

CROSSFIRE



An
Argument
Rhetoric
and
Reader



GARY GOSHGARIAN
KATHLEEN KRUEGER



Crossfire

An Argument Rhetoric and Reader

Gary Goshgarian
Northeastern University

Kathleen Krueger

Acquisitions Editor: Patricia Rossi
Developmental Editor: Marisa L. L'Heureux
Project Editor: Melonie Parnes
Design Supervisors: Molly Heron and John Callahan
Text Design: John Callahan
Cover Design: Molly Heron
Cover Photos: (top left and right) Nancy DePra, (bottom) Najlan Feanny/SABA
Production Administrator: Valerie A. Sawyer
Compositor: BookMasters, Inc.
Printer and Binder: Malloy Lithographing, Inc.
Cover Printer: Malloy Lithographing, Inc.

For permission to use copyrighted material, grateful acknowledgment is made to the copyright holders on pp. 670-674, which are hereby made part of this copyright page.

Crossfire: An Argument Rhetoric and Reader

Copyright © 1994 by Gary Goshgarian and Kathleen Krueger

All rights reserved. Printed in the United States of America. No part of this book may be used or reproduced in any manner whatsoever without written permission, except in the case of brief quotations embodied in critical articles and reviews. For information address HarperCollins College Publishers, 10 East 53rd Street, New York, NY 10022.

Library of Congress Cataloging-in-Publication Data

Goshgarian, Gary

Crossfire : an argument rhetoric and reader / Gary Goshgarian,
Kathleen Krueger.

p. cm.

Includes index.

ISBN 0-06-501513-4 : student edition, — ISBN 0-06-501514-2 :
instructor edition

1. English language—Rhetoric. 2. Persuasion (Rhetoric)
3. College readers. I. Goshgarian, Gary. II. Krueger, Kathleen.
PE1431.C76 1994
808'.0427—dc20

93-23536
CIP

Preface

Crossfire: An Argument Rhetoric and Reader is about arguments: how to read them and how to write them. As indicated by the title, the book has two parts. The first, the “rhetoric” section, consists of eight chapters explaining the strategies of writing persuasively. The second, the “reader” portion, consists of 9 thematic units containing 88 arguments in action—an assortment of provocative contemporary debates. As you will see, the two parts are interrelated. The rhetoric chapters point out how to argue effectively and illustrate such skills by analyzing sample arguments from professional writers and students. Each of the essays contained in the reader section has pre-reading and post-reading exercises that ask students to apply what they have learned about argumentation in the rhetoric chapters. The efforts to link the reading and writing processes reflect our fundamental belief that the two skills are bound, that students learn how to write persuasively by reading critically.

Why the focus on arguments? There are two good reasons. First, skillful argumentation draws on highly developed thought processes. It requires clear thinking, a strong grasp of an issue, awareness of opposing points of view, the ability to distinguish between opinion and fact, the use of solid supporting evidence, a clear sense of one’s audience, logical organization, and a well-reasoned conclusion. Second, most pieces of writing produced by college students will be exercises in persuasion—efforts to demonstrate the validity of an opinion, observation or an idea. This is true whether one is discussing tragic irony in *Oedipus Rex*, analyzing the causes of World War I, explaining the strengths of a favorite movie, or writing a letter to a school newspaper protesting next year’s tuition increase. Even in a lab report on the refraction of light, a writer needs to convince the instructor of the validity of the findings. Furthermore, the need for these skills doesn’t end with graduation. The demands for writing persuasively will extend into professional life every time one is required to write a business letter, proposal, project report, or memorandum.

ORGANIZATION OF THE BOOK

The Rhetoric

Since our overall goal is to stimulate student’s thinking about how issues are argued, we organized the rhetoric chapters so that they emphasize the actual process of writing arguments, moving from pre-writing “brainstorming” exercises to the shaping of the final product. Each of the seven chapters focuses on a particular facet or principle of argumentation. The hierarchical nature of these chapters allows students to build on the knowledge of the previous one to work

through the next. At the end of most chapters there are exercises keyed to the particular feature of argument addressed therein, thus allowing students to test themselves immediately on those features.

Chapter 1 offers an overview of argumentation, making clear the kinds of topics that are arguable and those that are not. Chapter 2 discusses how to begin writing arguments. Here we have emphasized brainstorming techniques to develop argumentative topics as well as suggestions on refining topics and anticipating opposing views. Chapter 3 focuses on ways to organize the material the writer has gathered. Here we distinguish two basic kinds of arguments—positions and proposals—with some advice on how to outline each. Chapter 4 moves outward to readers, encouraging students to think about the different kinds of audiences they may have to address. This chapter stresses the importance of appreciating the views and needs of others (that there are more sides to an argument than one's own) and of establishing the arguer's credibility. Chapter 5 is concerned with evidence. How writers create persuasive arguments or "prove" their claims largely depends on how well they marshal evidence supporting what they argue—that is, facts, testimony, statistics, and observations—without which their assertions are simply weak generalizations. Chapter 6 offers two views on logic: the formalistic induction/deduction process of reasoning, and the socially constructed Toulmin model. Chapter 7 is a summary of how to read arguments and test them for logical fallacies.

Chapter 8, "Documenting Arguments," is a handbook on writing argumentation research papers. Here we discuss how to find sources in the library, how to provide readers with documentation of supporting evidence, and the proper format of research papers, including the importance and use of endnotes, references, bibliographies, quotations, and so on. As in most of the preceding chapters, we include here samples of student writing, one of which is a fully documented research paper.

The Readings

The 79 contemporary and 9 classical essays that constitute the readings cover a wide range of provocative issues that we think will interest students and instructors alike. Our hope is that the selections will get students thinking about the various debates going on in their world, acquainting them with current controversial issues and diverse points of view. But more than that, we hope the readings will generate lively class discussions, inviting students into the debates so as to broaden their thinking and inspire their writing. In short, we hope to make students part of the "crossfire" exchange of views that charge our age.

The 79 contemporary essays are organized according to 8 broad thematic chapters: "Gender Identity," "Race and Ethnicity," "Some Persistent Social Issues," "Freedom of Expression," "The Environment," "Animal Rights," "Education," and "Advertising." Each chapter is subdivided into three or four specific topical categories containing two or more essays that take different argumentative slants on a particular issue. Our intention is to demonstrate that most controversial subjects have multiple facets and cannot be reduced to an either-or stand.

For instance, of the nine essays in Chapter 12, “Freedom of Expression,” three clustered under “Racial Slurs” question what to do about racist language, each pressing for a different solution. While Charles R. Lawrence III argues for censorship and Nat Hentoff argues for freedom of expression, Garry Wills offers a solution that falls midway between the two. Even such hotly controversial issues as abortion don’t always draw clear battle lines. Anna Quindlen’s essay, “Some Thoughts About Abortion” (in Chapter 11, “Some Persistent Social Issues”), for example, reveals the anguishing ambivalence of many people torn between the legal and moral aspects of a woman’s right to terminate a pregnancy.

Although it is true that many arguments cannot be reduced to simple pro-or-con stances—that there are shades of gray—some issues tend to invite strong oppositions. Consider capital punishment. Most people are either for it or against it. Thus, Chapters 9 through 16 end with a section called “Oppositions,” which pit head-to-head two essays taking opposite stands on a particular issue—for example, capital punishment, gays in the military, sex in advertising, and hunting. We hope that these “Oppositions” pieces inspire students to join the debate and defend or attack either position while providing the shades of gray. It is our belief that beginning writers need to appreciate a dichotomy on issues before branching out to finer aspects.

All of the essays in Chapters 9 through 16 represent not only a wide range of provocative topics but different kinds of argumentative strategies. Some pieces persuade with ironclad logic. Others are strong emotional appeals. Still others base their cases on ethical or moral grounds. Some are quiet, subtle pieces. And some are impassioned pleas.

The final unit of essays, “Arguments That Shaped History,” includes nine classical pieces ranging from Plato to Martin Luther King, Jr. Besides reflecting a diversity of argumentation strategies, these selections are powerful examples of persuasion that have proven their timeless value in the classroom. Their words are as relevant today as when they were composed.

Study Apparatus

In order to help students get the most out of the readings, we have included a variety of apparatus. First, each of the reading chapters opens with an introduction underscoring the importance of the essays and the rationale behind their selection. Second, each essay is preceded by an introduction containing thematic and biographic information as well as questions to consider before and during the actual reading process. Third, each essay is followed by a set of review questions. “Topical Considerations” focus on important matters of content, with an emphasis on the student’s own experience, beliefs, and values. “Rhetorical Considerations” include a number of questions about the different motives and writing strategies of the authors—questions intended to stimulate analytical thinking about the logic, organization, and quality of supporting evidence as well as the adequacy of the representation of opposing views. Because all of the arguments are clustered in groups of two or more, we have tried to frame questions of comparison and contrast. “Writing Assignments” contain suggested expository and

research paper topics in response to the issues covered in the essays. Finally, at the end of the book is a glossary of rhetorical terms used throughout the text.

ACKNOWLEDGMENTS

There are many people who at the very least deserve our acknowledgment and gratitude. Although it is impossible to thank all of them, there are some for whose help we are particularly grateful. First we would like to thank many colleagues and friends who supported us in this project and whose suggestions proved most useful: Stuart Peterfreund, Kathleen Kelly, Marion Van Nostrand, Justine Alonzo, Becky Mallaghan and Guy Rotella of the Department of English at Northeastern; Timothy Donovan, Associate Dean of Arts and Sciences at Northeastern; and Professor Richard Elia of Salem State University. We would also like to thank those people who provided in depth reviews of the manuscript: Dana Beckelman, University of Wisconsin—Milwaukee; A. Leslie Harris, Georgia State University; Barry Maid, University of Arkansas at Little Rock; Lisa J. McClure, Southern Illinois University; Christina Murphy, Texas Christian University; Marnie Prange, University of Montana; Charlene Roesner, Kansas Wesleyan University; Karen Rodis, Dartmouth College; Michael W. Shurgot, South Puget Sound Community College; and Richard J. Zbaracki, Iowa State University.

A very special thanks goes out to Josephine Koster Tavers who provided invaluable service in revising much of the rhetorical chapters. For their assistance in putting together the study apparatus for the essays, we would like to acknowledge and thank Kelly Brilliant, Claire Knox, Professor Jeanne Phoenix Laurel, Cathleen McCarron, Ellen Scharfenberg, and Elizabeth Swanson. Their lively and imaginative questions and writing assignments will no doubt provide some stimulating responses from students in the classroom and on paper.

We would also like to express our gratitude to several people at Harper-Collins, especially our editor Patricia Rossi, on whose good cheer and wisdom we could always count; our developmental editor Marisa L'Heureux, who helped clarify our thoughts and contributed fine ideas of her own; Mark Scott, Ms. Rossi's ever-efficient assistant, and Melonie Parnes, our project editor.

Finally, our fond appreciation to Jean Hagan, Helen Alston, Jane Graham, and Robert and Alice Krueger for their endless support, and to Nathan and David Goshgarian for their patience.

Gary Goshgarian
Kathleen Krueger

Brief Contents

PART ONE STRATEGIES FOR WRITING ARGUMENTS 1

- Chapter 1 *Understanding Persuasion: Thinking Like a Consumer* 3
- Chapter 2 *Finding Arguments: Thinking Like a Writer* 14
- Chapter 3 *Shaping Arguments: Thinking Like an Architect* 26
- Chapter 4 *Addressing Audiences: Thinking Like a Reader* 49
- Chapter 5 *Using Evidence: Thinking Like an Advocate* 63
- Chapter 6 *Establishing Claims: Thinking Like a Skeptic* 77
- Chapter 7 *Testing Arguments: Thinking Like a Cross-Examiner* 98
- Chapter 8 *Documenting Arguments: Thinking Like a Researcher* 108

PART TWO CURRENT DEBATES 145

- Chapter 9 *Gender Identity* 147
 - On Being Male* 149
 - On Being Female* 165
 - OPPOSITIONS: *Gays in the Military* 188
- Chapter 10 *Race and Ethnicity* 196
 - Identity and Stereotypes* 198
 - Equal Opportunity* 219
 - OPPOSITIONS: *Immigration Policy* 240
- Chapter 11 *Some Persistent Social Issues* 251
 - Abortion* 253
 - Gun Control* 271
 - Poverty and Homelessness* 287
 - OPPOSITIONS: *Capital Punishment* 315]

Chapter 12 *Freedom of Expression* 326

Obscenity 327

Racial Slurs 344

OPPOSITIONS: Rap Music 362

Chapter 13 *The Environment* 370

Ecological Crisis 371

Environmentalism 388

OPPOSITIONS: Owls vs. Jobs 403

Chapter 14 *Animal Rights* 416

Animals in Research 417

Animals as Commodities 441

OPPOSITIONS: Hunting 455

Chapter 15 *Education* 464

The Value of a Liberal Arts Education 465

Curriculum Wars 483

OPPOSITIONS: The Tenure System 519

Chapter 16 *Advertising* 527

Consumerism 528

The Language of Advertising 551

OPPOSITIONS: Sex in Advertising 581

Chapter 17 *Arguments that Shaped History* 592

Glossary of Rhetorical Terms 667

Credits 671

Index of Authors and Titles 675

Detailed Contents

Preface xxi

PART ONE STRATEGIES FOR WRITING ARGUMENTS 1

Chapter 1 Understanding Persuasion: Thinking Like a Consumer 3

Argument 3

What Makes an Argument? 5

Facts Are Not Arguable 5

Opinions Based on Personal Taste or Preference Are Not Arguable 5

Opinions Based on Judgments Are Arguable 7

Persuasion and Judgment 7

Factual Interpretation 7

Functional Judgments 8

Aesthetic Judgments 9

Ethical Judgments 10

Moral Judgments 11

Criteria for Judging 11

The Slants of Argument 12

Exercises 12

Chapter 2 Finding Arguments: Thinking Like a Writer 14

The Writing Process 14

Incubating 15

Framing 15

Reshaping 15

Polishing 16

Finding Topics to Argue 16

In Your Immediate Vicinity 16

In Your Larger Worlds 16

	<i>Developing Argumentative Topics</i>	17
	Brainstorming Topics	17
	Reading	18
	Discussion	18
	Keeping a Notebook	18
	<i>Refining Topics</i>	19
	Reducing Your Options	19
	Avoiding Overspecialized Topics	20
	Formulating Claims	20
	<i>Anticipating Opposition</i>	21
	“Yes, but. . .” Dialogues	22
	Making a Pro/Con Checklist	23
	<i>Exercises</i>	24
Chapter 3	Shaping Arguments: Thinking Like an Architect	26
	<i>Components of an Argument</i>	26
	The Beginning	27
	The Middle	27
	The End	28
	<i>“Indian Bones,” Clara Spotted Elk</i>	29
	<i>Analyzing the Structure</i>	30
	The Beginning	30
	The Middle	30
	The End	31
	<i>Blueprints for Arguments</i>	32
	The Formal Outline	33
	<i>Two Common Shapes for Arguments</i>	34
	Position Arguments	35
	What to Look for in Position Arguments	35
	<i>“A Cup of Conscience,” Michele Fields</i>	39
	Proposal Arguments	41
	What to Look for in Proposal Arguments	42
	<i>“Simply Killing,” John O’Sullivan</i>	44
	<i>Exercises</i>	47
Chapter 4	Addressing Audiences: Thinking Like a Reader	49
	<i>The Target Audience</i>	50
	<i>About That General Audience</i>	51
	<i>Guidelines for Knowing Your Audience</i>	52

Adapting to Your Readers' Attitudes 53

- Addressing a Neutral Audience 54
- Addressing a Friendly Audience 55
- Addressing an Unfriendly Audience 56

Watching Your Words 57

- Define Technical Terms 57
- Clarify Familiar Terms 58
- Pay Attention to Meaning and Connotation 58
- Clarify Relative Words 59
- Stipulate Definitions 59
- Avoid the Trap of Overdefining 61
- Use Sarcasm and Humor Sparingly 61

Exercises 61

Chapter 5 Using Evidence: Thinking Like an Advocate 63

How Much Evidence Is Enough? 64

Why Arguments Need Supporting Evidence 64

Forms of Evidence 65

- Statistics 66
- Factual References and Examples 67
- Experience—Yours and Others' 68
- Outside Authorities 69

Some Tips About Supporting Evidence 70

- Do You Have a Sufficient Number of Examples to Support Your Claim? 70
- Is Your Evidence Detailed Enough? 70
- Is Your Evidence Relevant to the Claim or Conclusion You Make? 71
- Does Your Conclusion (Claim) Exceed the Evidence? 71
- Is Your Evidence Up to Date and Verifiable? 71

Exercises 72

"Ru 486: The French Abortion Pill and Its Benefits," Meg Kelley 72

Chapter 6 Establishing Claims: Thinking Like a Skeptic 77

Formal Logic in Arguments 77

- Inductive Reasoning 78
- Deductive Reasoning 79

"The Case for Torture," Michael Levin 86

Social Logic in Arguments 92

The Terminology of the Toulmin Model	93
<i>"For the Love of the Game," Melissa Spokas</i>	94
<i>Exercises</i>	96

Chapter 7 Testing Arguments: Thinking Like a Cross-Examiner 98

***Reading Arguments* 98**

Summarize What You Read 98

Outline What You Read 98

Argue with What You Read 98

***Logical Fallacies* 99**

Ad Hominem Argument 99

Ad Populum Argument 100

Ad Misericordiam Argument 101

Post Hoc, Ergo Propter Hoc 102

Circular Reasoning 103

Begging the Question 103

False Analogy 103

Hasty Generalization 104

Non Sequitur 104

Stacking the Deck 105

False Dilemmas 105

The Bandwagon Appeal 105

Slippery Slope 106

***Exercises* 106**

Chapter 8 Documenting Arguments: Thinking Like a Researcher 108

***The Researched Argument* 108**

The Advantages of Research 108

***The Process of Argumentative Research* 109**

Finding a Topic 109

Finding Information and Refining the Topic 111

Making a Working Bibliography 112

Working with Sources 115

Evaluating Sources 115

Note Taking 116

Developing a Claim 118

Considering Readers, Persona, and Organization 119

Drafting the Paper 120

Incorporating Your Research 121

Attribution	122
Revising and Editing the Paper	124
Preparing and Proofreading the Final Manuscript	125
Documentation	125
Where Does the Documentation Go?	126
Documentation Styles	126
Plagiarism	127
Forms for Entries in Works Cited (MLA) and References (APA) Styles	130
General Format for Books	130
General Format for Articles	133
Sample Paper ("English Only" in New Jersey: The Wrong Solution) Jennifer Rizzoli-Macnamara	137

PART TWO CURRENT DEBATES 145

Chapter 9 Gender Identity 147

On Being Male	149
The Men We Carry in Our Minds, Scott Russell Sanders	149
<i>"When the women I met at college thought about the joys and privileges of men, they did not carry in their minds the sort of men I had known in my childhood."</i>	
The Androgynous Male, Noel Perrin	153
<i>"Despite the stereotypes and ideals, there is a large class of androgynous men and women who are a lot freer than macho-men and feminism-women."</i>	
Men as Success Objects, Warren Farrell	157
<i>"Hey, get a load of the big wallet on that guy." "Even successful women have not relaxed the pressure on men to succeed."</i>	
Iron Bonding, Alan Buczynski	161
<i>"Ironworkers are otherwise very direct, yet when emotional issues arise we speak to one another in allegory and parable."</i>	
On Being Female	165
Feminist, Anna Quindlen	165
<i>"... [M]y only real political identification has been with women's rights. It is the only cause I have ever believed in that has improved the world."</i>	
The Failure of Feminism, Kay Ebeling	168
<i>"The reality is frenzied and overworked women often abandoned by men."</i>	
Women Have What It Takes, Carol Barkalow	172
<i>"If women have the same training and are physically and mentally fit, then they should be allowed to fight a war."</i>	

Femininity, Susan Brownmiller 175

"Femininity, in essence, is a romantic sentiment, a nostalgic tradition of imposed limitations."

In Defense of Beauty, Laura Fraser 181

"Instead of living up to—or feeling oppressed by—images of beauty, we should be figuring out how to reclaim our femininity, defining it as we please, and making it work for us."

OPPOSITIONS: Gays in the Military 188

It's Behavior That Counts, Alan Lupo 188

"Reactions to gays in the military are not unlike reactions to blacks in the military 44 years ago."

Moral Code Worth Preserving, Cal Thomas 191

"The key to this argument, though, lies not with how well homosexuals can perform their duties in the field. It is whether this nation is willing to sacrifice one more standard and replace its motto 'In God We Trust' with 'Anything Goes.'"

Chapter 10 Race and Ethnicity 196

Identity and Stereotypes 198

Cultural Baggage, Barbara Ehrenreich 198

"Perhaps the ideal cultural heritage is not one based on ethnicity or religion, but one made up of attributes like 'skepticism, curiosity, and wide-eyed ecumenical tolerance.'"

Cultural Etiquette: A Guide, Amoja Three Rivers 201

"Cultural Etiquette is intended for people of all 'races,' nationalities, and creeds, not necessarily just 'white' people, because no one living in Western society is exempt from the influences of racism, racial stereotypes, race and cultural prejudices, and anti-Semitism."

Isn't It Time to Stop Playing Indian? Arlene B. Hirschfelder 206

"It is time to get rid of stereotypes that, whether deliberately or inadvertently, denigrate Indian cultures and people."

What's Behind the "Asian Mask"? Alexandra

Tantranon-Saur 209

"[T]he primary reason that Asian/Pacific people pay more attention to others has to do with the principles of cooperation and exchange, which form the basis of our societies and cultures."

Please Don't Tell Me Another Jewish American Princess Joke, Cindi Leive 215

"The Jewish American Princess, I found out, was the money-hungry, nose-jobbed, designer-clad butt of endless not particularly hilarious jokes."

Equal Opportunity 219

Harping on Racism, Roger Wilkins 219

"I don't talk about racism to make whites feel guilty, but because I believe that to solve a problem, we must first admit it exists."

**Affirmative Action: The Price of Preference,
Shelby Steele 222**

"[A]fter twenty years of implementation, I think affirmative action has shown itself to be more bad than good and that blacks—whom I will focus on in this essay—now stand to lose more from it than they gain."

It's Past Time to Speak Out, Charles G. Adams 229

Affirmative action is a corrective device intended to reverse long-standing customs and procedures of unjust racial exclusion. It is not discrimination in reverse."

**Surviving Affirmative Action (More or Less),
Frederick Lynch 232**

"Unless I had direct, 'smoking-gun' evidence that I had been denied employment because I was a white male, nothing could be done."

OPPOSITIONS: Immigration Policy 240

A Statue With Limitations, B. Meredith Burke 240

"Unchecked immigration can deplete the resources of our fastest-growing states."

The Big New Mix, Renee Loth 244

"Many demographers say that immigrants adjust to America more than America adjusts to them."

Chapter 11 Some Persistent Social Issues 251

Abortion 253

Some Thoughts About Abortion, Anna Quindlen 253

"I believe that in a contest between the living and the almost living, the later must, if necessary, give way to the will of the former."

**Abortion: The Left has Betrayed the Sanctity of Life,
Mary Meehan 257**

"It is ironic that so many on the Left have done on abortion what the conservatives and Cold War liberals did on Vietnam: They marched off in the wrong direction, to fight the wrong war, against the wrong people."

**Which Way Black America?—Pro-Choice,
Faye Wattleton 263**

"Poor Black women . . . will certainly be the first to be forced to seek unsafe abortions if legal and safe abortions once again are restricted. Black women will be the first to be injured and the first to die."

**Which Way Black America?—Anti-Abortion,
Pamela Carr 267**

"Through my own abortion experience, I learned firsthand that abortion is no solution to the problems of the black community."

Gun Control 271

The Right to Bear Arms, Warren E. Burger 271

"The Constitution of the United States, in its Second Amendment, guarantees a 'right of the people to keep and bear arms.' However, the meaning of this clause cannot be understood except by looking to the purpose, the setting, and the objectives of the draftsmen."

A Case Against Firearms, Sarah Brady 275

"The N.R.A. runs feel-good ads saying guns are not the problem and there is nothing we can do to prevent criminals from getting guns. . . . I guess I'm just not willing to hand the next John Hinckley a deadly handgun."

Gun Owners Are Not Bad People Warren Cassidy 279

"Gun owners have never been, nor will they ever be, a threat to law-and-order."

Have Gun Will Travel? Jeanie Pyun 282

"Perhaps all individuals have the right to bear arms, but not all of them necessarily should."

Poverty and Homelessness 287

Helping and Hating the Homeless, Peter Marin 287

"Our response to the homeless is fed by a complex set of cultural attitudes, habits of thought, and fantasies and fears."

Brother, Don't Spare a Dime, Christopher Awalt 297

"The homeless themselves must bear the blame for their manifold troubles."

The New Untouchables, Jonathan Kozol 300

"[Relegating] so many . . . children to the role of outcasts in a rich society is going to come back to haunt us."

Yes, Something Will Work: Work, Mickey Kaus 306

"Welfare is how the underclass . . . survives. Change welfare, and the underclass will have to change as well."

The Culture of Cruelty, Ruth Conniff 309

"Kaus . . . shifts the blame for a range of social ills—from crime to poverty and unemployment to segregation—onto the disenfranchised. This is the very heart of the culture of cruelty: Blame and punishment replace compassion and justice."

OPPOSITIONS: Capital Punishment 315

Capital Punishment Is Justice, Edward I. Koch 315

"Life is indeed precious, and I believe the death penalty helps to affirm this fact."

No Death Penalty, David Bruck 321

"[Koch] suggests that we trivialize murder unless we kill murderers. By that logic, we also trivialize rape unless we sodomize rapists."

Chapter 12 Freedom of Expression 326

Obscenity 327

Let's Put Pornography Back in the Closet,

Susan Brownmiller 327