

# everything's an argument

with readings

**Andrea A. Lunsford**  
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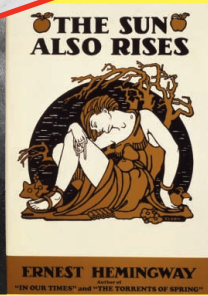
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## A note about the cover

Is everything *really* an argument? Seeing the images on the cover of this book might make you wonder. The “Black Lives Matter” protest, for example, instantly calls to mind the very public unrest across the United States and around the world following a series of controversial police actions. But what does an image of a red pepper with a bar code say about the origin and value of food? Does a student using a tablet argue for or against the ways that technology is shaping how we communicate with one another? The honeybee might remind you of organic farming—or of the fact that bees have been dying off in droves while scientists speculate about the causes. And as for the gorgeous view on the smartphone, what’s your best call? A comment on the power of mobile devices? Criticism of how beauty is now commonly treated as something to post online rather than simply to enjoy? What’s your take?

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everything's an argument/with readings



दुनिया को सिखाने के लिए मेरे पास कोई नयी बात नहीं है। सत्य और अहिंसा उतने ही पुराने हैं जितने पर्वत।  
मो. क. गांधी

I HAVE NOTHING NEW TO TEACH THE WORLD.  
TRUTH AND NON-VIOLENCE ARE AS OLD AS THE HILLS.  
M. K. GANDHI



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Seventh Edition

EVERYTHING'S AN  
**argument**  
*with readings*

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# PREFACE

We've long described *Everything's an Argument with Readings* as a labor of love, in part because working on the book keeps us connected to the neighborhoods our students inhabit. In teaching them how to persuade powerfully and ethically, we broaden our own horizons and learn more with each edition. But the core principles of this book endure.

We believe that language—taken broadly—provides the most powerful means of understanding and shaping the world. We know that arguments seldom if ever have only two sides; rather, they present a dizzying array of perspectives. We assume that arguments always come in response to other claims, part of an ongoing conversation that builds throughout our lives. Understanding arguments, then, calls for exercising judgment across a full range of rhetorical situations, perspectives, and media.

For good reason, we give enhanced attention to media this time around. *Everything's an Argument with Readings* first appeared just as new technologies were reshaping the ways ideas could be framed and shared; our earliest edition included chapters on “Visual Argument” and “Arguments in Electronic Environments”—which then meant email, newsgroups, and Web sites. Each subsequent edition advanced our game. But with social media now stretching the boundaries of rhetoric, particularly in the arenas of culture and politics, keeping up requires more than just acknowledging change; it means adapting our understanding of persuasion to these compelling contexts.

To that end, we offer in this seventh edition of *Everything's an Argument with Readings* a thoroughly reworked Part 3, “Style and Presentation in Arguments”: its four chapters now outline the rhetorical opportunities students encounter across a wider range of media, both in and out of school. Whether in an updated and augmented section on style or in a

chapter about “Multimedia Arguments” composed almost from scratch, our readers will find much to challenge their views of audiences, arguments, texts, and images. But the advice always remains practical, focused on providing tools writers need, whether they’re polishing an academic essay or evaluating claims trending across social media.

The opening part of *Everything’s an Argument with Readings*—which introduces core rhetorical principles, including ethos, pathos, and logos—has been more subtly reworked and tightened to make its six chapters even clearer and more readable. Users of this book routinely praise its timely examples of public discourse, and we’ve pushed ourselves to make this opening section especially memorable, illustrating just how pervasive—and occasionally entertaining—arguments can be. Topics covered in the seventh edition include hashtag politics, pickup trucks, the appeal of fatty foods, and the real reason college alumni donate money to their schools. More often than in past editions, we’ve linked our examples, occasionally even extending connections across chapter boundaries. In other words, we’ve allowed ourselves to have some serious fun.

Part 2 of our text opens with a chapter on “Structuring Arguments” (which now includes more on invitational arguments, in addition to classical, Toulmin, and Rogerian arguments), followed by chapters devoted to the genres that students are often assigned in their college courses. In this section, we have provided many new, timely examples along with new Readings we hope students will find especially engaging. And in recognition of the importance of design when composing in a digital world, each genre chapter’s “Guide to Writing” now has a section devoted to “Considering Format and Media.”

In Part 4, we have increased our coverage of academic arguments (including a new annotated student essay on the effects of depriving young people of direct contact with nature). In addition, we’ve paid careful attention to giving advice on how to find useful evidence in online sources (including social media) and how to evaluate sources, using what technology critic Howard Rheingold calls an effective “crap detector.” And in our chapter on “Plagiarism and Academic Integrity,” we have expanded our discussions of fair use as well as of sampling and mash-ups across time (including today). Finally, the chapter on MLA style and APA style has been updated to reflect the most current advice from those organizations and to provide even more examples that can guide students as they document their sources.

While much new material has been added (or updated), much remains familiar in *Everything's an Argument with Readings*, a best seller in its field since its debut. We're pleased that it seems to strike a chord with students and instructors who expect a book on argument to be candid, balanced, and attuned to everyday events. Users have also come to expect a stylish and visually striking presentation of issues and concepts, rendered in language that is personable and even occasionally personal. We have worked hard, too, to maintain the precision and economy of our most recent edition, knowing that students appreciate books that get to the point.

As in previous editions, we have tried to balance attention to the critical reading of arguments (*analysis*) with attention to the writing of arguments (*production*), demonstrating both activities with lively—and realistic—examples, on the principle that the best way to appreciate an argument is to see it in action. Texts of every kind beckon for reactions, including a close look at a politician's *kairotic* address on the floor of the U.S. Senate, selections from a commencement address by Ruth Simmons at Smith College and by then First Lady Michelle Obama, the photo lead-in to an essay by LeBron James, a selfie that includes Pope Francis, an oral presentation outline sketched by a student, and cartoons, infographics, and other visual arguments. The new edition features seven new full-length essays—chosen for their topicality and usefulness as models of argument—on topics ranging from professional gaming to arrests of NFL players to what friendship really means in the era of social media. We have kept the best and most popular materials from previous editions but have also searched for new items—including visual and multimedia ones—that we believe embody the spirit of the times. As always, we want students to page through the book to find the next intriguing argument or to discover one of their own.

After all, our purpose in *Everything's an Argument with Readings* is to present persuasion as an essential and instinctual activity—something we do almost from the moment we are born (in fact, an infant's first cry is as poignant a claim as we can imagine). But we also want writers to think of argumentation as a craft both powerful and professional. So we have designed *Everything's an Argument with Readings* to be itself a case for civil persuasion, with a voice that aims to appeal to readers cordially but that doesn't hesitate to make demands on them when appropriate.

In selecting themes and arguments for the anthology, we've tried to choose topics of interest and concern to the students we teach as well as

issues and texts worth arguing about. We've sought readings that will challenge students to consider new perspectives on topics they may feel they already understand and, in particular, to contextualize themselves in a world characterized by increasing globalization and divisive rhetoric on many topics. We have retained several of the chapter topics that have worked especially well in earlier editions—stereotypes in popular culture, sustainability and food, and the possible meanings of diversity on college campuses. In refocusing and revising these chapters, we have sought to find a balance between including texts that students and teachers found provocative, instructive, and useful and adding new ones that treat contemporary issues while leading us to think about argumentation in novel, timely ways. For example, how can research analyzing the characters in video games help us understand how stereotyping works in our society? How might the meaning of “sustainable food” change, depending on whether we're focusing on the United States or on developing countries? What challenges do Muslim women on college campuses face, and what does their situation teach us about campus dynamics?

In addition to updating these chapters from the sixth edition, we have added chapters on two new topics: how globalization is affecting language and how technological advances are influencing our understanding of privacy. In the chapter on the first topic, we encourage students to begin thinking of themselves as global citizens and to examine the privileges and perhaps the responsibilities that come with speaking English as a first or additional language. The chapter also helps students begin to examine the consequences of the spread of English for some less widely used languages. In many ways, the topics raised in this chapter relate to the same questions of sustainability raised in the discussions of food. The chapter on the changing meaning of privacy considers two major issues: Big Data and how data are used by industry and government, on the one hand, and privacy and cell phones in light of the 2014 *Riley v. California* Supreme Court ruling, on the other.

In choosing new selections for the anthology, we have first looked for new genres (including multimodal genres) that bring home to students the message conveyed by the book's title. Furthermore, we have tried to build upon the emphasis on academic argument in the earlier part of the book. We have searched for examples of research writing that use a range of methodologies, including case studies, quantitative research, and professional reports, with the goal of giving students

practice for analyzing the sorts of arguments they will be assigned in their various courses. The readings in this edition include excerpts from ten books treating a range of topics and written for a variety of audiences. We have also included part of a Supreme Court ruling to help students see stasis theory in action and to help them appreciate the role that such rulings play in all our daily lives. Finally, we have sought arguments, whether written or visual, that will help students see themselves “among others,” to use Clifford Geertz’s memorable turn of phrase.

Here is a summary of the key features that continue to characterize *Everything’s an Argument with Readings* and of the major new features in this edition.

## Key Features

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**Two books in one, neatly linked.** The beginning of the book provides a brief guide to argument; later chapters offer a thematically organized anthology of readings in a wide range of genres. The two parts of the book are linked by cross-references in the margins, leading students from the argument chapters to specific examples in the readings and from the readings to appropriate rhetorical instruction.

**An imaginative and winning approach,** going beyond traditional pro/con assumptions to show that argument is everywhere—in essays, tweets, news articles, scholarly writing, speeches, advertisements, cartoons, posters, bumper stickers, debates, Web sites, blogs, text messages, and other electronic environments.

**Student-friendly explanations in simple, everyday language,** with many brief examples and a minimum of technical terminology.

**Fresh and important chapter themes that encourage students to take up complex positions.** Readings on topics such as “How Does Popular Culture Stereotype You?,” “What Should ‘Diversity on Campus’ Mean and Why?,” and “Why Is Sustainability Important When It Comes to Food?” demand that students explore the many sides of an issue, not just pro/con.

**A real-world, full-color design,** with readings presented in the style of the original publication. Different formats for newspaper articles, magazine articles, essays, writing from the Web, radio transcripts, and other

media help students recognize and think about the effect that design and visuals have on written and multimodal arguments, and the full-color design helps bring the many images in the text to life.

## New to This Edition

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**Two new chapters—on how globalization is changing language and what privacy means in the digital age—treat issues relevant to students as citizens and scholars.** Although students may not give the topic much conscious thought, globalization is influencing language and languages, including English, in complex ways. And if you mention *Riley v. California* in class, many students will recognize it as the recent Supreme Court ruling mandating that their cell phones can be searched only by law enforcement officials who have first obtained a warrant to do so. Although students may give a great deal of thought to privacy and technology, they—and all of us—have much to learn on the topic.

**Forty-six new selections in the guide and readings chapters draw from a variety of sources and genres,** including student newspaper articles, infographics, and media reviews:

- Seven new full-length arguments in the guide—on topics ranging from arrests of NFL players to Google Glass—provide engaging, topical models for specific kinds of arguments.
- The transcript from an NPR radio program examines the standard practice of colleges and universities of overrepresenting students of color in their promotional materials.
- A chapter from Georgetown University law professor Sheryll Cashin's most recent book, *Place, Not Race: A New Vision of Opportunity in America*, questions the fairness of affirmative action in ways that challenge partisans on both the right and the left ends of the political spectrum.
- An excerpt from Barbara Kingsolver's *Animal, Vegetable, Miracle* argues passionately against genetically modified foods, while other selections argue just as passionately for them.

A heavily revised four-chapter section on “Style and Presentation in Arguments” provides up-to-date advice and commentary on the ways arguments are now routinely adapted to different audiences and media. Additions to these chapters include the following:

- A revised chapter on style that shows in more detail precisely how writers shape their words and sentences (even their punctuation) to influence readers. The entries describing particular rhetorical tropes and schemes are now arranged alphabetically for easier reference.
- A chapter on “Presenting Arguments” that has been redesigned to provide a clearer path to effective presentations. It features the actual notes that a student prepared for an oral report.
- A chapter on “Visual Rhetoric” that has been reworked to focus specifically on the rhetorical appeals (pathos, ethos, logos) that photographs, graphic design, typefaces, and even colors can generate.
- A thoughtful yet practical new chapter on “Multimedia Arguments” that examines what happens to arguments and audiences as they move between and among media as old as books and as new as Twitter.

**Examples** now occasionally work across chapters to reinforce their points more memorably.

A new “**Considering Format and Media**” section appears in the “Guide to Writing” in each genre chapter.

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We owe a debt of gratitude to many people for making *Everything's an Argument with Readings* possible. Our first thanks must go to the thousands of people we have taught in our writing courses over nearly four decades, particularly students at the Ohio State University, Stanford

University, the University of Texas at Austin, and Portland State University. Almost every chapter in this book has been informed by a classroom encounter with a student whose shrewd observation or perceptive question sent an ambitious lesson plan spiraling to the ground. (Anyone who has tried to teach claims and warrants on the fly to skeptical first-year writers will surely appreciate why we have qualified our claims in the Toulmin chapter so carefully.) But students have also provided the motive for writing this book. More than ever, they need to know how to read and write arguments effectively if they are to secure a place in a world growing ever smaller and more rhetorically challenging.

We are grateful to our editors at Bedford/St. Martin's who have contributed their many talents to our book. With this edition we welcome new editors, Rachel Goldberg and Sherry Mooney, to *Everything's an Argument with Readings*. Not only did they bring new ideas to the project and a superb editorial sense (particularly in suggesting what works best where), but they have also been extraordinarily helpful in sorting through the increasingly complicated issue of acquiring first-rate examples and images for the book.

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Andrea A. Lunsford

John J. Ruszkiewicz

Keith Walters

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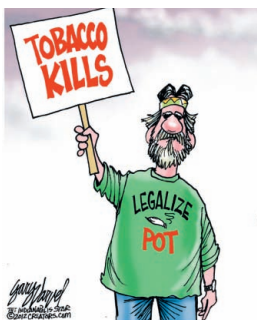
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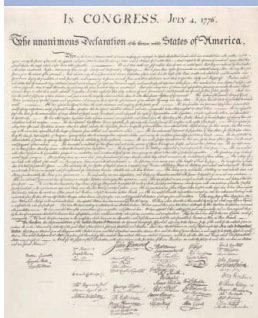
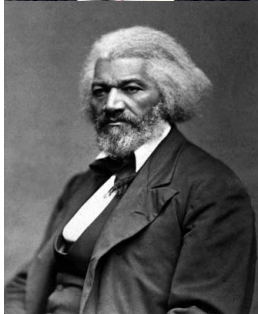
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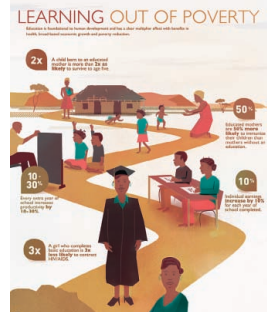
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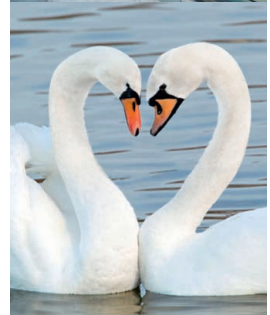
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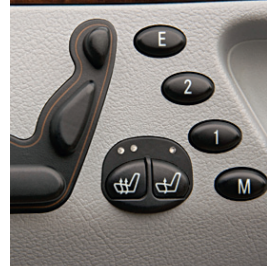
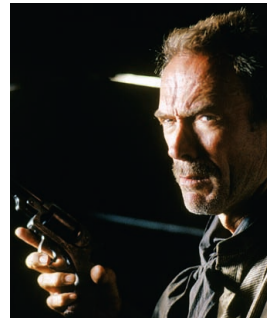
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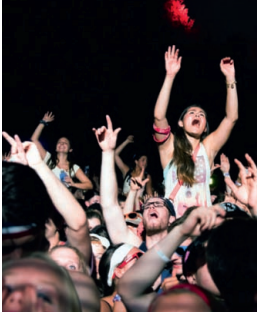
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“Whenever we’re in a situation where a bad stereotype about one of our own identities could be applied to us—such as those about being old, poor, rich, or female—we know it.”

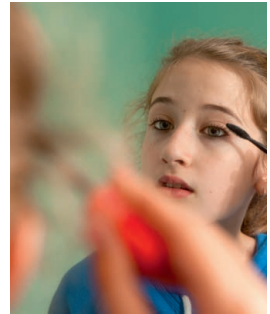
**Melinda C. R. Burgess et al.**, *Playing with Prejudice: The Prevalence and Consequences of Racial Stereotypes in Video Games* [JOURNAL ARTICLE] 551

“Imagery that associates African American men with the negative stereotypes of aggression, hostility, and criminality conditions viewers to associate this constellation of negativity with African American men in general.”

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## LANGUAGE CONTACT

## HOW GLOBALIZATION CHANGES LANGUAGES



**Borrowing.** Borrowing words from another language to fill lexical gaps and modifying them to fit the language's rules. Japanese: コーヒー (kōhī) (From Portuguese: café)



**Code-switching.** Multilinguals may switch between languages during the course of their speech, using elements of each. Spanglish: Me voy a water up. (I'm going to water up)



**Interference.** Influence of a native language results in common mistakes among new language learners, breeding a local dialect. Indian English: Doubt a question or query (e.g., I have a doubt)



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"For many, not knowing Spanish is as big an impediment as not knowing English."

Scott L. Montgomery, *Chapter 4: Impacts: A Discussion of Limitations and Issues for a Global Language*, from *Does Science Need a Global Language? English and the Future of Research* [BOOK EXCERPT] 577

"The greatest long-term danger coming from the global spread of English—could it be to its own native speakers?"

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"Not all languages have the same value to their speakers."

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"Sustainability must consider the environment, society, and the economy to be successful."

Robert Paarlberg, *Attention Whole Foods Shoppers* [MAGAZINE ARTICLE] 610

“It turns out that food prices on the world market tell us very little about global hunger.”

Barbara Kingsolver and Steven L. Hopp, *Springing Forward* and *The Strange Case of Percy Schmeiser*, from *Animal, Vegetable, Miracle* [BOOK EXCERPT] 620

“How did supermarket vegetables lose their palatability, with so many people right there watching?”

David H. Freedman, *Are Engineered Foods Evil?* [MAGAZINE ARTICLE] 630

“Despite overwhelming evidence that GM crops are safe to eat, the debate over their use continues to rage, and in some parts of the world, it is growing ever louder.”

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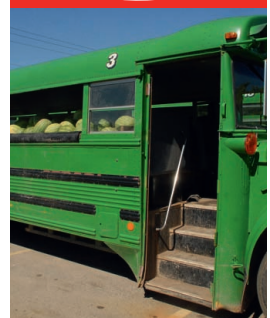
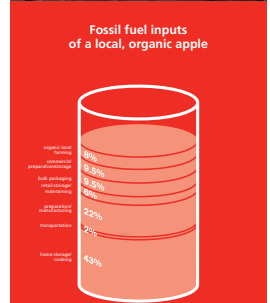
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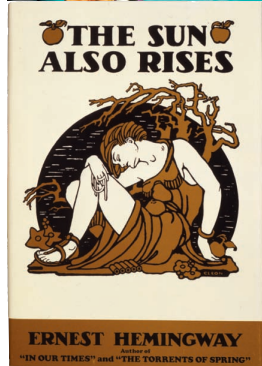
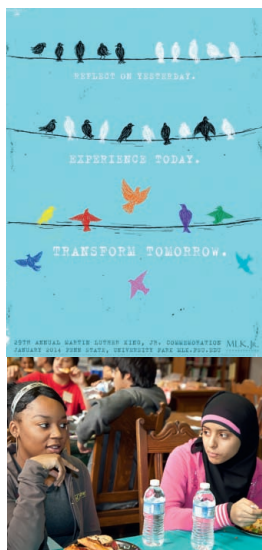
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"Education is the only chance at survival while living as trans."

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"How do student veterans/service members perceive their experiences at higher education institutions?"

Shabana Mir, *Muslim American Women in Campus Culture*, from *Muslim American Women on Campus: Undergraduate Social Life and Identity* [BOOK EXCERPT] 702

"Muslim American women regularly experience such identity silencing demands on campus."

Sheryll Cashin, Introduction from *Place, Not Race: A New Vision of Opportunity in America* [BOOK EXCERPT] 712

"I challenge universities to reform both affirmative action and the entire admissions process."

Walter Benn Michaels, *The Trouble with Diversity: How We Learned to Love Identity and Ignore Inequality* [BOOK EXCERPT] 725

"We like to talk about the differences we can appreciate, and we don't like to talk about the ones we can't."

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“The era of Big Data has begun.”

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“And look, if there’s kind of a public-facing part of what we did, it’s to point out to every person that uses the Internet, that every site does these experiments.”

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“These two cases raise a common question: whether the police may, without a warrant, search digital information on a cell phone seized from an individual who has been arrested.”

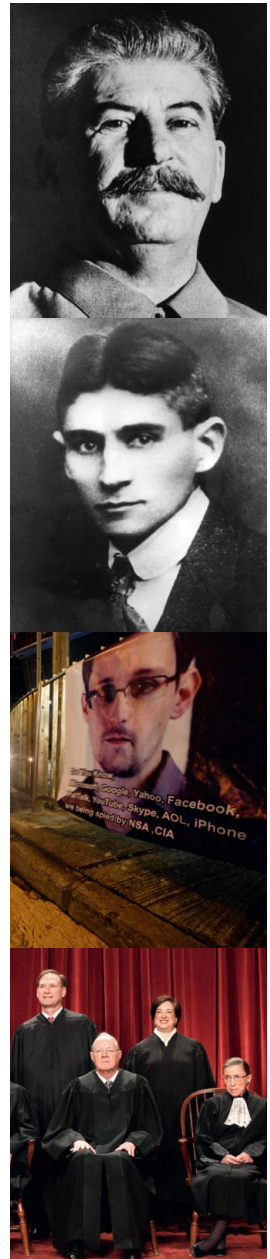
Amy Davidson, *Four Ways the Riley Ruling Matters for the NSA* [WEB ARTICLE] 786

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everything's an argument/with readings

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PART 1

READING AND UNDERSTANDING  
arguments