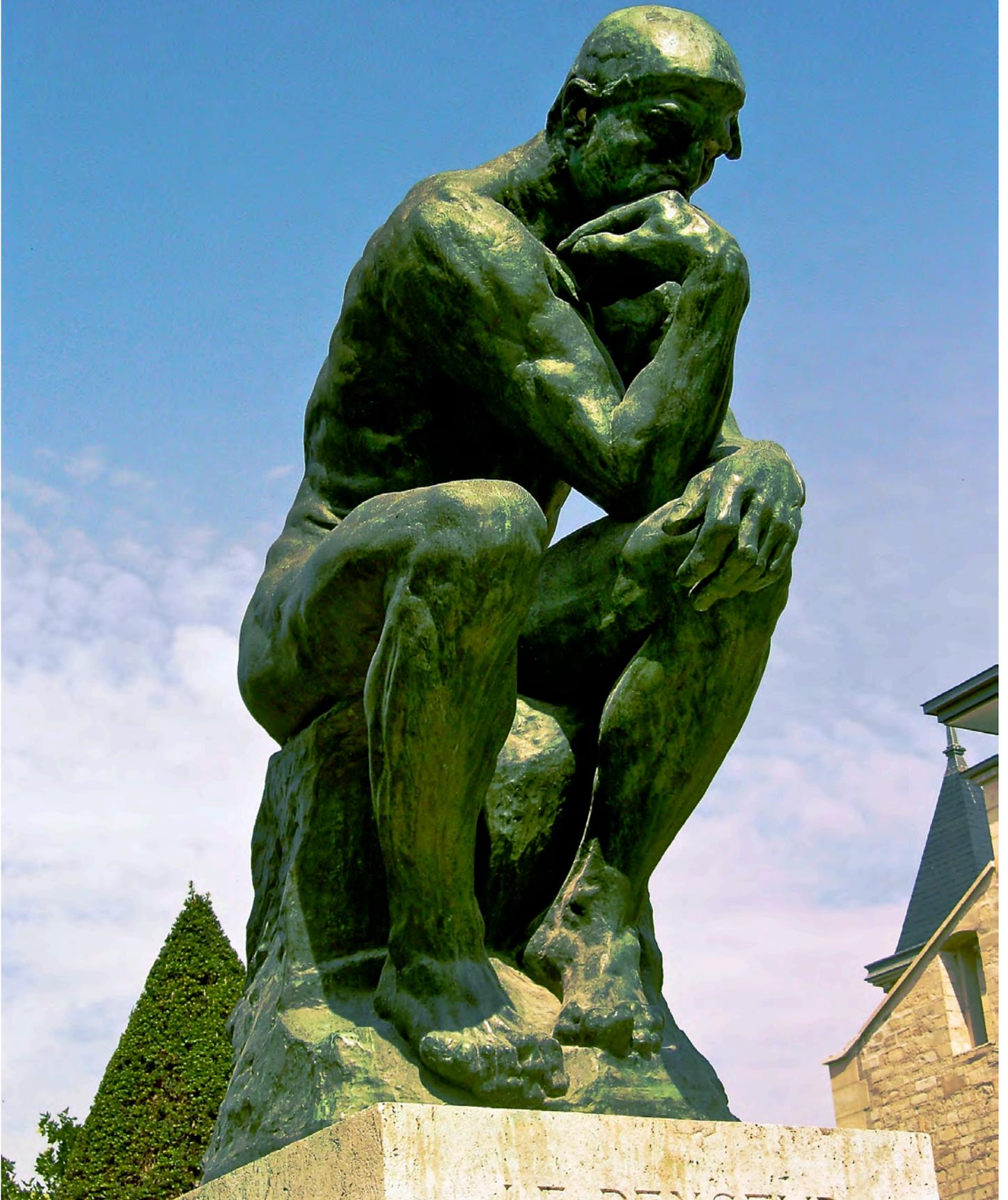
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PART I: Critical Thinking Concepts and Tools



7 Habits of Highly Effective People (and Students)

The Private Victory – Inside First

Habit 1: BE PROACTIVE

I am the force. Take responsibility for your life.

Being proactive is more than taking initiative. It is accepting responsibility for our own behavior (past, present, and future) and making choices based on principles and values rather than on moods or circumstances. Proactive people are agents of change and choose not to be victims, to be reactive, or to blame others. They take an Inside-Outside Approach to creating changes.

Habit 2: BEGIN WITH THE END IN MIND

Control your own destiny or Someone Else Will. Define your mission and goals in life.

All things are created twice – first mentally, second physically. Individuals, families, teams, and organizations shape their own future by creating a mental vision and purpose for any project. They do not just live day to day without a clear purpose in mind. They mentally identify and commit themselves to the principles, values, relationships, and purposes that matter most to them.

Habit 3: PUT FIRST THINGS FIRST

Will and Won't Power. Prioritize, and do the most important things first.

Putting first things first is the second or physical creation. It is organizing and executing around mental creation (your purpose, vision, values, and most important priorities.) The main thing is to keep the main thing the main thing.

The Public Victory – Outside Second

Habit 4: THINK WIN-WIN

The Stuff That Life Is Made Of. Have an “everyone-can-win” attitude.

Thinking win-win is a frame of mind and heart that seeks mutual benefit and is based on mutual respect in all interactions. It's not about thinking selfishly (win-lose) or like a martyr (lose-win). In our work and family life, members think interdependently -- in terms of “we,” not “me.” Thinking win-win encourages conflict resolution and helps individuals seek mutually beneficial solutions. It's sharing information, power, recognition, and rewards.

Habit 5: SEEK FIRST TO UNDERSTAND, THEN TO BE UNDERSTOOD

You Have Two Ears and one Mouth. Listen to people sincerely.

When we listen with the intent to understand others, rather than with the intent to reply, we begin true communication and relationship building. Seeking to understand takes kindness; seeking to be understood takes courage. Effectiveness lies in balancing the two.

Habit 6: SYNERGIZE

The “High” Way. Work together to achieve more.

Synergy is about producing a third alternative – not my way, not your way, but a third way that is better than either of us would have come up with individually. Synergistic teams and families thrive on individual strengths. They go for creative cooperation.

Habit 7: SHARPEN THE SAW

It’s “Me Time”. Renew yourself regularly.

Sharpening the saw is about constantly renewing ourselves in the four basic areas of life: physical, social/emotional, mental, and spiritual. It’s the habit that increases our capacity to live all the other habits of effectiveness.

3 Principles of Efficiency & Time Management

Pareto Principle (80/20 Rule)

- 80% of the effects come from 20% of the causes
- 80% of your results come from 20% of your efforts
- 80% of your awareness come from 20% of your attention
- 80% of your happiness come from 20% of your relationships

Parkinson’s Law

- Work expands so as to fill the time available for its completion.
- The demand upon a resource tends to expand to match the supply of the resource. The reverse is not true.
- The lower the price of a service or commodity, the greater the quantity demanded.
- The amount of time which one has to perform a task is the amount of time it will take to complete the task.

Occam’s Razor (The Law of Parsimony)

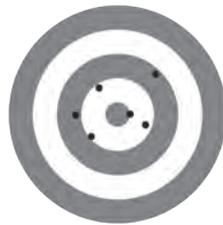
- The principle is often incorrectly summarized as “other things being equal, a simpler explanation is better than a more complex one.”
- In practice, the application of the principle often shifts the burden of proof in a discussion. Occam’s Razor asserts that one should proceed to simpler theories until simplicity can be traded for greater explanatory power. The simplest available theory need not be most accurate.
- Bertrand Russell offers a particular version of Occam’s Razor: “Whenever possible, substitute constructions out of known entities for inferences to unknown entities.”

Symbols of Logic & Language

<u>Definition</u>	<u>Symbol</u>	<u>Definition</u>	<u>Symbol</u>
Infinity	∞	If and only if/if	\equiv
Section	\S	If, then	\rightarrow
Negation of equality	\neq	Equivalence	\leftrightarrow
Therefore	\therefore	Not, Negation	\sim
One-to-one correspondence	\approx	Alternate negation sign	\neg
Delta/Change	Δ	And (Ampersand)	$\&$
Null/Empty set	\emptyset	More than	$>$
Paragraph (Pilcrow)	\P	Less than	$<$



High Precision, High Accuracy



Low Precision, High Accuracy



High Precision, Low Accuracy



Low Precision, Low Accuracy

4 Primary Logical Distinctions

Accuracy vs. Precision

Accuracy is the proximity of measurement results to the true value; while precision is the repeatability, or reproducibility of the measurement.

Accuracy is the degree of conformity and correctness of something when compared to a true or absolute value. Something can be accurate on occasion as a fluke. For something to be consistently and reliably accurate, it must also be precise.

Precision is a state of strict exactness — how often something is strictly exact. Results can be precise without being accurate. Alternatively, results can be precise AND accurate.

Correlation vs. Causation

The *cum hoc ergo propter hoc* logical fallacy can be expressed as follows:

1. A occurs in correlation with B.
2. Therefore, A causes B.

In this type of logical fallacy, one makes a premature conclusion about causality after observing only a correlation between two or more factors. Generally, if one factor (A) is observed to only be correlated with another factor (B), it is sometimes taken for granted that A is causing B, even when no evidence supports it. This is a logical fallacy because there are at least five possibilities:

1. A may be the cause of B.
2. B may be the cause of A.
3. Some unknown third factor C may actually be the cause of both A and B.
4. There may be a combination of the above three relationships. For example, B may be the cause of A at the same time as A is the cause of B (contradicting that the only relationship between A and B is that A causes B). This describes a self-reinforcing system.
5. The “relationship” is a coincidence or so complex or indirect that it is more effectively called a coincidence (i.e. two events occurring at the same time that have no direct relationship to each other besides the fact that they are occurring at the same time). A larger sample size helps to reduce the chance of a coincidence, unless there is a systematic error in the experiment.

In other words, there can be no conclusion made regarding the *existence* or the *direction* of a cause and effect relationship only from the fact that A and B are correlated. Determining whether there is an actual cause and effect relationship requires further investigation, even when the relationship between A and B is statistically significant, a large effect size is observed, or a large part of the variance is explained.

Example #1:

Sleeping with one’s shoes on is strongly correlated with waking up with a headache.

Therefore, sleeping with one’s shoes on causes headache.

The above example commits the correlation-implies-causation fallacy, as it prematurely concludes that sleeping with one’s shoes on causes a headache. A more plausible explanation is that both are caused by a third factor, in this case going to bed drunk, which thereby gives rise to a correlation. So the conclusion is false.

Example #2:

As ice cream sales increase, the rate of drowning deaths increases sharply.

Therefore, ice cream consumption causes drowning.

The aforementioned example fails to recognize the importance of time and temperature in relationship to ice cream sales. Ice cream is sold during the hot summer months at a much greater rate than during colder times, and it is during these hot summer months that people are more likely to engage in activities involving water, such as swimming. The increased drowning deaths are simply caused by more exposure to water-based activities, not ice cream. The stated conclusion is false.

Example #3:

Since the 1950s, both the atmospheric CO2 level and obesity levels have increased sharply.

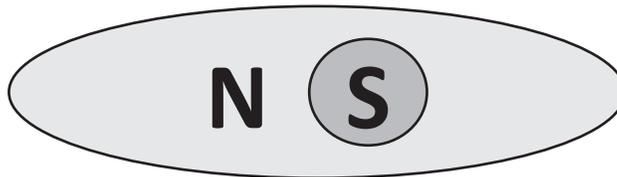
Hence, atmospheric CO2 causes obesity.

Richer populations tend to eat more food and consume more energy.

Necessary vs. Sufficient

A condition can be either necessary or sufficient without being the other. For instance, *being a mammal (P)* is necessary but not sufficient to *being human (Q)*, and that a number *q is rational (P)* is sufficient but not necessary to *q's being a real number (Q)* (since there are real numbers that are not rational).

A condition can be both necessary and sufficient. For example, at present, "today is the Fourth of July" is a necessary and sufficient condition for "today is Independence Day in the United States."



To satisfy S, you must be in N. When we are in S, we know that we are in N.

Example #1:

In order for it to be true that "John is a bachelor," it is *necessary* that it be also true that he is

1. unmarried
2. male
3. adult

Stating that "John is a bachelor" implies that John is male. So knowing that it is true that John is a bachelor is *sufficient* to know that he is a male.

Example #2:

For the whole numbers greater than two, being odd is *necessary* to being prime, since two is the only whole number that is both even and prime.

A number's being divisible by 4 is *sufficient* (but not necessary) for its being even, but being divisible by 2 is both sufficient and necessary.

Example #3:

Consider thunder, in the technical sense, the acoustic quality demonstrated by the shock wave that inevitably results from any lightning bolt in the atmosphere. It may fairly be said that thunder is *necessary* for lightning, since lightning cannot occur without thunder, too, occurring. That is, if lightning does occur, then there is thunder.

An occurrence of thunder is a *sufficient* condition for the occurrence of lightning in the sense that hearing thunder, and unambiguously recognizing it as such, justifies concluding that there has been a lightning bolt.

Vague vs. Ambiguous

1. A word or phrase is said to be ambiguous if it has at least two specific meanings that make sense in context.
2. A word or phrase is said to be vague if its meaning is not clear in context and lacks precision.

Example #1:

Consider this line from a help-wanted ad: "Three-year-old teacher needed for pre-school." Most people think this is funny, because the ad seems to be seeking a teacher that is three years old. But the phrase is **ambiguous**: the ad is actually seeking a teacher for three-year-old pre-schoolers. The phrase is ambiguous because two specific and distinct meanings can be applied to it in the given context. (Notice, however, that the level of ambiguity is dependent on the terms involved. "English teacher needed for pre-school" would normally not be considered ambiguous, though in certain contexts it could be understood to be seeking a teacher from England. But how about "Vietnamese teacher needed for pre-school"?)

Example #2:

Vagueness, though, is a different problem. "Nurse needed for pre-school" is vague because there are many kinds of nurses, and the same job is certainly not open to them all: registered nurses, practical nurses, wet nurses, nannies, and so on. The problem is that the word "nurse" has many meanings, and so the ad's usage is **vague**. The more details that are supplied, the less vague a phrase will be. "Registered nurse needed for pre-school" would be less vague, "Registered nurses with pediatric experience needed for pre-school" would be even less so. Notice that, for almost every word or phrase, you can probably imagine some situation in which it would be vague. We can tolerate a certain level of vagueness in language, but it is the job of a critical thinker to minimize vagueness by ensuring the language used is appropriate for its context—that is, for its subject and its audience.

Latin Terms

A priori

- You might come across this term in classes about logic or reasoning. It means taking a general law or idea and applying it to a particular instance without needing experimentation or observation. An example of an a priori statement that is used is, “all bachelors are single.” You do not need to observe this to see that it is true because, by definition, bachelors must be single.

A posteriori

- A posteriori arguments are different than a priori because they are based on actual observation or experimentation. Continuing on the previous example, an a posteriori example of reasoning might be that “some bachelors are happy.” This can be based on real life observation that is not a given based on what a bachelor is.

Addendum

- Thing or item to be added, especially a supplement to a book. The plural is *addenda*.

Ad hoc

- From the Latin meaning “to this,” this term gained popularity in the mid-1600s and it still used today. It refers to something that is formed or done quickly to meet the needs of a particular problem or issue without regard to a more general application and generally lacking advance planning.

Ad infinitum

- You might be able to guess what this phrase means simply through its similarity to the word we use in English. It means “to infinity” and can be used to describe something that goes on, seemingly or actually endlessly, as some students might feel about certain classes.

Ad nauseam

- This Latin term is used to describe an argument that has been taking place to the point of nausea, often with the same arguments being rehashed over and over for years until everyone, except a select few, are simply sick to death of the whole thing.

Alibi

- A legal defense where a defendant attempts to show that he was elsewhere at the time a crime was committed. His alibi is sound; he gave evidence that he was in another city on the night of the murder.

Alumnus or alumna

- Pupil graduate or former student of a school, college or university.

Amicus curiae

- An amicus curiae, meaning, “friend of the court” (plural, amici curiae) is someone who is not a party to a case, who assists a court by offering information, expertise, or insight that has a bearing on the issues of the case. Also, an amicus curiae refers to a person or organization who requests that the Supreme Court allow them to provide additional relevant information regarding the matters in dispute, which is called an amicus curiae brief.

Annuit cœptis

- One of two mottos on the reverse side of the Great Seal of the United States, it translates as “He [God] has favored our undertakings.” It can be traced to lines by the Roman poet Virgil from the Aeneid, where a prayer by Ascanius, the son of the hero of the story, Aeneas, is offered to Jupiter just before slaying an enemy warrior, Remulus.

Ante bellum

- During your history courses, you are bound to encounter this term. It means in the most basic sense “before the war” and while it can be applied to any war it is most commonly used to refer to the American Civil War and the Antebellum Era that preceded it.

Bona fide

- While its literal translation means “good faith” this term has a few different shades of meaning in modern language. In legal terms, it is used to represent something that is presented without deception or fraud, or literally in good faith, honest, sincere and lawful. It is more commonly used to mean something that is the real deal or truly authentic.

Carpe diem

- This well-known phrase comes from a poem by Horace. While there have been arguments about the exact translation, it is most commonly held to mean “seize the day” encouraging individuals to live life to the fullest today without expectation of a tomorrow.

Ceteris paribus

- “Other things being equal.” This expression is often used in economics where, in order to measure the impact of something on the economy (e.g., inflation or unemployment), you need to hold other variables fixed.

Circa (c.) or (ca.)

- “Around” in the sense of “approximately” or “about”. Usually used of a date.

Cogito ergo sum

- Translated from the Latin, the quote means “I think, therefore I am” and comes from the writing of philosopher Rene Descartes.

Compare (Cf.)

- Translated, and can be read aloud, as “compare”. It is an abbreviation for the Latin word confer, literally meaning “bring together”, and is used to refer to other material or ideas which may provide similar or different information or arguments. It is mainly used in scholarly contexts such as in academic articles (mainly humanities, physics, chemistry, and biology) or legal texts. It is the imperative singular form of the Latin verb *conferre*.

Compos mentis

- Meaning “in command of one’s mind” this term is used in the legal field to denote someone who is competent to stand trial and not encumbered by mental illness or handicap.

Curriculum vitae

- A curriculum vitae is basically a fancy way to describe a resume. While it means literally “the course of one’s life” the term is applied to mean a short list of your accomplishments and training – something any graduate will need to think about putting together soon.

De facto

- In Latin, de facto means “from the fact” and in use in English it is often used to distinguish what is supposed to be the case from what is the reality. For example, legally, employers are not allowed to discriminate in hiring because of age, but many still practice de facto (in reality, in fact) discrimination.

De jure

- “By law.” Some states are currently working on legislation that would make English the de jure official language of the United States.

Deus ex machina

- In direct translation, this term means, “God out of a machine” and it harkens back to ancient Greek and Roman plays. When the plot would become too tangled or confusing, the writers would simply bring in God, lowered in via a pulley system (the machine) and he would wrap it all up. Today, it is still used in literature to describe a plot where an artificial or improbable means of resolving a conflict is used.

Dictum (plural dicta)

- A statement that forms part of the judgment of a court.

Divide et impera

- “Divide and reign.” It was a political strategy proposed by Niccolò Machiavelli and used previously by the Roman Senate to dominate the Mediterranean.

E pluribus unum

- Simply take a look at American currency to see this Latin phrase in use. It means “out of many, one” and is found on anything bearing the seal of the United States.

Ergo

- Simply put, ergo means “therefore” and you can exchange it with therefore or “hence” in any sentence and maintain the same meaning. For example, you could say, “I think, ergo I am” without changing the meaning of the original.

Errata/Erratum

- Meaning “errors”, errata typically appear as additional pages at the end of a printed work where errors which are discovered after printing are corrected.
- Erratum is simply a reference to an error which must be corrected in a printed work, also known as a corrigendum. As a general rule, publishers issue an erratum for a production error (i.e., an error introduced during the publishing process) and a corrigendum for an author’s error.

Et alia (et al.)

- You are unlikely to encounter this Latin phrase in its unabbreviated form, and will most likely only ever see it as “et al.” when included. This is also a term that is found in footnotes and bibliographies which allows writers to refer to a large number of authors without having to write each name out (for example, you could say that your source is Dr. Henry Jones et al.).

Et cetera (etc.)

- Few out there are not familiar with this term but may not know it as well when it is spelled out like this and not abbreviated as “etc.” Meaning “and the others,” it is used to denote that a list of things could continue ad infinitum (see above) and that for the sake of brevity it is better to just wrap things up with a simple etc.

Et passim (et pass.)

- “And the following.” Used in citations after a page number to indicate that there is further information in later pages. For example, “For further discussion of this important issue, see Smith 42 et passim.” Also shortened as “passim,” meaning “here and there, everywhere;” less literally, “throughout” or “frequently.” Said of a word, fact or notion that occurs several times in a cited text. Also used in proofreading, where it refers to a change that is to be repeated everywhere needed.

Exempli gratia (e.g.)

- You will often see this term abbreviated to “e.g.” in writing. It means “for the sake of example” and when you see it in a sentence you can expect that it will be followed by some examples.

Ex libris

- Back in the days when books were rarer and more expensive commodities than they are today, it was common to mark your books with a label bearing your own name and this phrase which means “from the library of.” While not as common today, some true bibliophiles still use the labels.

Ex officio

- A member of a body (notably a board, committee, council) who is part of it by virtue of holding another office. The term ex officio literally means, “from the office”, which in this sense means “by right of office”. Its usage dates back to the Roman Republic.

Ex parte

- “From, by, or for one party in a dispute.” An ex parte decision is one decided by a judge without requiring all of the parties to the controversy to be present.

Ex post facto

- A legal concept literally meaning, “out of the aftermath”, an ex post facto law is a law that retroactively changes the legal consequences of an action after the fact. It may criminalize actions that were legal when committed; or it may increase the severity or type of consequences of a crime; or it may alter the rules of evidence in order to make conviction for a crime more likely.

Folio (f./ff.)

- Used as a citation, it means “on the (next) page.” For example, “Hornblower 258f.” would refer to pages 258–259 while “Hornblower 258ff.” would refer to an undetermined number of pages following page 258. When using a book reference to find a topic, one may encounter one or more ff. references, one or more f. references, and one or more normal references. Since an ff. reference means the topic is mentioned over several pages starting at the page number preceding the ff., it is normally useful to start with the ff. reference(s), followed by the f. reference(s), and then the normal references.

Habeas corpus

- A writ of habeas corpus, literally, “have the body” requires a person to appear before the court in person, generally to ascertain whether or not the detention of that person is lawful. Habeas corpus cannot be suspended unless there is reason to believe that a person could pose a danger to the public.

Ibidem (ibid.)

- Another abbreviated term, this word is more commonly seen in research writing in the form of “ibid.” From the Latin for “in the same place” it is found in footnotes and bibliographies to designate that the same source has been cited twice in succession.

Id est (i.e.)

- You have likely seen this term in writing before, even if you were not aware as it is commonly abbreviated to “i.e.” In Latin, it means “that is” and is used in English when the speaker or writer wants to give an explanation that further explains a statement.

In forma pauperis (IFP or i.f.p.)

- A legal term meaning “in the character or manner of a pauper,” refers to the ability of an indigent person to proceed in court without payment of the usual fees associated with a lawsuit or appeal. In the United States, the IFP designation is given by both state and federal courts to someone who is without the funds to pursue the normal costs of a lawsuit or a criminal defense. The status is usually granted by a judge without a hearing, and it entitles the person to a waiver of normal costs, and sometimes in criminal cases the appointment of counsel.

In situ

- If something happens “in situ” it happens “in place or on site”, though the term often designates something that exists in an original or natural state. Like a rare species sighted in situ or an invaluable artifact found on an archaeological site.

Inter alia

- A phrase meaning, “among other things”, used in legal proceedings to designate that only a specific part of a law, not the complete language of the law, is relevant to the facts of a case that are under review. Also, the phrase inter alia is used in sentences in place of the phrase “among other things,” to indicate that what is being discussed is just one of a number of items or possibilities. For example, “The judge said, inter alia, that the original contract did not appear to be valid.” This would indicate that the apparent invalidity of the contract is just one issue brought up by the judge.

In toto

- It means “in all” or “entirely.” Think of it as saying “in total” in a really weird voice.

In vitro

- Most students will be familiar with this term because of modern fertility treatments, but have you ever considered what the term actually means? In Latin, in vitro means “in glass.” Any biological process that occurs in the laboratory rather than in the body or a natural setting can be called in vitro.

In vivo

- While an experiment taking place in a glass test tube might not cause a stir, many are up in arms about this kind of experimentation. In vivo means “within the living” and the two most common examples of this kind of experimentation are animal testing and clinical trials.

Ipsa facto

- Meaning “by the fact itself” this commonly used and misused term denotes when something is true by its very nature. For example, if you do not feed your dog you are ipsa facto a bad owner.

Locum tenens

- A locum, or locum tenens, which means “place holder”, is a person who temporarily fulfills the duties of another.

Magnum opus

- Whether it is in writing, painting, sculpture or music, this Latin term denotes the greatest work done by an artist – a true masterpiece.

Mea culpa

- If you want to admit your own guilt or wrongdoing in a situation, use this Latin phrase that translates literally to “my fault.” It is a bit like a fancier, less outdated way of saying “my bad.”

Mens rea

- There is a big difference between murder and manslaughter, and “mens rea” is what separates the two. Mens rea means “guilty mind,” and those who go into a crime intending to commit it have it, differing from those who commit a crime accidentally or without advance planning.

Nolo contendere

- This is a legal term that comes from the Latin phrase for “I do not wish to contend”. It is also referred to as a plea of no contest. In criminal trials in certain United States jurisdictions, it is a plea where the defendant neither admits nor disputes a charge, serving as an alternative to a pleading of guilty or not guilty. A no-contest plea, while not technically a guilty plea, has the same immediate effect as a guilty plea and is often offered as a part of a plea bargain.

Novus ordo seclorum

- The second of two mottos that appear on the reverse (or back side) of the Great Seal of the United States, it translates as “New order of the ages.” The phrase is a reference to the fourth Eclogue of Roman poet Virgil, and was meant to commemorate the founding of the United States.

Opere citato (op. cit.)

- A Latin abbreviation, meaning “in the work cited”, is used in an endnote or footnote to refer the reader to a previously cited work, standing in for repetition of the full title of the work. Op. cit. should be used with the author’s surname. For example, given a work called *The World of Salamanders* (1999) by Jane Q. Smith, the style would typically be “Smith op. cit.,” usually followed by a page number, to refer the reader to a previous full citation of this work (or with further clarification such as “Smith 1999, op. cit.”). See *ibidem* (*ibid.*)

Passim

- Meaning “here and there.” Less literally, “throughout” or “frequently.” Said of a word, fact or notion that occurs several times in a cited text. Also used in proofreading, where it refers to a change that is to be repeated everywhere needed.

Per curiam

- In law, a *per curiam* decision (or opinion), meaning “by the court,” is a ruling issued by an appellate court of multiple judges in which the decision rendered is made by the court (or at least, a majority of the court) acting collectively (and typically, though not necessarily, unanimously), rather than a single judge. In contrast to regular opinions, a *per curiam* does not list the individual judge responsible for authoring the decision, but minority concurring and dissenting decisions are signed.

Per diem

- Meaning “by the day” a *per diem* in most uses today designates a daily allowance used in traveling for work. It can also mean a per-day rate, or that someone is paid on a daily basis. Other common similar terms are *per annum*, meaning “by the year,” and *per capita*, “by the person.”

Per incuriam

- Literally translated as “through lack of care” is a device within the common law system of judicial precedent. A finding of *per incuriam* means that a previous court judgment has failed to pay attention to relevant statutory provision or precedents.
- The significance of a judgment having been decided *per incuriam* is that it need not be followed by a lower court. Ordinarily, the *rationes decidendi* of a judgment is binding upon lower courts in similar cases. However, a lower court is free to depart from a decision of a superior court where that earlier judgment was decided *per incuriam*.

Per se

- The direct translation of this term is “by itself” and it means just that when used in English as well. You could use it to say that you do not find chemistry boring “per se,” “by itself, intrinsically,” but this professor’s voice puts you to sleep.

Persona non grata

- From the Latin meaning an “unacceptable person” this term designates someone who is no longer welcome in a social or business situation.

Prima facie

- “By first instance,” this refers to cases with sufficient evidence to warrant going forward with an arraignment.

Pro bono

- Pro bono means “for the good” and it is a term used to designate when something is done free of charge. While the term can be applied in any field, it is most commonly used to describe legal services.

Pro rata

- This Latin phrase is something you are likely familiar with in everyday life. Literally “in proportion,” it means to charge at a proportional rate. So if a service is \$100 for 10 hours, then 1 hour of the service would cost \$10 pro rata.

Pro tempore

- Abbreviated **pro tem** or **p.t.**, is a phrase which means “for the time being”. It is often used to describe a person who acts as a locum tenens (placeholder) in the absence of a superior, such as the President pro tempore of the United States Senate, who acts in place of the President of the United States Senate, a position that is held by the Vice President of the United States ex officio throughout their entire term.

Quid pro quo

- While Anthony Hopkins so sinisterly used this phrase in *The Silence of the Lambs*, in everyday life it is often used to describe an exchange of value necessary for a contract to take place. From the Latin meaning “this for that,” it gets used everywhere from the courtroom to the classroom in modern English.

Ratio decidendi (plural rationes decidendi)

- Meaning “the reason” or “the rationale for the decision,” it is a legal phrase which refers to the legal, moral, political and social principles used by a court to compose the rationale of a particular judgment.

Sic

- “Thus, or “just as.” In full: “sic erat scriptum,” “thus was it written.” Found in writing, this Latin word most commonly finds a home in brackets like this: [sic] when quoting a statement or writing. It indicates that there is a spelling or grammar error (or just something out of the ordinary) in the original quotation and that the publication has only reproduced it faithfully, not made an error of their own.

Sine qua non (conditio sine qua non)

- Defined as an indispensable and essential action, condition, or ingredient; it is “a condition without which it could not be”, or “but for...” or “without which there is nothing.” It describes something that is necessary in order for something else to occur or be true. For example: “Friendship was viewed by many as the sine qua non of a quality relationship.”

Stare decisis

- The principle of following precedents created by previous judges, meaning, “to let things stand”. A precedent is a principle or rule established in a previous legal case that is used in a future legal proceeding tribunal when deciding cases with similar issues or facts.

Status quo

- From the Latin meaning “the state in which” this term is used today to designate the existing state or condition of things. For example, if you are making money off of a high pollution industry it is in your interests to maintain the status quo when it comes to environmental law.

Sub verbō or Vōce (s.v.)

- Meaning, “under the word” (plural: “under the words”), this abbreviation is used to refer to an entry in a dictionary or encyclopedia (also Wikipedia) For example: “Transcendentalism was a philosophical movement that developed in the late 1820s and 1830s in the eastern region of the United States” (Wikipedia, s.v.).

Subpoena

- A subpoena is a writ/document issued by a government agency, most often a court, to compel testimony by a witness or production of evidence under a penalty for failure to comply. The word subpoena comes from the Latin meaning “under penalty”.

Tabula rasa

- When you were a child, your mind might have been more of a tabula rasa than it is today. This Latin phrase means “clean slate” and denotes something or someone not affected by experiences and impressions.

Terra firma

- Those who hate to fly or get seriously seasick will be able to put this term to good use. It means “solid earth,” and you might be thanking your lucky stars to be back on it after a trip through the air or rough waters.

Vade mecum

- Meaning “go with me,” it refers in this case to a book that is regularly carried by a person because of its usefulness as a handbook or manual.

Veni, vidi, vici

- These famous words were purportedly uttered by Roman emperor Julius Caesar after a short war with Pharnaces II of Pontus. Translated, it means “I came, I saw, I conquered” an adage you can hopefully keep in mind when finals are over.

Verbatim

- If you repeat something verbatim you repeat it in exactly the same words, word for word with no changes and no improvisation.

Vice versa

- From the Latin meaning “to change” or “turn around”, this term means to reverse the order of something. This quote from Samuel Butler provides an example: “In the midst of vice we are in virtue, and vice versa.”

Videlicet (viz.)

- A less common Latin abbreviation meaning, “that is to say,” or “namely” (used especially to introduce examples, details, etc.). For example: “The noble gases, viz., helium, neon, argon, xenon, krypton, and radon, show an unexpected behavior when exposed to this new element.”

Voir dire

- In the United States, voir dire is the process by which prospective jurors are questioned by attorneys about their backgrounds and potential biases before being chosen to sit on a jury and serves as the bases upon jurors are selected or rejected. It also refers to the process by which expert witnesses are questioned about their backgrounds and qualifications before being allowed to present their testimony in court.

Writ of certiorari

- Meaning, “to be made certain” certiorari is a court process to seek judicial review of a decision of a lower court or administrative agency, and is often abbreviated as certiorari or cert. They are used in cases where the Supreme Court of the United States wishes to review the decision of a lower court and requests that a writ of certiorari is provided in order to gain a complete understanding of the issues surrounding the judgments made by the lower courts.

NOTES

NOTES

Common Logical Fallacies of Reasoning

Ad Hominem (*Argumentum Ad Hominem*)

Description: Attacking the person making the argument, rather than the argument itself, when the attack on the person is completely irrelevant to the argument the person is making.

Logical Form:

Person 1 is claiming Y.

Person 1 is a moron.

Therefore, Y is not true.

Example #1:

My opponent suggests that lowering taxes will be a good idea – this is coming from a woman who eats a pint of Ben and Jerry's each night!

Explanation: The fact that the woman loves her ice cream, has nothing to do with the lowering of taxes, and therefore, is irrelevant to the argument. Ad hominem attacks are usually made out of desperation when one cannot find a decent counter argument.

Example #2:

Tony wants us to believe that the origin of life was an "accident". Tony is a godless SOB who has spent more time in jail than in church, so the only information we should consider from him is the best way to make license plates.

Explanation: Tony may be a godless SOB. Perhaps he did spend more time in the joint than in church, but all this is irrelevant to his argument or truth of his claim as to the origin of life.

Appeal to Common Belief (*Argumentum Ad Populum*)

Description: When the claim that most or many people in general or of a particular group accept a belief as true is presented as evidence for the claim. Accepting another person's belief, or many people's beliefs, without demanding evidence as to why that person accepts the belief, is lazy thinking and a dangerous way to accept information.

Logical Form:

A lot of people believe X.

Therefore, X must be true.

Example #1:

Up until the late 16th century, most people believed that the earth was the center of the universe. This, of course, is not true.

Explanation: The geocentric model was observation (limited) and faith based, but most who accepted the model did so based on the common and accepted belief of the time, not on their own observations, calculations, and or reasoning. It

was people like Copernicus, Galileo and Kepler, who refused to appeal to the common belief and uncovered a truth not obvious to the rest of humanity.

Example #2:

How could you not believe in virgin births? Roughly two billion people believe in them, don't you think you should reconsider your position?

Explanation: Anyone who believes in virgin births does not have empirical evidence for his or her belief. This is a claim accepted on faith, which is an individual and subjective form of accepting information, that should not have any effect on your beliefs. Don't forget that there was a time that the common beliefs included a flat earth, earth-centered universe, and demon-possession as the cause of most illness.

Appeal to Tradition (*Ad Antiquitatem*)

Any argument that defends a behavior or choice by pointing out that the behavior or choice is a longstanding practice. Unfortunately, many foolish and destructive behaviors are also very traditional, such as slavery, forced prostitution, and punishing children by hitting them with belts.

Example: "I believe in God. People have believed in God for thousands of years so it seems clear that God must exist. After all, why else would the belief last so long?"

Argument from Ignorance (*Ad Ignorantium*)

Description: The assumption of a conclusion or fact based primarily on lack of evidence to the contrary. Usually best described by, "absence of evidence is not evidence of absence."

Logical Form:

X is true because you cannot prove that X is false.

X is false because you cannot prove that X is true.

Example #1:

Although we have proven that the moon is not made of spare ribs, we have not proven that its core cannot be filled with them; therefore, the moon's core is filled with spare ribs.

Explanation: There is infinity of things we cannot prove – the moon being filled with spare ribs is one of them. Now you might expect that any "reasonable" person would know that the moon can't be filled with spare ribs, but you would be expecting too much. People make wild claims, and get away with them, simply on the fact that the converse cannot otherwise be proven.

Example #2:

To this very day (at the time of this writing), science has been unable to create life from non-life; therefore, life must be a result of divine intervention.

Explanation: Ignoring the false dilemma, the fact that we have not found a way to create life from non-life is not evidence that there is no way to create life from non-life, nor is it evidence that we will someday be able to; it is just evidence that we do not know how to do it. Confusing ignorance with impossibility (or possibility) is fallacious.

Begging the Question (*Petitio Principii*)

Description: Any form of argument where the conclusion is assumed in one of the premises. Many people use the phrase “begging the question” incorrectly when they use it to mean, “prompts one to ask the question”. That is NOT the correct usage. Begging the question is a form of circular reasoning.

Logical Forms:

Claim X assumes X is true.

Therefore, claim X is true.

Example #1:

Paranormal activity is real because I have experienced what can only be described as paranormal activity.

Explanation: The claim, “paranormal activity is real” is supported by the premise, “I have experienced what can only be described as paranormal activity.” The premise presupposes, or assumes, that the claim, “paranormal activity is real” is already true.

Example #2:

The reason everyone wants the new “Slap Me Silly Elmo” doll is because this is the hottest toy of the season!

Explanation: Everyone wanting the toy is the same thing as it being “hot,” so the reason given is no reason at all—it is simply rewording the claim and trying to pass it off as support for the claim.

Biased Sample Fallacy

Description: Drawing a conclusion about a population based on a sample that is biased, or chosen in order to make it appear the population on average is different than it actually is.

This differs from the hasty generalization fallacy, where the biased sample is specifically chosen from a select group, and the small sample is just a random sample, but too small to get any accurate information.

Logical Form:

Sample S, which is biased, is taken from population P.

Conclusion C is drawn about population P based on S.

Example #1:

Based on a survey of 1000 American homeowners, 99% of those surveyed have two or more automobiles worth on average \$100,000 each. Therefore, Americans are very wealthy.

Explanation: Where did these homeowners live? Beverly Hills, CA. If the same exact survey was taken in Detroit, the results would be quite different. It is fallacious to accept the conclusion about the American population in general based on not just the geographical sample, but also the fact that homeowners were only surveyed.

Example #2:

Pastor Pete: People are turning to God everywhere! 9 out of 10 people I interviewed said that they had a personal relationship with Jesus Christ.

Fred: Where did you find these people you interviewed?

Pastor Pete: In my church.

Explanation: Pastor Pete has drawn a conclusion about religious beliefs from people “everywhere” based on people he has interviewed in his church. That’s like concluding that the world likes to dance naked in front of strangers after interviewing a group of strippers.

Confirmation Bias

The tendency to search for, interpret, favor, and recall information in a way that confirms one’s beliefs or hypotheses, while giving disproportionately less consideration to alternative possibilities.

It is a type of cognitive bias and a systematic error of inductive reasoning. People display this bias when they gather or remember information selectively, or when they interpret it in a biased way. People also tend to interpret ambiguous evidence as supporting their existing position.

Biased search, interpretation and memory have been invoked to explain attitude polarization (when a disagreement becomes more extreme even though the different parties are exposed to the same evidence), belief perseverance (when beliefs persist after the evidence for them is shown to be false), the irrational primacy effect (a greater reliance on information encountered early in a series) and illusory correlation (when people falsely perceive an association between two events or situations).

Equivocation

Description: Using an ambiguous term in more than one sense, thus making an argument misleading.

Example #1:

I want to have myself a merry little Christmas, but I refuse to do as the song suggests and make the yuletide gay. I don’t think sexual preference should have anything to do with enjoying the holiday.

Explanation: The word, “gay” is meant to be in light spirits, joyful, and merry, not in the homosexual sense.

Example #2:

The priest told me I should have faith.

I have faith that my son will do well in school this year.

Therefore, the priest should be happy with me.

Explanation: The term “faith” used by the priest, was in the religious sense of believing in God without sufficient evidence, which is different from having “faith” in your son in which years of good past performance leads to the “faith” you might have in your son.

False Dilemma

Description: When only two choices are presented yet more exist, or a spectrum of possible choices exists between two extremes. False dilemmas are usually characterized by “either this or that” language, but can also be characterized by omissions of choices. Another variety is the false trilemma, which is when three choices are presented when more exist.

Logical Form:

Either X or Y is true.

Either X, Y, or Z is true.

Example (two choices):

You are either with God, or against him.

Explanation: As Obi Wan Kenobi so eloquently puts it in Star Wars episode III, “Only a Sith deals in absolutes!” There are also those who simply don’t believe there is a God to be either with or against.

Example (omission):

I thought you were a good person, but you weren’t at church today.

Explanation: The assumption here is that bad people don’t go to church. Of course, good people exist who don’t go to church, and good church-going people could have had a really good reason not to be in church -- like a hangover from the swingers’ gathering the night before.

Hasty Generalization

Description: Drawing a conclusion based on a small sample size, rather than looking at statistics that are much more in line with the typical or average situation.

Logical Form:

Sample S is taken from population P.

Sample S is a very small part of population P.

Conclusion C is drawn from sample S.

Example #1:

My father smoked four packs of cigarettes a day since age fourteen and lived until age sixty-nine. Therefore, smoking really can’t be that bad for you.

Explanation: It is extremely unreasonable (and dangerous) to draw a universal conclusion about the health risks of smoking by the case study of one man.

Example #2:

Four out of five dentists recommend Happy Glossy Smiley toothpaste brand. Therefore, it must be great.

Explanation: It turns out that only five dentists were actually asked. When a random sampling of 1000 dentists was polled, only 20% actually recommended the brand. The four out of five results was not necessarily a biased sample or a dishonest survey, it just happened to be a statistical anomaly common among small samples.

Moving the Goalposts

Description: Demanding from an opponent that he or she address more and more points after the initial counter-argument has been satisfied refusing to concede or accept the opponent's argument.

Logical Form:

Issue A has been raised, and adequately answered.

Issue B is then raised, and adequately answered.

.....

Issue Z is then raised, and adequately answered.

(Despite all issues adequately answered, the opponent refuses to concede or accept the argument.)

Example #1:

Ken: There has to be an objective morality because otherwise terms like "right" and "wrong" would be meaningless, since they have no foundation for comparison.

Rob: The terms "right" and "wrong" are based on cultural norms, which do have a subjective foundation -- one that changes as the moral sphere of the culture changes. The term "heavy" does not have an objective standard, yet we have no problem using that term in a meaningful way. In fact, very few relational terms have any kind of objective foundation.

Ken: But without an objective morality, we would all be lost morally as a race.

Rob: Many would say that we are.

Ken: But how can you say that torturing children for fun is morally acceptable in any situation?

Rob: Personally, I wouldn't, but you are implying that anything that is not objective must necessarily be seen in all possible ways. A feather may not be seen as "heavy" to anyone, but that doesn't mean its "lightness" is still not relative to other objects.

Ken: But God is the standard of objective morality. Prove that wrong!

Rob: That I cannot do.

Explanation: Ken starts with a statement explaining why he thinks there has to be an objective morality – a statement based on a reasonable argument that can be pursued with reason and logic. Rob adequately answers that objection, as indicated by Ken's move away from that objection to a new objection. This pattern continues until we arrive at an impossible request. Despite all the objections being adequately answered, at no time does Ken concede any points or abandon the argument.

Example #2:

Perhaps the most classic example of this fallacy is the argument for the existence of God. Due to understanding of nature through science, many of the arguments that used to be used for God (or gods) were abandoned, only to be replaced with new ones, usually involving questions to which science has not definitively answered yet. The move from creationism to intelligent design is a prime example. Currently the origin of life is a popular argument for God (although a classic argument from ignorance), and an area where we very well may have a scientific answer in the next decade, at which time, the “origin of life” argument will fade away and be replaced by another, thus moving the figurative goalposts farther back as our understanding of the natural world increases.

Exception: This fallacy should not be confused with an argument or set of arguments, with multiple propositions inherent in the argument. The reason for the difference between this kind of argument and the moving the goalposts fallacy, is a subtle one, but indicated by a strong initial claim (“has to be”, “must”, “required for”, etc.) that gets answered and/or what appears to be ad hoc objections that follow eventually leading to an impossible request for proof.

Poisoning the Well

Description: To commit a preemptive ad hominem attack against an opponent. That is, to prime the audience with adverse information about the opponent from the start, in an attempt to make your claim more acceptable, or discount the credibility of your opponent’s claim.

Logical Form:

Adverse information (be it true or false) about person 1 is presented.

Therefore, the claim(s) of person 1 will be false.

Example #1:

Tim: Boss, you heard my side of the story why I think Bill should be fired and not me. Now, I am sure Bill is going to come to you with some pathetic attempt to weasel out of this lie that he has created.

Explanation: Tim is poisoning the well by priming his boss by attacking Bill’s character, and setting up any defense Bill might present as “pathetic”. Tim is committing the fallacy here, but if the boss were to accept Tim’s advice about Bill, she, too, would be committing the fallacy.

Example #2:

I hope I presented my argument clearly. Now, my opponent will attempt to refute my argument by his own fallacious, incoherent, illogical version of history.

Explanation: Not a very nice setup for the opponent. As an audience member, if you allow any of this “poison” to affect how you evaluate the opponent’s argument, you are guilty of fallacious reasoning.

Post hoc ergo propter hoc

Description: From the Latin, “after this, therefore because of this”, post hoc ergo propter hoc (or shortened as post hoc fallacy) asserts the following: “Since event Y followed event X, event Y must have been caused by event X.” This logical fallacy describes a faulty cause, because correlation appears to suggest causality. The fallacy lies in a conclusion based solely on the order of events, rather than taking into account other factors potentially responsible for the result that might rule out the connection.

Logical Form:

A occurred, then B occurred.

Therefore, A caused B.

Example #1:

The rooster crows immediately before sunrise; therefore the rooster causes the sun to rise.

Explanation: The best way to disprove this fallacy is to consider what would happen if the cause is removed. Namely, if one prevents the rooster from crowing, does the sun still rise? This example is somewhat ironic, however, because the reverse is true (the beginning of the rising of the sun causes the rooster to crow).

Example #2:

A tenant moves into an apartment and the building's furnace develops a problem. The manager blames the tenant's arrival for the malfunction.

Explanation: The tenant's arrival was merely correlated with the furnace's malfunction, not the cause.

Red Herring (Ignoratio Elenchi)

Description: Attempting to redirect the argument to another issue that to which the person doing the redirecting can better respond. While it is similar to the avoiding the issue fallacy, the red herring is a deliberate diversion of attention with the intention of trying to abandon the original argument.

Logical Form:

Argument A is presented by person 1.

Person 2 introduces argument B.

Argument A is abandoned.

Example #1:

Mike: It is morally wrong to cheat on your spouse, why on earth would you have done that?

Ken: But what is morality exactly?

Mike: It's a code of conduct shared by cultures.

Ken: But who creates this code?...

Explanation: Ken has successfully derailed this conversation off of his sexual digressions to the deep, existential, discussion on morality.

Example #2:

Billy: How could the universe be 6000 years old when we know the speed of light, the distance of astronomical objects (13+ billion light years away), and the fact that the light has reached us?

Marty: 6000 years is not a firm number. The universe can be as old as about 10,000 years.

Billy: How do you figure that?...

Explanation: Marty has succeeded in avoiding the devastating question by introducing a new topic for debate... shifting the young-earth creation timeline where it does not necessarily coincide with the Bible.

Variation: Using judgmental language is using insulting, compromising or pejorative language to influence the recipient's judgment, and take the attention off the real argument.

Slippery Slope

Definition: When a relatively insignificant first event is suggested to lead to a more significant event, which in turn leads to a more significant event, and so on, until some ultimate, significant event is reached, where the connection of each event is not only unwarranted, but with each step it becomes more and more improbable.

Many events are usually present in this fallacy, but only two are actually required – usually connected by “the next thing you know...”

Logical Form:

If A, then B, then C, ... then ultimately Z!

Example #1:

We cannot unlock our child from the closet because if we do, she will want to roam the house. If we let her roam the house, she will want to roam the neighborhood. If she roams the neighborhood, she will get picked up by a stranger in a van, who will sell her in a sex slavery ring in some other country. Therefore, we should keep her locked up in the closet.

Explanation: In this example, it starts out with reasonable effects to the causes. For example, yes, if the child is allowed to go free in her room, she would most likely want to roam the house – 95% probability estimate.

Sure, if she roams the house, she will probably want the freedom of going outside, but not necessarily “roaming the neighborhood”, but let's give that a probability of say 10%. Now we start to get very improbable. The chances of her getting picked up by a stranger (.05%) in a van (35%) to sell her into sex slavery (.07%) in another country (40%) is next to nothing when you do all the math:

$.95 \times .10 \times .0005 \times .35 \times .0007 \times .4 = \text{about } 1 \text{ in } 25,000,000.$

Morality and legality aside, is it really worth it to keep a child locked in a closet based on those odds?

Example #2:

If you accept that the story of Adam and Eve was figurative, then you will do the same for most of the Old Testament stories of similar literary styles. Once you are there, the New Testament and the story of Jesus does not make sense, which will lead you to believe that the resurrection of Jesus was a “spiritual” one. Once you accept that, you won't be a Christian anymore, you will be a dirty atheist, and then you will have no morals and start having sex with animals of a

barnyard nature. So you better take the story of Adam and Eve literally, before the phrase, “that chicken looks delicious”, takes on a whole new meaning.

Explanation: Accepting the story of Adam and Eve as figurative rarely (it is sad that I cannot confidently say “never”) leads to bestiality.

Strawman Fallacy

Description: Substituting a person’s actual position or argument with a distorted, exaggerated, or misrepresented version of the position of the argument.

Logical Form:

Person 1 makes claim Y.

Person 2 restates person 1’s claim (in a distorted way).

Person 2 attacks the distorted version of the claim.

Therefore, claim Y is false.

Example #1:

Ted: Biological evolution is both a theory and a fact.

Edwin: That is ridiculous! How can you possibly be absolutely certain that we evolved from pond scum!

Ted: Actually that is a gross misrepresentation of my assertion. I never claimed we evolved from pond scum. Unlike math and logic, science is based on empirical evidence and, therefore, a scientific fact is something that is confirmed to such a degree that it would be perverse to withhold provisional consent. The empirical evidence for the fact that biological evolution does occur falls into this category.

Explanation: Edwin has ignorantly mis-characterized the argument by a) assuming we evolved from pond scum (whatever that is exactly), and b) assuming “fact” means “certainty”.

Example #2:

Zebedee: What is your view on the Christian God?

Mike: I don’t believe in any gods, including the Christian one.

Zebedee: So you think that we are here by accident, and all this design in nature is pure chance, and the universe just created itself?

Mike: You got all that from me stating that I just don’t believe in any gods?

Explanation: Mike made one claim: that he does not believe in any gods. From that, we can deduce a few things, like he is not a theist, he is not a practicing Christian, Catholic, Jew, or a member of any other religion that requires the belief in a god, but we cannot deduce that he believes we are all here by accident, nature is chance, and the universe created itself. Mike might have no beliefs about these things whatsoever. Perhaps he distinguishes between “accident” and natural selection, perhaps he thinks the concept of design is something we model after the universe, perhaps he has some detailed explanation based on known physics as to how the universe might have first appeared, or perhaps he believes in some other supernatural explanation. Regardless, this was a gross mis-characterization of Mike’s argument.

Tautology (Rhetorical)

It is an unnecessary or unessential (and sometimes unintentional) repetition of meaning, using different and dissimilar words that effectively say the same thing. In other words, using the object of expression in the definition of the object.

For example:

“The orange has an orange smell.”

“Many people losing jobs lead to unemployment.”

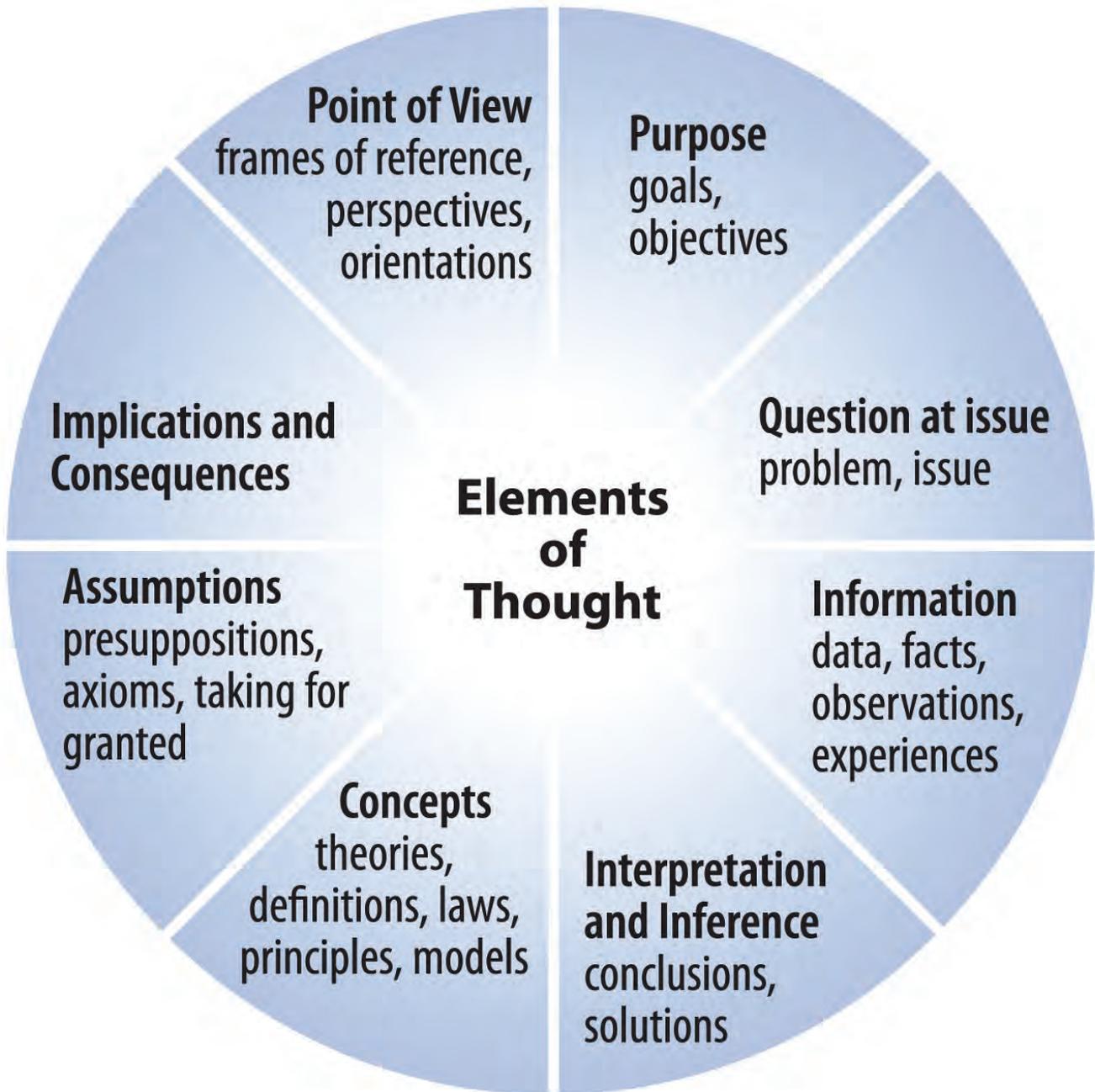
“When a person suffocates and becomes cyanotic, they appear to have bluish skin.”

NOTES

The Intellectual Standards of Thought

Clarity	Could you elaborate further? Could you give me an example? Could you illustrate what you mean?
Accuracy	How could we check on that? How could we find out if that's true? How could we verify or test that?
Precision	Could you be more specific? Could you give me more details? Could you be more exact?
Relevance	How does that relate to the problem? How does that bear on the question? How does that help us with the issue?
Depth	What factors make this a difficult problem? What are some of the complexities of the question? What are some of the difficulties we need to deal with?
Breadth	Do we need to look at this from another perspective? Do we need to consider another point of view? Do we need to look at this in other ways?
Logic	Does all of this make sense together? Does your first paragraph fit in with your last? Does what you say follow from the evidence?
Significance	Is this the most important problem to consider? Is this the central idea to focus on? Which of these facts are most important?
Fairness	Do I have any vested interest in this issue? Am I sympathetically representing the viewpoints of others?

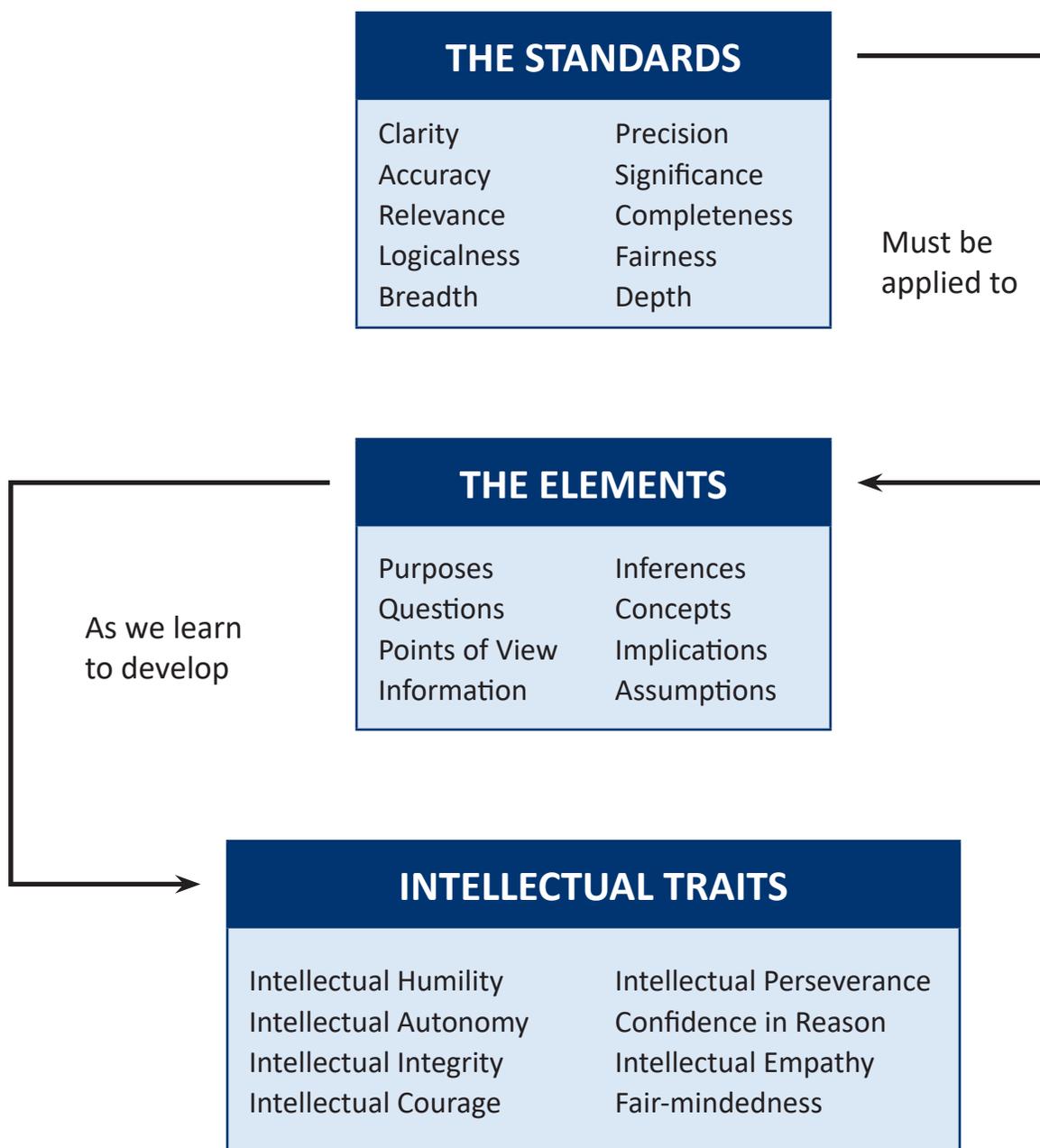
The Elements of Thought



Used with Sensitivity to Universal Intellectual Standards

Clarity→Accuracy→Depth→Breadth→Significance
Precision
Relevance

The Standards, Elements, and Traits of Thought



PART II: Theoretical Frameworks for the Social Sciences



Dating Historical Events: BC, AD, BCE, and CE

In one respect, there really is no difference between an AD/BC and BCE/CE system when it comes to historical dates. The year AD 23 is exactly the same as the year 23 CE, and 4004 BC is also 4004 BCE. References to historical dates under either classification should not create confusion in a researcher's mind. Major historical dates such as AD 1492, AD 1776 or AD 1941 would still be rendered as 1492 CE, 1776 CE and 1941 CE.

The AD/BC method of identifying historical dates can be traced back to Catholic historians working in the early Middle Ages. Identifying historical dates until that point was often a complicated proposition, since different historians worked under different calendars. A Roman historian would have used the Roman AUD notation, in which Year Zero was the largely symbolic founding of Rome. Converting historical dates to the standard Gregorian calendar would not have been easy. Using the birth of Jesus Christ as a central point made more sense to the religious historians.

The term BC is short for "Before Christ." Historical dates before the birth of Christ become smaller as they approach the theoretical but non-existent Year Zero. Historical dates after the birth of Christ are classified as AD, short for the Latin phrase Anno Domini, or "in the year of our Lord." Contrary to popular belief, AD does not stand for "After Death." The BC/AD system for identifying historical dates has been in continuous use ever since at least the Middle Ages.

Several centuries after the AD/BC identification of historical dates became popular, a new movement developed among scientists, historians and some religious leaders. The time following the birth of Christ was now referred to as the "Vulgar Era" in some circles. The meaning of the word vulgar actually meant 'common' at that time, not distasteful or obscene. Eventually many areas of the Western world adopted the less Christ-centered term "Common Era." Historical dates occurring before the year 1 CE would be considered BCE, short for "Before Common Era."

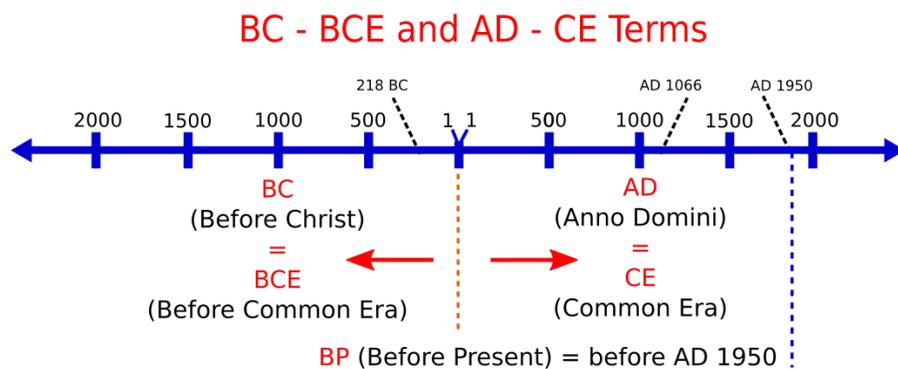
The relatively new BCE/CE reference for historical dates has had its share of supporters and critics. Critics view the new system as an attempt to remove the religious significance inherent in the BC/AD system. The BCE/CE method of assigning historical dates also fails to fix the BC/AD system's lack of a practical Year Zero. Modern scholars believe the actual birth of Christ falls around 7 to 4 BC, which renders the actual year of AD 1 relatively meaningless historically.

Supporters of the BCE/CE method of identifying historical dates say the removal of Christian references works as a bridge between different religions and cultures. The BC/AD system appears to endorse Jesus Christ as the superior world religious figure, which could be viewed as disrespectful of other religions and belief structures. Although the birth of Christ is still used as a reference in the BCE/CE system, the Christian influence is not as apparent.

Usage Recommendations

Most style guides do not express a preference for one system, although BC/AD still prevails in most journalistic contexts. Conversely, academic and scientific texts tend to use BCE/CE, so both systems are in regular use. Whichever system you choose, be sure that you use it consistently, meaning BC and CE should not be used together, or vice versa. There are also some typographical conventions to consider, id est, rules to follow when using each system:

- BC should appear **after** the numerical year, while AD should appear **before** it. For example: 1100 BC, AD 1066
- BCE and CE should both appear **after** the numerical year. For example: 1100 BCE, 1066 CE
- Also periods may be used **after** each letter. For example: 1100 B.C., A.D. 1066, 1100 B.C.E., 1066 C.E.



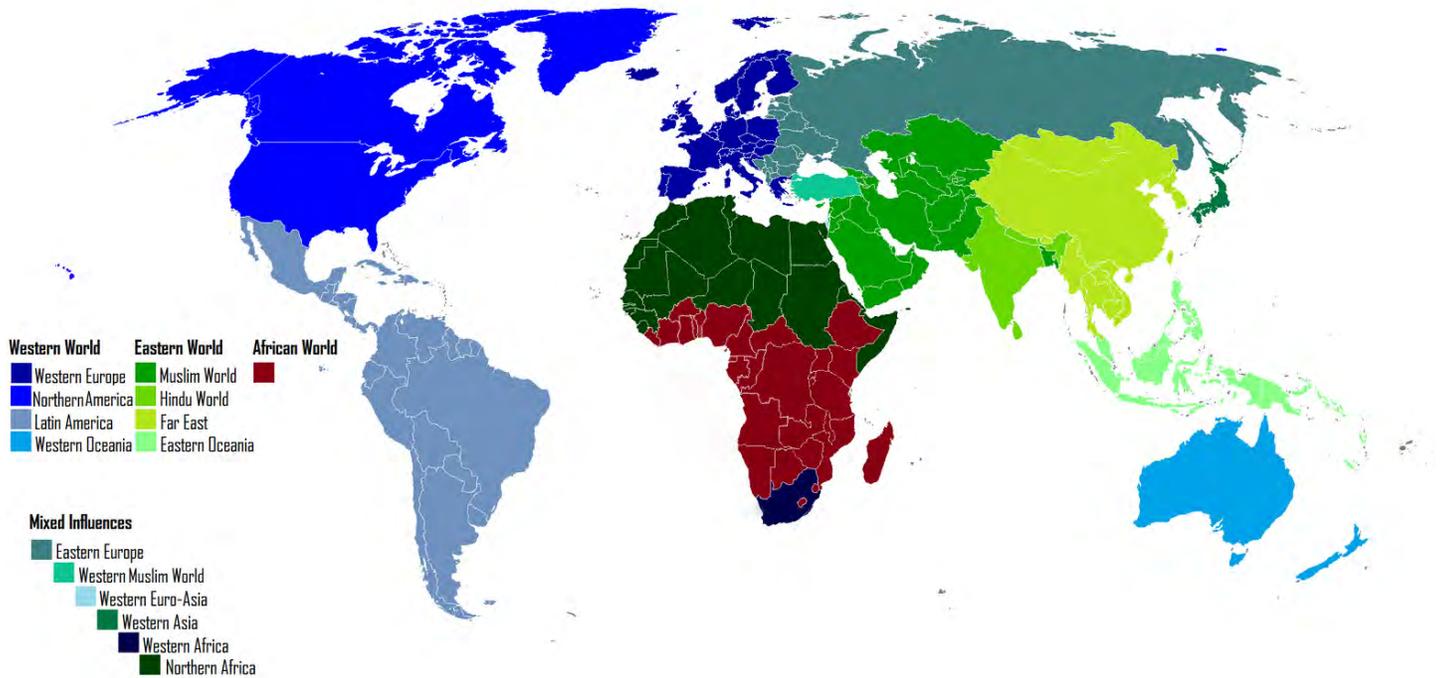
Political Geography



Western Hemisphere



Eastern Hemisphere



Western and Eastern Worlds

The Great Game: The Heartland and Rimland Theories

The **Great Game** is a term used by historians to describe a political, military, and diplomatic confrontation that existed for most of the nineteenth century between Britain and Russia over Central Asia, often called the Heartland, which continues between the Western and Eastern Worlds to this day.

The Heartland Theory

Sir Halford Mackinder (1861-1947), an English geographer, is the founder of the fields of both geopolitics (the study of the relationship between geography and political power) and geostrategy (the study of the relationship between geography and military strategy). Today he is best remembered for his **Heartland Theory**, which he first set forth in a 1904 paper entitled “The Geographical Pivot of History.” It has influenced political leaders of the major countries of the world, and continues to be a useful method for understanding the political and geographic realities of the world today, and most importantly, why nations go to war.

In brief, the **Heartland Theory** divides the world’s land into three zones:

The **World-Island**, consisting of Europe, Asia, and Africa. Together these three interlinked continents are the largest, most populous, and most resource-rich region on earth.

The **offshore islands**, such as the British Isles and the Japanese islands.

The **outlying islands**, by which Mackinder actually means the continents of North America, South America, and Australia.

The Heartland, or the Pivot Area, is the area of Central Eurasia – roughly analogous to the Russian Empire and Soviet Union – except for its far eastern section. Mackinder referred to the rest of the World-Island and the offshore islands as the **Inner Crescent** (see map), and all remaining land in the world as the **Outer Crescent** (see map).

According to Mackinder, control of the superior resources of the Heartland could enable a state to conquer the rest of the World-Island (i.e., the Inner Crescent). Control of the World-Island would mean control of more than 50% of the world’s resources, making possible the conquest of the world’s remaining land (i.e., the Outer Crescent). As Mackinder later put it,

“Who rules East Europe commands the Heartland; who rules the Heartland commands the World-Island; who rules the World-Island controls the world.”

According to Mackinder, this scenario did not become possible until around the early twentieth century. Until then, sea power retained a major edge on mobility, giving maritime empires much greater relative power than continental states. At the same time, the Heartland was impervious to external conquest because of its isolation, with ice to the north, deserts and mountains to the south, and poor transportation to and from the littoral (coastal region/shores) of Western Europe. But by the early twentieth century, the railroad promised to make the Heartland accessible from Western Europe, thus opening it to successful invasion as well as giving its resources (and armies) access to the west.

The Rimland Theory

In 1942, geostrategist Nicholas J. Spykman (1893-1943) published *America's Strategy in World Politics*, in which he set forth a theory that combined those of Mackinder and leading naval theorist Alfred Thayer Mahan. This theory, called the Rimland Theory, argued that Mackinder's Inner Crescent (which Spykman renamed the Rimland), was actually the pivotal area, having more resources than the Heartland and being, in Mahan's words, a "debatable zone" subject to control by both the Heartland and by the maritime powers. This theory gives sea power greater weight than Mackinder does even in light of railroad development. According to Spykman's formula,

"Who controls the Rimland rules Eurasia; Who rules Eurasia controls the destinies of the world."



THE GREAT GAME: HEARTLAND VS. RIMLAND THEORIES¹

HEARTLAND THEORY	RIMLAND THEORY
Mackinder believed that a land-based power, not a sea-based power, would ultimately rule the world. He believed that Eurasia was the most important area in the world containing a "pivot area" extending from Eastern Europe to eastern Siberia. The "pivot area" became known as the Heartland.	Spykman thought that sea-based power was also important to global control. He believed the Eurasian rim, not its heart, held the key to global power. He saw a divided Rimland as the key to the world's balance of power. Today, the Rimland includes Western Europe and China.
PRINCIPLE	PRINCIPLE
"Who rules East Europe commands the Heartland; who rules the Heartland commands the World-Island; who rules the World-Island controls the world."	"Who controls the Rimland rules Eurasia; who rules Eurasia controls the destinies of the world."

¹[The Grand Chessboard: American Primacy And Its Geostrategic Imperatives by Zbigniew Brzezinski](#)

Evolution of Political Parties in the United States

AMERICAN REVOLUTION (ca. 1765-1783)

<p style="text-align: center;">ANTI-FEDERALISTS/ DEMOCRATIC-REPUBLICAN PARTY (ca. 1791-1828) <i>(LEFT WING—Jefferson)</i></p>	<p style="text-align: center;">FEDERALISTS/FEDERALIST PARTY (ca. 1789-1824) <i>(RIGHT WING—Hamilton)</i></p>
<ul style="list-style-type: none"> • Liberalism (aka Classical liberalism) • Weak central government • Individualism • Anti-authoritarian • Decentralization of power • Declaration of Independence • The Bill of Rights • Sound money (Constitutional money) • Equality before the law & free markets • Opposed to imperial expansionism (Jefferson himself abandoned this principle at times, e.g. the Louisiana Purchase) • Supported French Revolution and opposed political & economic partnership with England 	<ul style="list-style-type: none"> • Conservatism • Strong central government • Collectivism • Authoritarian • Centralization of power • The Constitution of the US • Central banking/National bank • State support of business • Support imperial expansion/internationalism • Opposed French Revolution and supported political & economic partnership with England

FRENCH REVOLUTION (ca. 1789-1799)

<p style="text-align: center;">JACOBINS/MONTAGNARDS <i>(LEFT WING—Robespierre)</i></p>	<p style="text-align: center;">MONARCHY/ANCIEN REGIME <i>(RIGHT WING—King Louis XIV)</i></p>
<ul style="list-style-type: none"> • Liberalism • Radicalism • Rationalism • Liberté, Égalité, Fraternité (liberty, equality, fraternity) • Natural Law – The Enlightenment • Separation of church and state • Abolish Monarchy and weaken Church (Throne and Altar) • Equality of persons and property (which inevitably led to totalitarianism, e.g. Reign of Terror) 	<ul style="list-style-type: none"> • Conservatism • Mercantilism (state capitalism) • Empire • Theocracy • Statist • Hierarchy • Serfdom • Respect for Throne and Altar (Church and Monarchy)

CIVIL WAR (ca. 1861-1865)

DEMOCRATIC PARTY (ca. 1828-Present)	REPUBLICAN PARTY ² (ca. 1854-Present)
<ul style="list-style-type: none"> • Liberalism • Free market principles • Decentralization of power • Anti-authoritarian • Constitutionalist (wanted right to secede from the North/self-determination as stipulated in the US Constitution) • Popular in the South • Pro slavery 	<ul style="list-style-type: none"> • Republican Party aka Grand Old Party (GOP) • Conservatism • Anti-revolutionary • Centralization of power • Authoritarian • Used unconstitutional means to create constitutional ends (abolition of slavery) • Popular in the North • Conditionally anti-slavery (Lincoln was not anti-slavery) <p><small>²The Republican Party was founded in part by Whigs (ca. 1840 – 1856), and Free Soilers (ca. 1848-1854), the latter of which was staunchly anti-slavery)</small></p>

WORLD WAR (ca. 1914-1918)

DEMOCRATIC PARTY	REPUBLICAN PARTY
<ul style="list-style-type: none"> • Just prior to WWI, both Democrats and Republicans were isolationist on foreign policy issues (they were anti-interventionist/anti-war) • After the sinking of the Lusitania by Germany, there was broad agreement on foreign policy, with both sides in support of entering WWI 	
<ul style="list-style-type: none"> • Hamiltonian conservatism • Democratic Party under Wilson saw a complete shift to internationalism, expansionism, and Right-wing Socialism (liberal ends by conservative means, i.e., central planning) 	<ul style="list-style-type: none"> • Hamiltonian conservatism • The Jeffersonian liberals (classical liberals) were now associated with the Republican Party

“Our boys were sent off to die with beautiful ideals painted in front of them. No one told them that dollars and cents were the real reason they were marching off to kill and die.”

~General Smedley Butler

FDR'S NEW DEAL (ca. 1933-1938)

DEMOCRATIC PARTY	REPUBLICAN PARTY
<ul style="list-style-type: none">• Centralization of power & planning• Democratic Party fractured because of the New Deal, which pushed some Democrats into the Republican Party• Authoritarian• Smaller faction included Left wing Progressivism/Socialism (liberal ends by liberal means, i.e., free market principles)	<ul style="list-style-type: none">• Centralization of power & planning• Authoritarian• Right-wing Progressivism/Socialism (liberal ends by conservative means, i.e., central planning)• Democrats that did not support FDR's New Deal because it required a large expansion of the government moved to the Republican Party (this faction is sometimes called the "Old Right", but they were a smaller part of the Republican Party)• The "Old Right" were not right-wing, they were classical liberals (Jeffersonian liberals)

WORLD WAR II (ca. 1939-1945)

- Just prior to WWII, there was general agreement between Democrats and Republicans on foreign policy issues (they were anti-interventionist/anti-war).
- After the attack on Pearl Harbor, both parties supported entering WWII.

THE COLD WAR (ca. 1947-1991)

- There was broad consensus among Democrats and Republicans about the importance of fighting the Soviet Union during the Cold War.

GLOBAL WAR ON TERRORISM (ca. 2001-Present)

- After the attacks on September 11th, 2001, there has been broad consensus among Democrats and Republicans in fighting the War on Terrorism, and general consensus on the invasion of various Middle Eastern countries since 2001.

"War is not an independent phenomenon, but the continuation of politics by different means."

~Carl von Clausewitz



“However [political parties] may now and then answer popular ends, they are likely in the course of time and things, to become potent engines, by which cunning, ambitious, and unprincipled men will be enabled to subvert the power of the people and to usurp for themselves the reins of government, destroying afterwards the very engines which have lifted them to unjust dominion.”

~George Washington

“In the United States, the majority undertakes to supply a multitude of ready-made opinions for the use of individuals, who are thus relieved from the necessity of forming opinions of their own.”

[~Alexis de Tocqueville \(Democracy in America, Volume II \(1840\) Book One, Chapter II\)](#)

Modern Political Thought

LEFT (political ideology)	RIGHT (political ideology)
<ul style="list-style-type: none"> • Support social equality • Oppose social hierarchy • Support equality of outcomes • Internationalist/expansionist 	<ul style="list-style-type: none"> • Social order & hierarchy are natural • Inequality of outcomes is the result of competition, which is positive • Support equality of opportunity • Internationalist/expansionist
LIBERAL (political philosophy)	CONSERVATIVE ³ (political philosophy)
<ul style="list-style-type: none"> • Pro-Enlightenment revolutionary • Support values of French Revolution • Seek social justice • Internationalist/expansionist 	<ul style="list-style-type: none"> • Anti-Enlightenment/Anti-revolutionary • Against values of French Revolution • Support preservation of tradition • Isolationist/non-interventionist
DEMOCRAT (political party)	REPUBLICAN (political party)
<ul style="list-style-type: none"> • Government plays active role in support of equality and opportunity • Pro choice • Group rights • Internationalist/expansionist 	<ul style="list-style-type: none"> • Support limited government to foster freedom and liberty • Pro life • Individual rights • Internationalist/expansionist
GLOBALISM/COSMOPOLITANISM ⁴	NATIONALISM/PATRIOTISM ⁵
<ul style="list-style-type: none"> • Citizen of the world • Support immigration • Interventionism • Technocracy/Scientific Management • Focus on Gesellschaft (society) 	<ul style="list-style-type: none"> • National identity • Support strong borders • Isolationism • Tribalism/Nativism • Focus on Gemeinschaft (community)

³Historically, **conservatism** is also known as **classical liberalism**. ^{4,5}See [For Love of Country? by Martha Nussbaum](#)

“The argument that the two political parties should represent opposed ideals and policies, one, perhaps, of the Right and the other of the Left, is a foolish idea acceptable only to doctrinaire and academic thinkers. Instead, the two parties should be almost identical, so that the American people can ‘throw the rascals out’ at any election without leading to any profound or extensive shifts in policy. The policies that are vital and necessary for America are no longer subjects of significant disagreement, but are disputable only in details of procedure, priority, or method....”

~Carroll Quigley (Tragedy and Hope: A History of the World in Our Time, pp 1247-8)

Political Organization

CENTRALIZATION/COLLECTIVISM	DECENTRALIZATION/INDIVIDUALISM
<ul style="list-style-type: none"> • Power is centered among a few • Political, Economic, Social, Cultural life is planned and shaped by government 	<ul style="list-style-type: none"> • Power is diffused among many • Individual rights and their free expression are paramount
EQUALITY	FREEDOM/LIBERTY
<ul style="list-style-type: none"> • Equality of outcomes • Need government to guarantee justice and the rule of law 	<ul style="list-style-type: none"> • Equality of opportunity • Less government = more freedom
LABOUR/WORKERS	CAPITAL/OWNERS
<ul style="list-style-type: none"> • Focused on the rights of workers • Health care, retirement benefits, increased wages, paid maternity leave 	<ul style="list-style-type: none"> • Less taxes and regulations • Low labour costs

“There is no proletarian, not even a Communist, movement that has not operated in the interest of money, in the directions indicated by money, and for the time permitted by money – and that without the idealist amongst its leaders having the slightest suspicion of the fact.”

~Oswald Spengler (The Decline of the West, Volume II: Perspectives of World History, p 402)



Political Behavior⁶

	LIBERALISM	REALISM
Unit of analysis	<ul style="list-style-type: none"> Classes, states and societies, and non-state actors operate as part of world capitalist system 	<ul style="list-style-type: none"> State is the principle actor
View of actors	<ul style="list-style-type: none"> International relations viewed from historical perspective, especially the continuous development of world capitalism 	<ul style="list-style-type: none"> State is unitary actor
Behavioral dynamic	<ul style="list-style-type: none"> Focus is on patterns of dominance within and among societies 	<ul style="list-style-type: none"> State is rational actor seeking to maximize its own interest or national objectives in foreign policy
Issues/focus	<ul style="list-style-type: none"> Economic factors are most important 	<ul style="list-style-type: none"> National security issues are most important
Political approach	<ul style="list-style-type: none"> Build economic and military partnerships and cooperation across the international system, with the ultimate goal of creating a global free market system based on Western models of democracy and trade Democratic peace theory (aka Golden Arches Theory) – States that trade with each other tend not to fight each other; and democratic States tend not to fight each other 	<ul style="list-style-type: none"> Practice <i>Realpolitik</i> (the ends justify the means) in order to reach political goals Maintain the global balance of power (if you are not winning you are losing – zero-sum proposition) Expand (whenever possible) spheres of influence through the use of hard, soft, and smart power
Philosophical origins	<ul style="list-style-type: none"> Marx, Hobson, Lenin, Luxemburg, Gramsci 	<ul style="list-style-type: none"> Thucydides, Machiavelli, Hobbes, Grotius, Clausewitz, Carr

⁶Chart adapted from [International Relations Theory: Realism, Pluralism, Globalism, and Beyond 3rd Ed.](#), by Paul R. Viotti and Mark V. Kauppi, (p 10); and [Why Nations Cooperate: Circumstance and Choice in International Relations](#) by Arthur A. Stein

“Because Americans dislike realpolitik, public discourse about foreign policy in the United States is usually couched in the language of liberalism. Hence the pronouncements of the policy elites are heavily flavored with optimism and moralism. American academics are especially good at promoting liberal thinking in the marketplace of ideas. Behind closed doors, however, the elites who make national security policy speak mostly the language of power, not that of principle, and the United States acts in the international system according to the dictates of realist logic. In essence, a discernable gap separates public rhetoric from the actual conduct of American foreign policy.”

~[John J. Mearsheimer \(The Tragedy of Great Power Politics, p 25\)](#)

Types of Political Power

HARD POWER	SOFT POWER	THE THIRD OPTION ⁸
<ul style="list-style-type: none"> • Military option • Coercive or aggressive use of military and economic means to influence the behavior or interests of States (punish, aka Stick). 	<ul style="list-style-type: none"> • Diplomatic option • Shaping of preferences of States through attraction and co-opting by appealing to culture, political values, diplomacy and economic incentives to influence States (reward, aka Carrot). 	<ul style="list-style-type: none"> • Covert option • The use of Hard and Soft Power to realize political and economic goals, which are often engaged in by governments in secret, in order to allow “plausible deniability” • Techniques of the Third Option can include: propaganda, rigging elections, political assassinations, drug trafficking, human trafficking, surveillance, blackmail, extortion, acts of terrorism, and arms sales
SMART POWER		
<ul style="list-style-type: none"> • Combination of hard and soft power strategies that focuses on the need for a strong military, as well as building alliances and partnerships in order to increase influence and political legitimacy.⁷ 		

⁷[CSIS Commission on Smart Power: A smarter, more secure America \(p 7\)](#)

⁸[The Third Option: An American View of Counterinsurgency Operations, by Theodore Shackley;](#)
and [The Game of Nations: The Amoral of Power Politics, by Miles Copeland](#)

“The illegal we do immediately; the unconstitutional takes a little longer.”

~Henry Kissinger



The Purpose of War

4Ds OF WAR	DESCRIPTION
Death	<ul style="list-style-type: none"> • An example of the use of Hard Power • Reduces population • Civilian casualties (50-95%⁹ of total, “collateral damage,” aka non-combatants) • Soldier casualties (5-15%⁹ of total, by enemy forces, and “friendly fire”) • New weapons testing
Disease	<ul style="list-style-type: none"> • An example of the use of Hard Power • Increases need for medical resources (vaccines, etc.) • Drug trafficking • Environmental destruction • Starvation, Cancer, PTSD
Displacement/ Destabilization	<ul style="list-style-type: none"> • An example of the use of Soft Power • Increases emigration to other regions (refugees) • Human trafficking/Slavery (women, children, etc.) • Organ Harvesting • Prostitution, Rape
Debt	<ul style="list-style-type: none"> • An example of the use of Soft Power • Increases control of means and modes of production and distribution • Rebuilding contracts given to private corporations • Currency devaluation/collapse, wealth redistribution • IMF/World Bank loans to “stabilize” economy

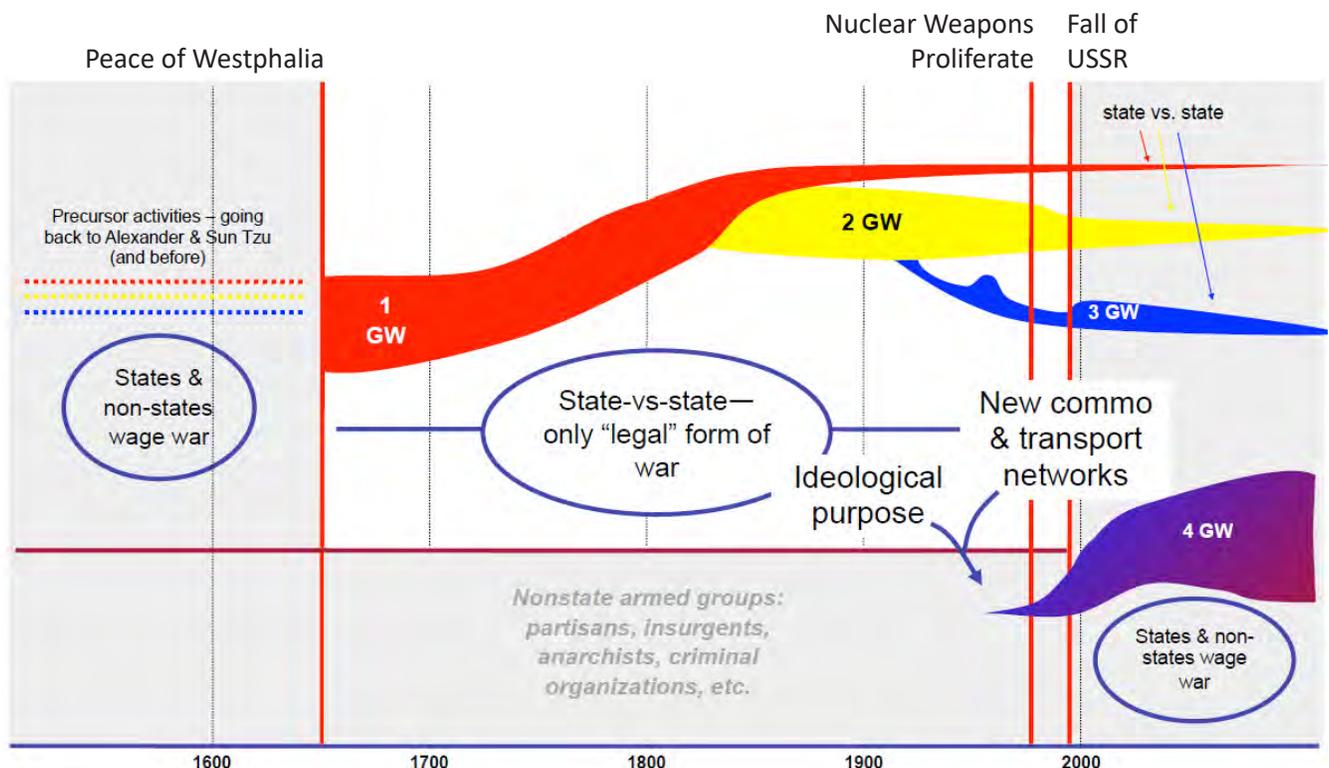
4Cs OF WAR	DESCRIPTION
Control	<ul style="list-style-type: none"> • To exercise restraint or direction over; dominate; command
Coercion	<ul style="list-style-type: none"> • To force or the power to use force to obtain compliance, as by a government or police force
Crisis	<ul style="list-style-type: none"> • A condition of instability or danger, as in social, economic, political, or international affairs, leading to a decisive change
Consolidation	<ul style="list-style-type: none"> • To bring together separate parts into a single or unified whole; unite; combine

⁹ <http://scientistsascitizens.org/2014/05/15/academics-and-scientists-on-preventing-war/>;

and *Civilian Deaths in Wartime* by William Eckhardt, *Bulletin of Peace Proposals*, Vol. 20 (I): 89-98 (1989)

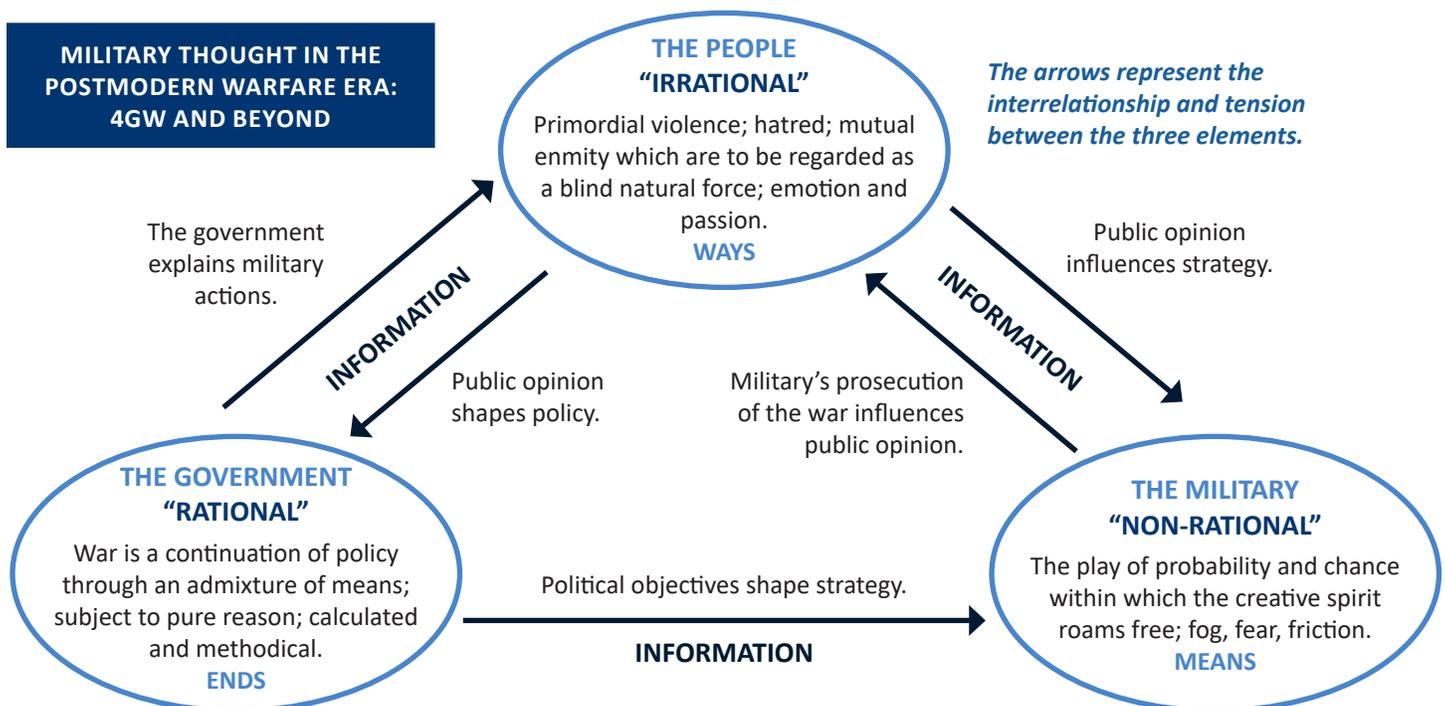
The Methods of War

	DESCRIPTION	HISTORICAL EXAMPLES
First Generation Warfare (1GW)	<ul style="list-style-type: none"> Massed manpower, using phalanx, line and column tactics with uniformed soldiers governed by the state. 	<ul style="list-style-type: none"> English Civil War Anglo-Spanish War Seven Years' War American Revolutionary War Napoleonic Wars War of 1812 Mexican War of Independence
Second Generation Warfare (2GW)	<ul style="list-style-type: none"> Early modern tactics used after the invention of the rifled musket and breech-loading weapons and continuing through the development of the machine gun and indirect fire. The term second generation warfare was created by the U.S. military in 1989. 	<ul style="list-style-type: none"> American Civil War Boer War World War I Spanish Civil War Iran–Iraq War
Third Generation Warfare (3GW)	<ul style="list-style-type: none"> Focuses on using Late modern technology-derived tactics of leveraging speed, stealth and surprise to bypass the enemy's lines and collapse their forces from the rear. Essentially, this was the end of linear warfare on a tactical level, with units seeking not simply to meet each other face to face but to outmaneuver each other to gain the greatest advantage. 	<ul style="list-style-type: none"> World War II Korean War Vietnam War Persian Gulf War War in Afghanistan Iraq War



<p>Fourth Generation Warfare (4GW)</p>	<ul style="list-style-type: none"> Decentralized forms of warfare, blurring the lines between war and politics, combatants and civilians due to nation states' loss of near-monopoly on combat forces, returning to modes of conflict common in Pre-modern times. <p><i>Characteristics:</i></p> <ul style="list-style-type: none"> Complex and long term Terrorism (tactic), vis-à-vis strategy of tension Non-national or transnational base – highly decentralized Direct attack on the enemy's core ideals Highly sophisticated psychological warfare, especially through media manipulation and lawfare (misuse of legal systems against an enemy) All available pressures are used – see 6FH Occurs in low intensity conflict, involving actors from all networks Non-combatants are tactical dilemmas Lack of hierarchy Small in size, spread out network of communication and financial support Use of insurgency and guerrilla tactics 	<ul style="list-style-type: none"> Operation Gladio IRA operations US vs. Various Latin American Countries US vs. Libya US vs. Ukraine US vs. Syria Al Qaeda & ISIS operations All revolutionary resistance movements
<p>Hybrid Warfare¹⁰</p>	<ul style="list-style-type: none"> Proxy warfare using agent provocateurs and Color Revolutions, leading to regime change. Use of covert information warfare (see Political Language: Propaganda 101), sometimes called Fifth Generation Warfare (5GW) to accomplish strategic, operational, and tactical objectives. 	<ul style="list-style-type: none"> See Fourth Generation Warfare (4GW)

¹⁰Adapted from [Andrew Korybko's Hybrid Wars: The Indirect Adaptive Approach To Regime Change, 2015](#)



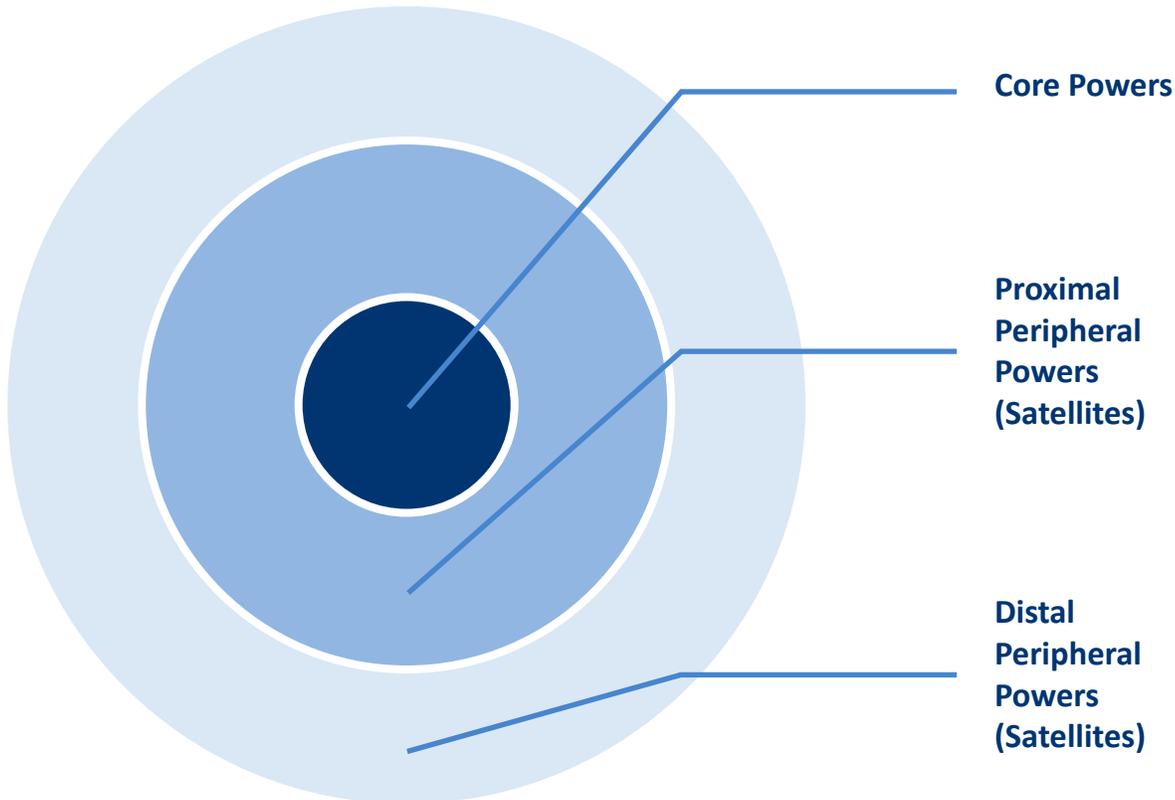
The Methods of Regime Change

Strong Core Powers

- Use Hybrid Warfare¹¹ vs. Proximal Peripheral Powers
- Use Direct Military Action vs. Distal Peripheral Powers

Weak Core Powers

- Use Direct Military Action vs. Proximal Peripheral Powers
- Use Hybrid Warfare¹¹ vs. Distal Peripheral Powers



¹¹Also called the "Indirect Adaptive Approach", from [Andrew Korybko's Hybrid Wars: The Indirect Adaptive Approach To Regime Change, 2015](#)

"Of course, there is no question that Libya - and the world - will be better off with Gaddafi out of power. I, along with many other world leaders, have embraced that goal, and will actively pursue it through non-military means. But broadening our military mission to include regime change would be a mistake."

~Barack Obama

"It is not democracy to send in billions of dollars to push regime change overseas. It isn't democracy to send in the NGOs to re-write laws and the constitution in places like Ukraine. It is none of our business."

~Ron Paul

Casus Belli: Understanding the Pretexts for War

HYPOTHESIS	DESCRIPTION
Surprise Attack	<ul style="list-style-type: none"> • Unprovoked attack • Retaliation for past actions (aka, Blowback – an unintended consequence of prior actions against another nation/group) • See “The Purpose and Methods of War” (p 7)
LIHOP (Let it happen on purpose)	<ul style="list-style-type: none"> • An attack discovered in advance that is allowed to occur • Provides a rationale to take action against another nation/group • See “The Purpose and Methods of War” (p 7)
MIHOP (Make it happen on purpose)	<ul style="list-style-type: none"> • Intentionally provoking a nation/group to attack • Provides a rationale to take action against another nation/group • See “The Purpose and Methods of War” (p 7) • See “False Flag” below
False Flag	<ul style="list-style-type: none"> • An attack that is created and executed by a nation/group and blamed on another nation/group • Covert operations that are designed to deceive in such a way that those activities appear as though they are being carried out by individual entities, groups, or nations other than those who actually planned and executed them.
Fifth Column	<ul style="list-style-type: none"> • All of the above can involve a Fifth Column • A covert military force that undermine a larger group from within through sabotage, disinformation, or espionage

EXAMPLES OF *CASUS BELLI* VIS-À-VIS THE UNITED STATES

- 1898 – Sinking of the USS Maine → Spanish-American War
- 1915 – Sinking of the RMS Lusitania → WWI
- 1941 – Attack on Pearl Harbor → WWII
- 1990 – Iraqi invasion and occupation of Kuwait → Gulf War
- 2001 – September 11, 2001: WTC, Pentagon, and Anthrax Attacks → Global War on Terror/GWOT (Afghanistan, Iraq, Yemen, Pakistan, Libya, Syria [North Korea, Africa, Russia, Iran, China?])

**Casus belli is a Latin expression meaning, “an act or event that provokes or is used to justify war” (literally, “a case for war”).*

“Today [unlike the past] it is infinitely easier to kill a million people, than to control a million a people.”

~Zbigniew Brzezinski

Political Language: Propaganda 101

*“Propaganda is first and foremost concerned with influencing an individual psychologically by creating convictions and compliance through imperceptible techniques that are effective only by **continuous repetition**. Propaganda tries to surround man by all possible routes in the realm of feelings as well as ideas, by playing on his will or on his needs, through his conscious and his unconscious, assailing him in both his private and his public life. It furnishes him with a complete system for explaining the world, and provides immediate incentives to action. We are here in the presence of an organized myth that tries to take hold of the entire person. Through the myth it creates, propaganda imposes a complete range of intuitive knowledge, susceptible of only one interpretation, unique and one-sided, and precluding any divergence. This myth becomes so powerful that it invades every arena of consciousness, leaving no faculty or motivation intact. It stimulates in the individual a feeling of exclusiveness, and **produces a biased attitude**.”*

~Jacques Ellul ([Propaganda: The Formation of Men's Attitudes, p 11](#))

Types & Methods of Propaganda (aka, Agitprop)

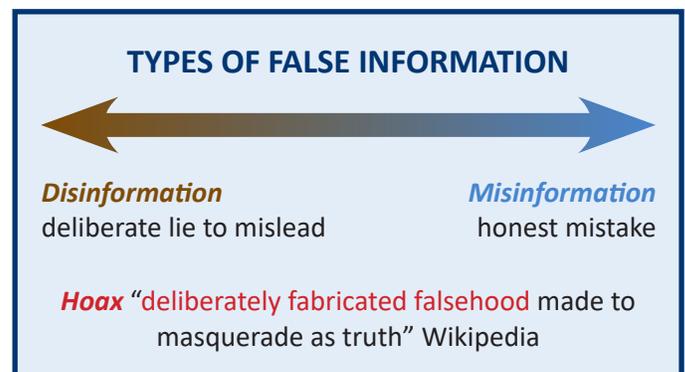
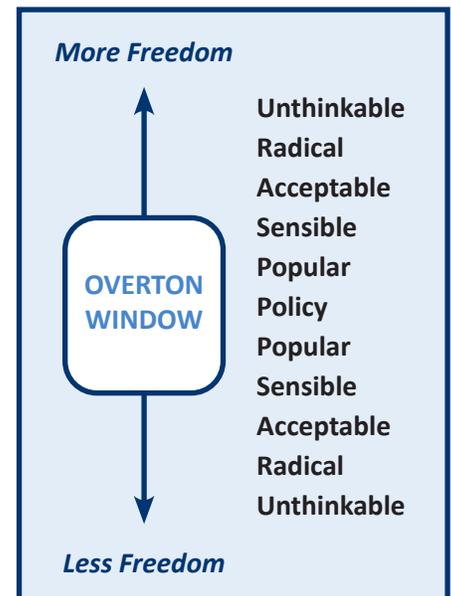
The **Overton Window** is the range of ideas tolerated in public discourse. An idea's political viability depends mainly on whether it falls within the window, rather than on politicians' individual preferences. This window is expanded by the use of propaganda via news media, social networks, film, and entertainment.

White propaganda generally comes from an openly identified source, and is characterized by gentler methods of persuasion, such as standard public relations techniques and one-sided presentation of an argument.

Grey propaganda does not have an identifiable source or author. A major application of grey propaganda is making enemies believe falsehoods using strawman arguments: In phase one, to make someone believe “A”, one releases grey propaganda “B”, the opposite of “A”. In phase two, “B” is discredited using some strawman. The enemy will then assume “A” to be true.

Black propaganda is identified as being from one source, but is in fact from another source, in order to disguise the true origins of the propaganda, be it from an enemy country or from an organization with a negative public image.

Gaslighting is a form of manipulation that seeks to sow seeds of doubt in an individual or group to make them question their own memory, perception, and sanity. Using persistent denial, misdirection, contradiction, and lying, it attempts to destabilize the target and delegitimize the target's belief.



“The conscious and intelligent manipulation of the organized habits and opinions of the masses is an important element in democratic society. Those who manipulate this unseen mechanism of society constitute an invisible government which is the true ruling power of our country.”

~Edward Bernays ([Propaganda, p 9](#))

The Problem of Historical Analysis: The Iceberg Hypothesis

- Information Content and Access
- Public open sources
- Declassified
- Unclassified

FOIA accessible

-
- Confidential
 - Secret
 - Top Secret
 - TS-SCI: Top Secret - Sensitive Compartmentalized Information
 - SAP: Special Access Programs
 - USAP: Unacknowledged SAP
 - “Waived” USAP (no oversight)
 - ACCM: Alternative or Compensatory Control Measures
 - Private contractors and cliques
 - “Them”

Inaccessible unless leaked



Source: Richard Dolan lecture, “Secret Space Program Conference” Amsterdam 2011

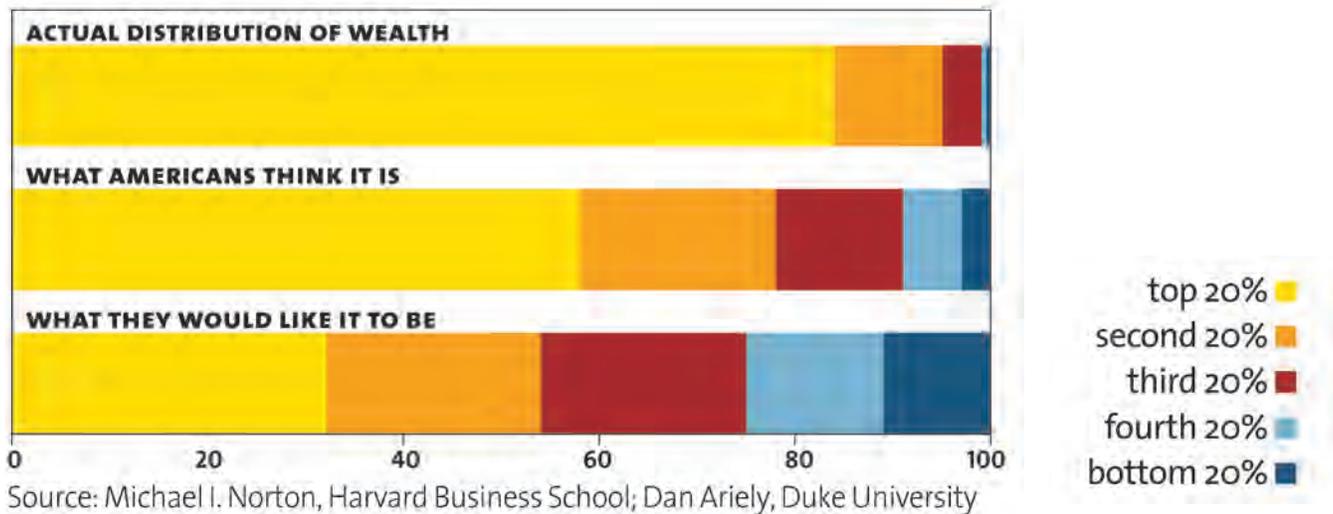
The Iceberg Hypothesis

The Iceberg Hypothesis asserts that legally attainable (public open sources, declassified, and unclassified content) information about an historical topic, event, or phenomenon that is prone toward secrecy by public or private institutions for various reasons including but not limited to political, economic, or military phenomenon, represents a small fraction of the information that exists on that topic; and that this publicly attainable information is subject to varying degrees of manipulation and obfuscation through the use of propaganda and disinformation; and therefore research and analysis of historical topics, events, and phenomena which are prone to secrecy will likely suffer from, at best, a vague or partial picture of events leading to a misleading analysis, and at worst, an ambiguous or incorrect picture leading to a fundamentally flawed analysis.

“We’ll know our disinformation program is complete when everything the American public believes is false.”

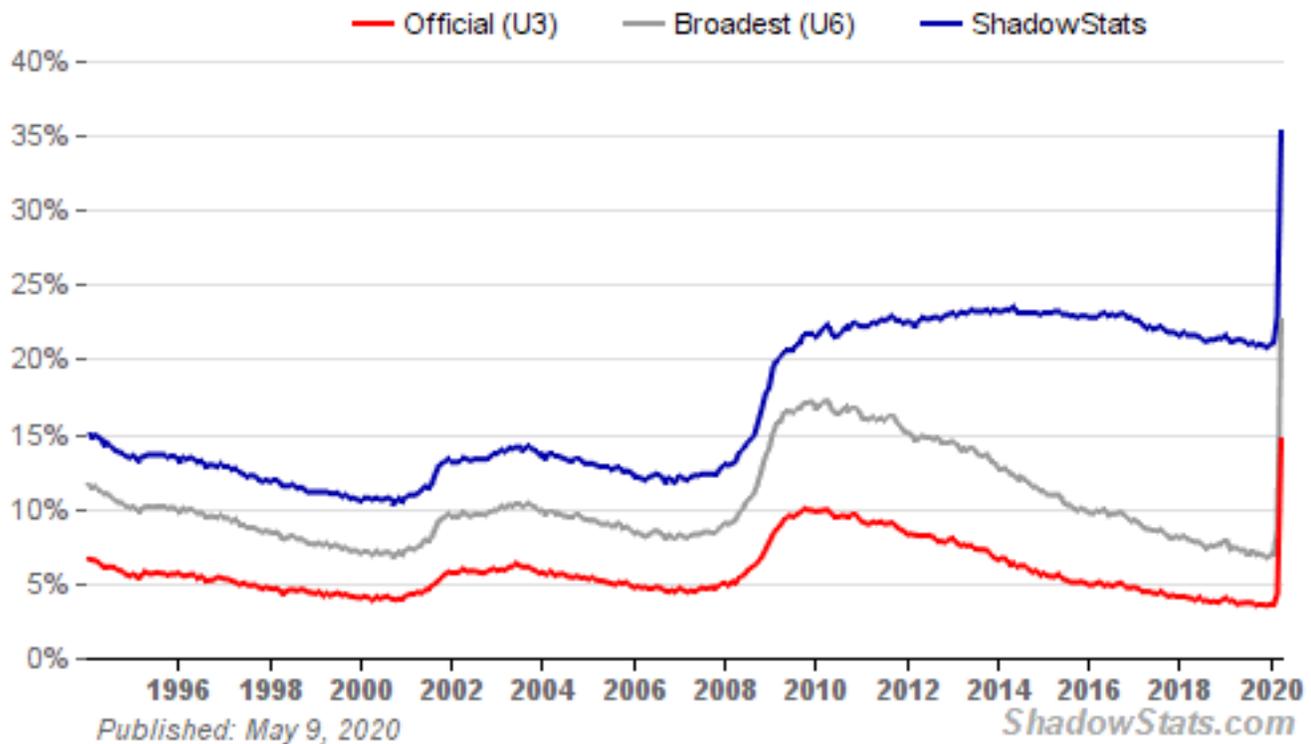
~William Casey, CIA Director (From a staff meeting in 1981 as recalled by eyewitness Barbara Honegger)

Domestic Economic Conditions



Unemployment Rate - Official (U-3 & U-6) vs ShadowStats Alternate

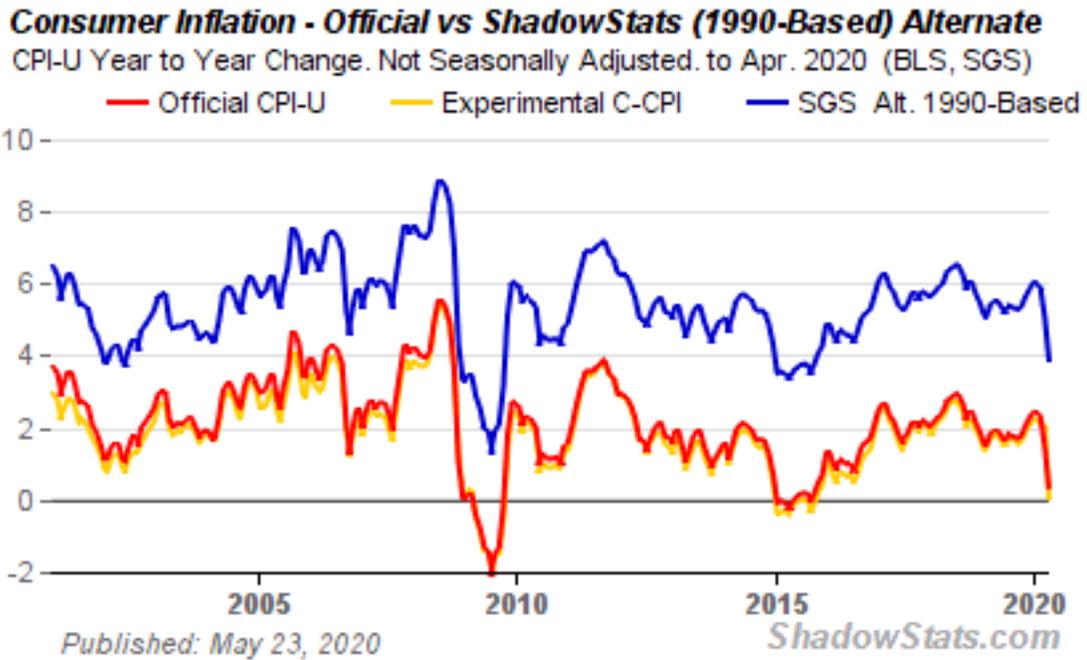
Monthly SA. Through Apr. 2020 (ShadowStats, BLS)



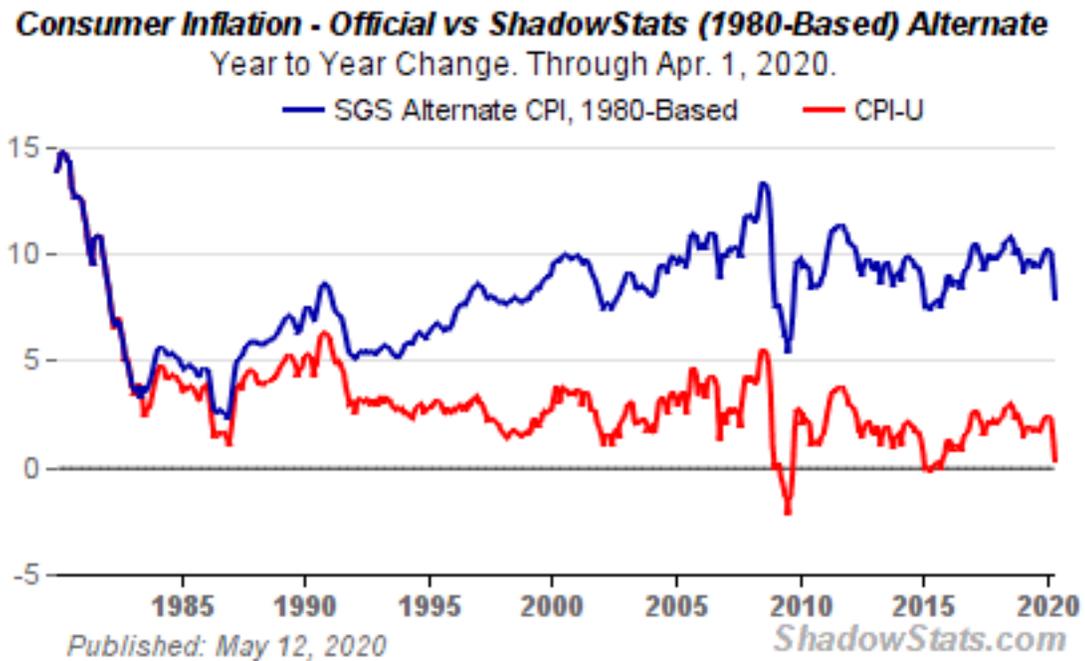
Source: http://www.shadowstats.com/alternate_data/unemployment-charts

"Competition is a sin."

~John D. Rockefeller



Source: http://www.shadowstats.com/alternate_data/inflation-charts



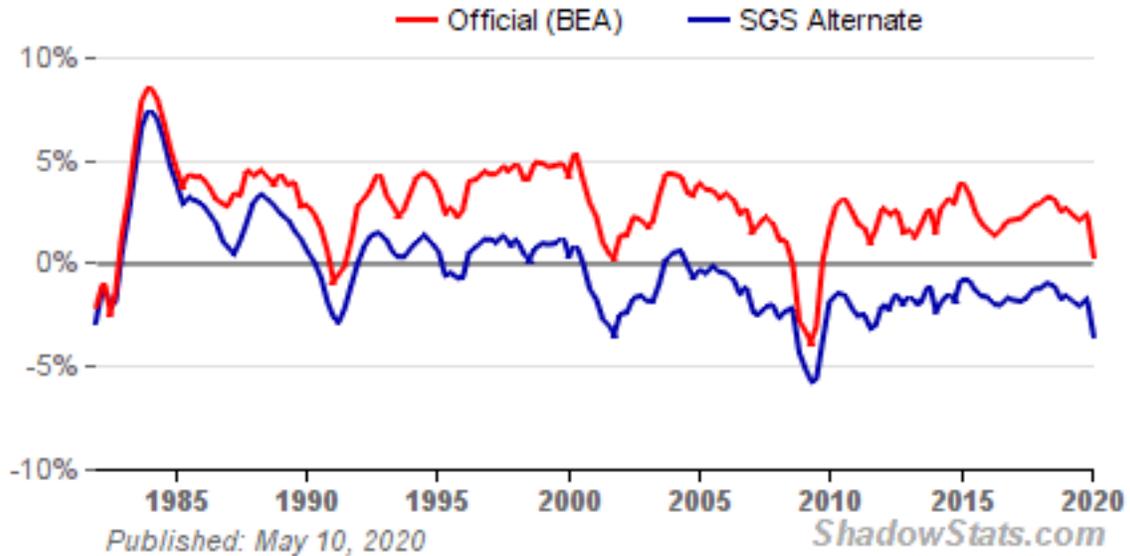
Source: http://www.shadowstats.com/alternate_data/inflation-charts

“The real truth of the matter is, and you and I know, that a financial element in the large centers has owned the government of the U.S. since the days of Andrew Jackson.”

~Franklin D. Roosevelt in a letter to Edward M. House (President Wilson’s closest aide), 23 November 1933

GDP Annual Growth - Official vs ShadowStats

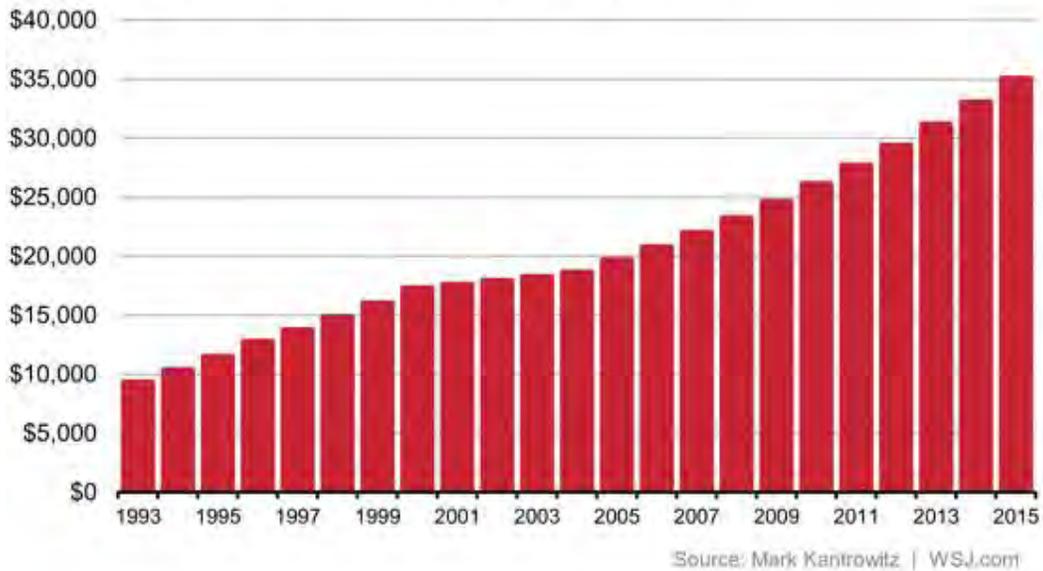
Annual Change through 2020q1 (ShadowStats, BEA)



Source: http://www.shadowstats.com/alternate_data/gross-domestic-product-charts

Head of the Class

Average debt per borrower in each year's graduating class

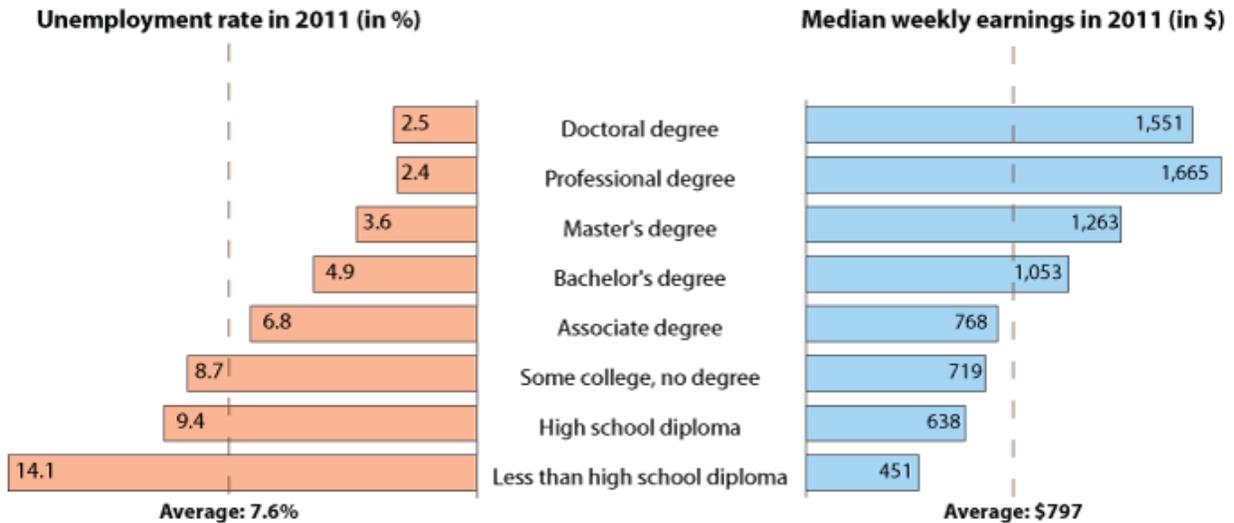


Source: <https://blogs.wsj.com/economics/2015/05/08/congratulations-class-of-2015-youre-the-most-indebted-ever-for-now/>

“The perennial conviction that those who work hard and play by the rules will be rewarded with a more comfortable present and a stronger future for their children faces assault from just about every direction. That great enemy of democratic capitalism, economic inequality, is real and growing.”

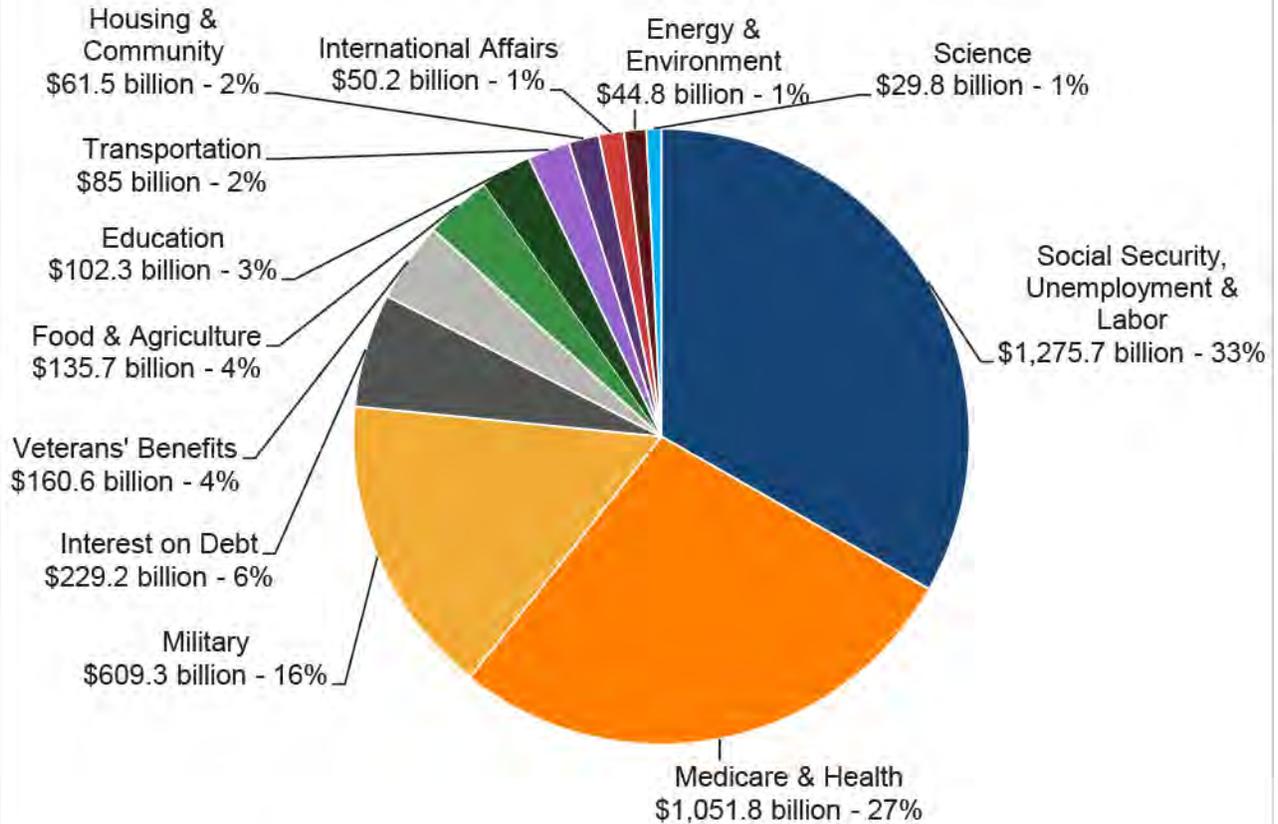
~Jon Meacham

Education Pays



Source: Bureau of Labor Statistics, Current Population Survey

Total Federal Spending 2015: \$3.8 Trillion



United States 2015 Budget

Where The Money Comes From

(\$3.8 trillion in revenue and borrowing)



Where The Money Goes

(\$3.8 trillion in spending)



Source: OMB
 National Priorities Project

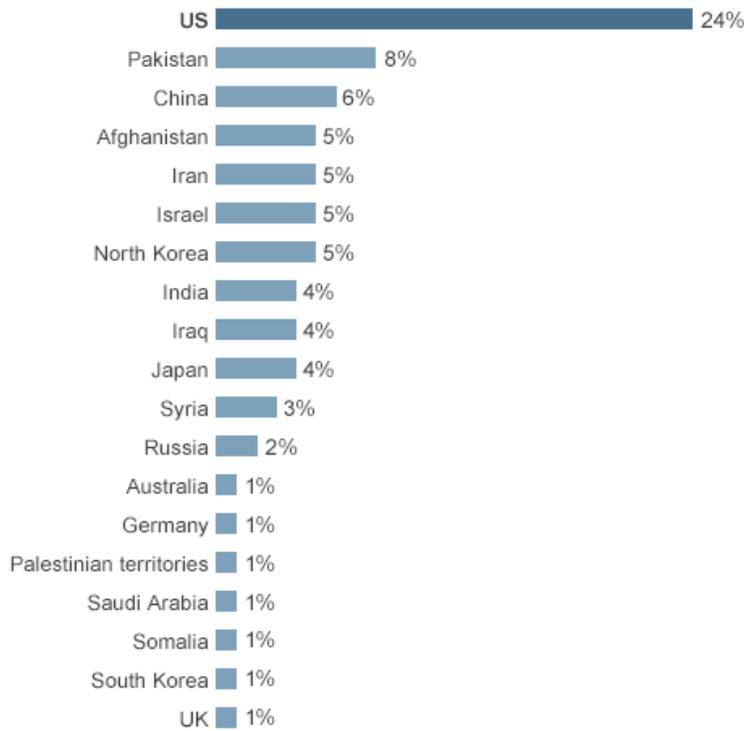
nationalpriorities.org



International Perceptions of the United States

Which country is the biggest threat?

Q: Which country do you think is the greatest threat to peace in the world today?



Source: WIN/Gallup International

Where the U.S. Has Become Less, and More, Popular

Favorable view of U.S.

	2013	2014	Change
	%	%	
Russia	51	23	-28
Uganda	73	62	-11
Brazil	73	65	-8
Senegal	81	74	-7
Ghana	83	77	-6
Lebanon	47	41	-6
Egypt	16	10	-6
Poland	67	73	+6
Philippines	85	92	+7
UK	58	66	+8
Venezuela	53	62	+9
China	40	50	+10
France	64	75	+11
Palest. ter.	16	30	+14

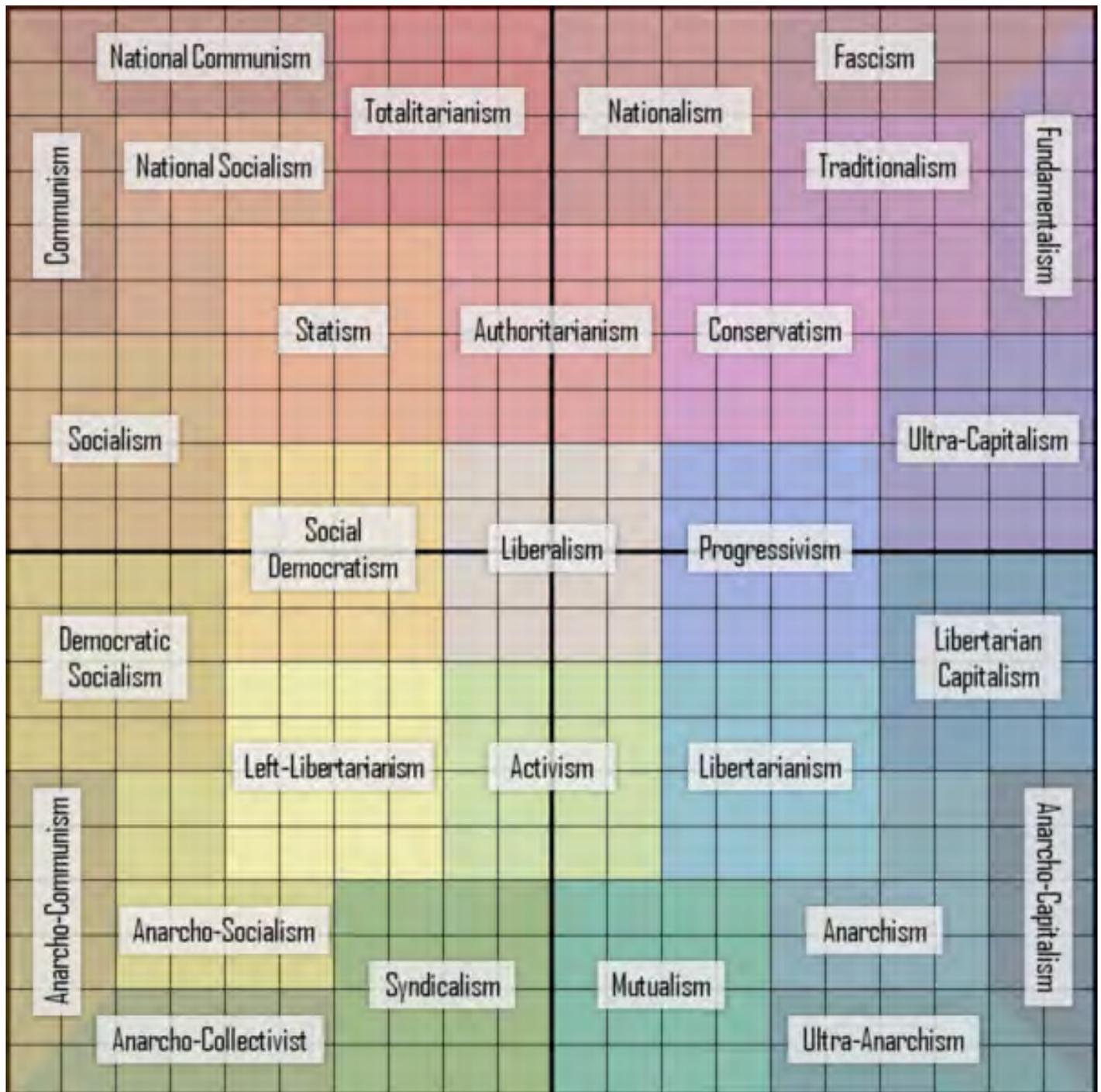
Only statistically significant changes shown.

Source: Spring 2014 Global Attitudes survey, Q15a.

PEW RESEARCH CENTER



Political Ideology and Organization Chart



“We’re an empire now, and when we act, we create our own reality. And while you’re studying that reality — judiciously, as you will — we’ll act again, creating other new realities, which you can study too, and that’s how things will sort out. We’re history’s actors . . . and you, all of you, will be left to just study what we do.”

~Karl Rove

Aphorisms

- Follow the money.
- Ask yourself, “Who benefits?” (Cui bono?).
- Actions speak louder than words.
- Politics is an amoral activity – it is purely transactional (Quid pro quo).
- There are no permanent allies, only permanent interests (and those can sometimes change as well).
- Wars are planned far in advance of their beginnings; intent precedes justification.
- Revolutions are not an organic phenomenon.
- All governments function as bureaucratic systems to varying degrees, which means conflict and power factions often develop within governments, which creates the possibility of the right hand not knowing what the left hand is doing. Bureaucracies are compartmentalized which makes it easier to hide information from other parts of the bureaucracy, and the public.
- Governments are always attempting to expand some combination of the following: power, influence, territory, resources.
- Wars are not fought for humanitarian reasons (aka humanitarian intervention, military humanism, etc.). In the political sphere, humanitarian concerns are at best peripheral concerns.
- The success or failure of popular uprisings (revolutions) depends on money and covert intervention.
- Do not believe government propaganda from any source until it is officially denied.
- The core concern of governments is self-preservation, i.e., security. They will seek security internally and externally no matter who the perceived enemy.
- Never underestimate the potential ignorance of someone in a position of authority; and do not believe anything someone says just because they are in a position of ostensible authority.
- Public figures with impeccable reputations are often the most corrupt.
- Beware of the “overwhelming consensus of opinion.”
- Beware of the “soft bigotry of diminished expectation.”
- There is no relationship between domestic policy and foreign policy; governments can pursue drastically different policies in different political arenas.
- Economic power is the ability to create scarcity; political power is the ability to control scarcity. The former works in the service of the latter. The threat of force/violence supports all forms of power.
- All fiat currencies are backed by the use of force, not trust.
- The world would cease to function as you understand it without the presence of debt and enemies.
- “Power tends to corrupt and absolute power corrupts absolutely.” ~Lord Acton
- “Personal violence is for the amateur in dominance, structural violence is the tool of the professional. The amateur who wants to dominate uses guns; the professional uses social structure.” ~Johan Galtung

“Power concedes nothing without a demand. It never did and it never will. Find out just what any people will quietly submit to and you have found out the exact measure of injustice and wrong which will be imposed upon them, and these will continue till they are resisted with either words or blows, or both. The limits of tyrants are prescribed by the endurance of those whom they oppress.” ~Frederick Douglass

HAPPY Document Analysis of Primary Sources

In order to make claims about historical phenomena, and to complete Document Based Question (DBQ) essays, various sources need to be analyzed for **H**istorical Context, **A**udience, **P**urpose, **P**oint of View, and **S**ignificance (**Why**).

HAPPY DOCUMENT ANALYSIS OF PRIMARY SOURCES		
Document Title: What is the name of the document you are examining?		
H	Historical Context	<ul style="list-style-type: none"> • Where and when was the source produced? • Place it in the appropriate context – connect the document across time to earlier and later eras or across space to events happening in different places. • Do not just focus on the year of the document – what else happened that year? How might this affect its meaning? • What else can you remember that is NOT explicitly stated in the document, but could support the time and events surrounding the document?
A	Audience	<ul style="list-style-type: none"> • Who is the author’s intended audience? • How might this affect the validity and reliability of the document?
P	Purpose	<ul style="list-style-type: none"> • What is the author’s purpose for creating this source? • Why was this source produced – to persuade, to inform, as propaganda? • How might all of this affect its reliability?
P	Point of View	<ul style="list-style-type: none"> • What do you know about the author and his background? • What role is he/she in at the time of this document? What perspective does he/she have on the topic? From what point of view is he writing this document?
Y	Significance	<ul style="list-style-type: none"> • What main idea is the source trying to convey? • Why is the source relevant to the general topic or specific issue under examination? • Does it reflect change over time? • Ask yourself, “So what?” in relation to the question asked. • HOW and WHY does this document support your thesis?
C&C	Compare & Contrast	<ul style="list-style-type: none"> • What other documents produced during the same time period address the same topic or issue? • In what way(s) do the author(s) differ in their view(s) of the topic or issue? • In what way(s) do the author(s) agree on the topic or issue? • If applicable, how does the primary document under review support your thesis?

HAPPY DOCUMENT ANALYSIS OF PRIMARY SOURCES

Document Title:

H	Historical Context	
A	Audience	
P	Purpose	
P	Point of View	
Y	Significance	
C&C	Compare & Contrast	

Supreme Court Case Analysis¹²

SUPREME COURT CASE ANALYSIS

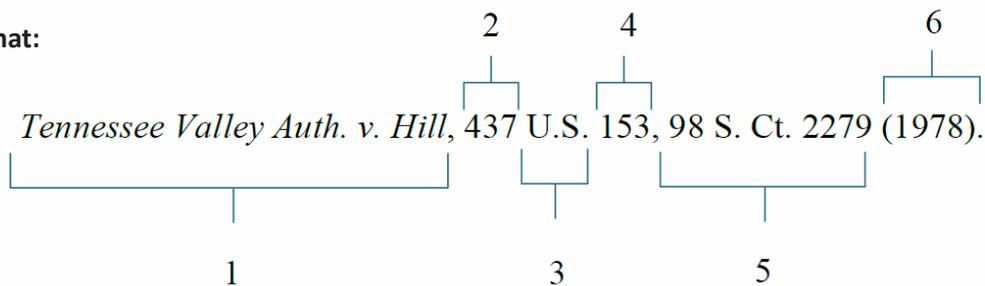
Case Citation: In the format shown below, what is the name of the case you are examining?

Example: *Dollree Mapp v. State of Ohio*, 367 U.S. 643, 81 S. Ct. 1684 (1961). Shorthand citation includes parties involved in the case and the year the case was decided, e.g. *Mapp v. Ohio* (1961).

F	Facts	<ul style="list-style-type: none"> • What are the facts of the case? <p>Dollree Map accused police of obtaining evidence used against her without a valid search warrant.</p>
I	Issue	<ul style="list-style-type: none"> • What issues are under examination? <p>The case examined whether illegally obtained evidence can be used in a trial.</p>
D	Decision	<ul style="list-style-type: none"> • What was the decision of the court? <p>The court held that illegally obtained evidence cannot be used in a trial. A search warrant must be obtained to gather evidence against the accused if it is allowed to be used in court.</p>
S	Significance	<ul style="list-style-type: none"> • Why was the decision important <i>vis-à-vis stare decisis</i> (i.e., precedent?) Did the decision establish new case law, or overturn or build upon previous case law? <p><i>Mapp v. Ohio</i> (1949) established the exclusionary rule: If the police obtain evidence without a valid search warrant it is not admissible in court; and characterized illegally obtained evidence as “fruit of the poisonous tree”. Additionally, it overturned <i>Wolf v. Colorado</i> (1949).</p>

¹²*Constitutional Interpretation 10th Ed., by Craig R. Ducat, 2013; American Constitutional Interpretation 5th Ed., by Walter F. Murphy et al., 2014*

Case Citation Format:



1. Parties in the case. The plaintiff (or appellant, or petitioner, depending on which court the case was heard in) appears first, followed by “versus,” abbreviated to simply “v.” and the name of the defendant (or appellee, or responder). The names of the parties are also typically abbreviated, such as “Auth.” for “Authority” in this example.
2. Volume number of the official reporter that the case appears in.
3. Abbreviation of the name of the reporter in which the published case appears.
4. The first page in the reporter on which the case appears
5. The volume, reporter, and first page number of the parallel citation. A parallel citation is the same case as it appears in a different reporter. Historically, parallel citations were typically provided as a courtesy so that the reader can find the citation based on reporters available for him or her to use. However, this was more common when users relied heavily on print reporters. Now that many users consult electronic reporters, whose search functions can find cases from a variety of reporter citations, this practice is diminishing. However, the inclusion of parallel citations can vary based on the court.
6. The year that the case was decided (not the date that the case was initiated). This parenthetical also often includes the abbreviation of the name of the court, which appears before the date.

SUPREME COURT CASE ANALYSIS

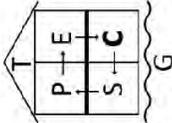
Case Citation:

F	Facts	
I	Issue	
D	Decision	
S	Significance	



Six Factors of History

The social sciences examine the interplay and impact of these factors.



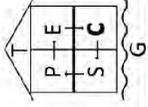
Influence of **GEOGRAPHY** and impact of **TECHNOLOGY** affect the Six Factors

Four Core Factors			
Technology	Politics	Economics	Social
<ul style="list-style-type: none"> a. discoveries b. inventions impact of technology* ▪ infrastructure: e.g. <ul style="list-style-type: none"> * transportation - navigation * communication * production * weapons * medicine, health * beliefs, values legal process * medicine, health 	<ul style="list-style-type: none"> a. type of government <ul style="list-style-type: none"> ▪ monarchy, oligarchy ▪ democracy, authoritarian ▪ centralized, decentralized b. military: armies, weapons <ul style="list-style-type: none"> ▪ defense, protection vs. conquest, expansion ▪ treaties, diplomacy c. legal system <ul style="list-style-type: none"> ▪ laws, standards, rights ▪ judges, police, patrol d. taxes, tribute <p>-----Central Concepts-----</p> <ul style="list-style-type: none"> e. security <ul style="list-style-type: none"> ▪ order, stability, control ▪ state-building (rise & fall) f. power: limits, transfer, balance <ul style="list-style-type: none"> ▪ legitimate authority ▪ role of govt / functions g. rule of law vs. force / fear <ul style="list-style-type: none"> ▪ equality <i>before the law</i> ▪ justice, fairness ▪ enforcement, recourse h. leadership, stewardship <ul style="list-style-type: none"> ▪ public service, duty i. rights & responsibilities j. managing the commons <ul style="list-style-type: none"> ▪ public goods, infrastructure ▪ redistribution 	<ul style="list-style-type: none"> a. products / trade <ul style="list-style-type: none"> ▪ goods & services b. production <ul style="list-style-type: none"> ▪ means of production ▪ resources: natural, human, financial ▪ tools, equipment, labor c. types of labor, work, jobs <ul style="list-style-type: none"> ▪ merchants, artisans, craftsmen, guilds ▪ division of labor, specialization d. infrastructure <ul style="list-style-type: none"> ▪ irrigation, aqueducts ▪ roads, bridges, ports e. means of exchange <ul style="list-style-type: none"> ▪ barter system ▪ system of money f. standard measures <ul style="list-style-type: none"> ▪ length, weight, volume, distance <p>-----Central Concepts-----</p> <ul style="list-style-type: none"> g. entrepreneurship h. incentives i. scarcity vs prosperity j. innovation & efficiency 	<ul style="list-style-type: none"> a. class <ul style="list-style-type: none"> ▪ upper - ruling class - elite class ▪ middle - common class - working class ▪ lower - peasants - slaves b. status / position <ul style="list-style-type: none"> ▪ mobility ▪ privilege c. hierarchical v. communal d. integrated v. segregated e. roles (role of women) f. demographics <ul style="list-style-type: none"> ▪ population groups, trends ▪ migration (internal, external) ▪ rural v. urban ▪ nomadic v. sedentary <p>-----Civil Society**-----</p> <ul style="list-style-type: none"> g. civic duty / common good h. education (literacy level) i. equity & access j. advocates, watchdogs, movements, protests <ul style="list-style-type: none"> ▪ accountability ▪ transparency k. organizations, associations l. distribution of information; news; <i>role of the media</i>
<ul style="list-style-type: none"> a. climate b. physical features <ul style="list-style-type: none"> ▪ topography ▪ vegetation c. natural resources <ul style="list-style-type: none"> ▪ water ▪ minerals ▪ rich soil - arable land ▪ trees (lumber) d. trade routes <ul style="list-style-type: none"> ▪ rivers, straits ▪ mountain passes <p>territory, borders, political boundaries</p>	<ul style="list-style-type: none"> a. origins b. teachings — shared values, moral authority c. texts d. practices, rites & rituals e. influence; role in society <p>Other Aspects of Culture</p> <ul style="list-style-type: none"> a. daily life b. customs c. language d. alphabet / writing system e. literature f. the arts — aesthetics <ul style="list-style-type: none"> ▪ visual art, crafts ▪ performing arts: music, dance, theater/drama g. architecture <p>-----Central Concepts-----</p> <ul style="list-style-type: none"> h. identity (pride, bonds, loyalty) i. tolerance (harmony) j. respect for authority k. meaning, comfort, hope (esp. to face hardship, suffering) l. cultural blending, diffusion <ul style="list-style-type: none"> ▪ diversity v homogeneity ▪ assimilation v acculturation ▪ harmony v conformity 	<p>Religion & Belief Systems</p>	

*Impact of technology across society is the central concept. War is the primary driver of technological innovation and radical social change. **Civil society is the central concept of the social world.



Six Factors of History



Technology

Political Factor

- type of government
- legal system
- military

- impact of discoveries & inventions: transportation, communication, weapons, medicine, health

Economic Factor

- means of production
- types of labor & work
- goods & services

Social Factor

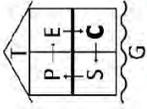
- social structure: class, status, position, roles
- civil society
- news, information, media
- education, literacy

Cultural Factor

- daily life: customs, traditions, practices
- beliefs, values
- the arts

- climate, physical features
- natural resources
- trade routes, political boundaries

Geography



Six Factors of History

Technology

Economic Factor

Cultural Factor

Political Factor

Social Factor

Geography



Political Stability: Balance of Power



Six Factors of History

Technology

Political Factor

- type of government
- legal system
- military

PRIMARY ACTORS:

Politicians, Bureaucrats, Military Leaders, Intelligence, etc.

METHODS OF INFLUENCE:

Creation of laws, spending money, making war, propaganda (The Control of Scarcity)
Hard Power
 "The Stick"
 (threat or use of military force)

PRIMARY FOCUS:
Security

Social Factor

- social structure: class, status, position, roles
- civil society
- news, information, media
- education, literacy

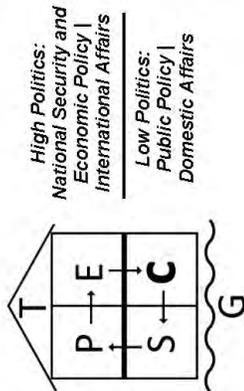
PRIMARY ACTORS:

Upper, Middle, and Lower classes, Public intellectuals, Social critics
METHODS OF INFLUENCE:
 Creation and maintenance of social norms, propaganda through different forms of media, activism against the status quo

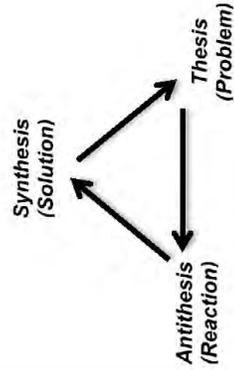
PRIMARY FOCUS:
Liberty/Equity

- impact of discoveries & inventions: transportation, communication, weapons, medicine, health

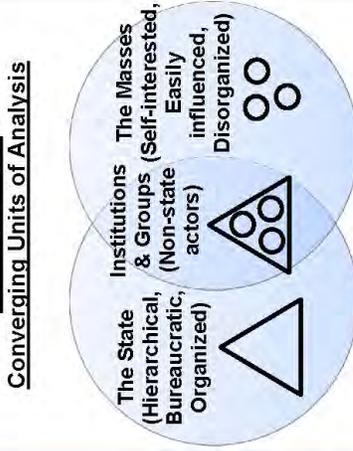
Six Factors of History: Relationships and Processes



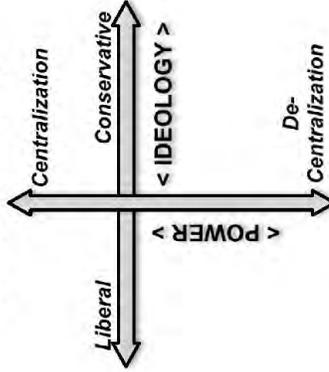
Propaganda Structures: The Formation of Consensus



Primary Actors: Converging Units of Analysis



Primary Policy Drivers: Geostrategic Motives



- climate, physical features
- natural resources
- trade routes, political boundaries

Geography

Economic Factor

- means of production
- types of labor & work
- goods & services

PRIMARY ACTORS:

Central Banks, International Financial Institutions

METHODS OF INFLUENCE:

Debt creation, control of interest rates and the money supply (The Creation of Scarcity)
Soft Power
 "The Carrot"
 (diplomacy or economic incentives)

PRIMARY FOCUS:
Prosperity

Cultural Factor

- daily life: customs, traditions, practices
- beliefs, values
- the arts

PRIMARY ACTORS:

Artists, Musicians, Writers, Poets, Actors, Entertainers

METHODS OF INFLUENCE:

Creation of popular culture, shaping attitudes and values through different forms of media

PRIMARY FOCUS:
Meaning



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"Education would be much more effective if its purpose was to ensure that by the time they leave school every boy and girl should know how much they do not know, and be imbued with a lifelong desire to know it."

~ William Haley

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