

Acknowledgements

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- *Terrorism: Essential Primary Sources*
- *Medicine, Health, and Bioethics: Essential Primary Sources*
- *Environmental Issues: Essential Primary Sources*
- *Crime and Punishment: Essential Primary Sources*
- *Gender Issues and Sexuality: Essential Primary Sources*
- *Human and Civil Rights: Essential Primary Sources*
- *Government, Politics, and Protest: Essential Primary Sources*
- *Social Policy: Essential Primary Sources*
- *Immigration and Multiculturalism: Essential Primary Sources*
- *Family in Society: Essential Primary Sources*

Introduction

Terrorism: Essential Primary Sources provides insight into the scale and complexities of terrorism across a sweeping landscape of time, geography, act, and motive.

Despite the suffering inflicted on the innocent, it is an unarguable political reality that what constitutes terrorism is often contentious and heavily tied to cultural perspective. A suicide bomber labeled as a terrorist by one society may be referred to as a martyr in the news reports designed for more politically sympathetic audiences.

Groups and governments often resort to tortured language and labels as they attempt to either justify or dissociate themselves from often-horrific acts of violence. Moreover, as documents of early Nazi propaganda demonstrate, the label of terrorist is also used as propaganda to stir hatred against ideas, causes, or peoples.

Terrorism: Essential Primary Sources adopts the fundamental view that terrorism refers to an attempt to achieve a goal by violent or destructive acts intended to induce change through fear. The motives of terrorism are as diverse as the acts themselves and cover a range of religious, social, economic, and political passions.

As with the case of the Unabomber, the seed of terrorist acts may exist solely in the mind of an individual, or as in the case of al-Qaeda, may germinate into far-flung cells that operate globally. Although many definitions of terrorism restrict the label to sub-national groups, governments may water the seeds of terrorism with money or, as in the case of the former Taliban regime in Afghanistan, allow it to grow in fertile soil.

The roots of terrorism can also be buried in the history of countries now considered flowers of Western democracy. The term terrorism comes from the French

terrorisme (in or under the Terror of the French Revolution), and finds ancient philosophical and linguistic origin in the Latin verbs *terrere* (to make one tremble) and *detertere* (to frighten one from).

Terrorism as a tactic of revolutionaries is not a new phenomenon practiced only in distant and dusty lands. A description of a brutal tarring and feathering of a loyalist man by colonial revolutionaries provides evidence that America's own founding insurrectionists used physical intimidation against British noncombatant loyalists. Ironically, the Boston Tea Party—a 1773 raid by colonialists on British ships in protest of high taxes, long taught as a heroic prelude to the American Revolutionary War—could easily be classified under new FBI guidelines as an act of terrorism.

Terrorism is also a tool of economic repression. The excerpt from Ida B. Wells's 1892 "Southern Horrors" pamphlet provides evidence that nineteenth-century lynching of African-Americans was not the exclusive product of Klu Klux Klan hatred, but was also inflicted to preserve established economic interests. Evidence of similar motive is also provided for later terrorist attacks against Chinese immigrants.

Rather than attempt subjective judgment as to whether acts are those of freedom fighters, patriots, or terrorists, the editors have attempted to establish a logical basis for the selection of primary sources that independently hold conflicting views of terrorism.

As a foundation, the editors incorporate the definition of terrorism found in the United States Code as "premeditated, politically motivated violence perpetrated against noncombatant targets by subnational groups or clandestine agents, usually intended to influence an audience."

In order to allow a more culturally diverse and broader international perspective on terrorism, however, the editors also include resources devoted to terrorism deeply planted in religious or social fervor. Examples of such causes are found in resources related to anti-abortion murders and ecoterrorism.

Obviously, not all acts of terrorism or significant resources related to terrorism can be included in a single volume, nor can all viewpoints find voice. Copyright

restrictions also prevented the inclusion of some desired source materials. However, the primary sources selected for inclusion in *Terrorism: Essential Primary Sources*, provide a foundation for understanding the often-entangled branches of cool political calculation, cold indifference, and blinding rage that bud into brutal acts.

K. Lee Lerner & Brenda Wilmoth Lerner, editors
London, U.K.
July, 2005

About the Entry

The primary source is the centerpiece and main focus of each entry in *Terrorism: Essential Primary Sources*. In keeping with the philosophy that much of the benefit from using primary sources derives from the reader's own process of inquiry, the contextual material surrounding each entry provides access and ease of use, as well as giving the reader a springboard for delving into the primary source. Rubrics identify each section and enable the reader to navigate entries with ease.

ENTRY STRUCTURE

- Primary Source/Entry Title, Subtitle, Primary Source Type
- Key Facts—essential information about the primary source, including creator, date, source citation, and notes about the creator.
- Introduction—historical background and contributing factors for the primary source.
- Primary Source—in text, text facsimile, or image format; full or excerpted.
- Significance—importance and impact of the primary source related events.
- Further Resources—books, periodicals, websites, and audio and visual material.

NAVIGATING AN ENTRY

Entry elements are numbered and reproduced here, with an explanation of the data contained in these elements explained immediately thereafter according to the corresponding numeral.

Primary Source/Entry Title, Subtitle, Primary Source Type

-
- [1] **“Easter, 1916”**
- [2] Militants in the Irish Sinn Fein Party Form the Irish Republican Army (IRA)
-

[3] Poem

[1] **Primary Source/Entry Title:** The entry title is usually the primary source title. In some cases where long titles must be shortened, or more generalized topic titles are needed for clarity primary source titles are generally depicted as subtitles. Entry titles appear as catchwords at the top outer margin of each page.

[2] **Subtitle:** Some entries contain subtitles.

[3] **Primary Source Type:** The type of primary source is listed just below the title. When assigning source types, great weight was given to how the author of the primary source categorized the source.

Key Facts

[4] **By:** William Butler Yeats

[5] **Date:** September 25, 1916

[6] **Source:** “Easter, 1916,” a poem by William Butler Yeats

[7] **About the Poet:** William Butler Yeats (1865–1939) was one of the twentieth century's most acclaimed

English-language poets. Born in Dublin, Ireland, themes of Irish rebellion and independence from England often featured prominently in his poetry.

[4] **Author, Artist, or Organization:** The name of the author, artist, or organization responsible for the creation of the primary source begins the Key Facts section.

[5] **Date of Origin:** The date of origin of the primary source appears in this field, and may differ from the date of publication in the source citation below it; for example, speeches are often delivered before they are published.

[6] **Source Citation:** The source citation is a full bibliographic citation, giving original publication data as well as reprint and/or online availability.

[7] **About the Author:** A brief bio of the author or originator of the primary source gives birth and death dates and a quick overview of the person's work. This rubric has been customized in some cases. If the primary source written document, the term "author" appears; however, if the primary source is a work of art, the term "artist" is used, showing the person's direct relationship to the primary source. For primary sources created by a group, "organization" may have been used instead of "author." Other terms may also be used to describe the creator or originator of the primary source. If an author is anonymous or unknown, a brief "About the Publication" sketch may appear.

Introduction Essay

[8] INTRODUCTION

On Easter Monday, April 24, 1916, as Padraig Pearse (Commander in Chief of Republican forces) read a "Proclamation of the Republic" declaring Ireland a nation separate from England, from the steps of Dublin's General Post Office, the silence of the surrounding crowd reflected the uncertainty of many Irish people. Such nationalist speeches of independence from Great Britain were not unfamiliar to Irish citizens. It would take action on behalf of the Irish Republican Brotherhood (IRB), the forerunner of the Irish Republican Army (IRA), and its political party Sinn Fein to convince the Irish people that freedom from the 750-year domination by the British was actually within their grasp.

The Proclamation's call for action was planned as the British were committing their troops to fight in Germany during World War I (1915–1918). Angered that the British were enlisting Irish men to fight in the war fueled a decision to rise up against the British. The IRB Military Council that was formed the previous year acted on the philosophy that "England's difficulty

is Ireland's opportunity." The council included seven members: Padraig Pearse (1879–1916), James Conolly (1868–1916), Joseph Mary Plunkett (1887–1916), Thomas MacDonagh (1878–1916), Eamonn Ceannt (1881–1916), Thomas J. Clarke (1857–1916), and Sean MacDermott (1884–1916), all of whom were revolutionaries who signed the Proclamation . . .

[8] **Introduction:** The introduction is a brief essay on the contributing factors and historical context of the primary source. Intended to promote understanding and equip the reader with essential facts to understand the context of the primary source.

To maintain ease of reference to the primary source, spellings of names and places are used in accord with their use in the primary source. According names and places may have different spellings in different articles. Whenever possible, alternative spellings are provided to provide clarity.

To the greatest extent possible we have attempted to use Arabic names instead of their Latinized versions. Where required for clarity we have included Latinized names in parentheses after the Arabic version. Alas, we could not retain some diacritical marks (e.g. bars over vowels, dots under consonants). Because there is no generally accepted rule or consensus regarding the format of translated Arabic names, we have adopted the straightforward, and we hope sensitive, policy of using names as they are used or cited in their region of origin.

Primary Source

[9] PRIMARY SOURCE

Easter, 1916

I have met them at close of day
 Coming with vivid faces
 From counter or desk among grey
 Eighteenth-century houses.
 I have passed with a nod of the head
 Or polite meaningless words,
 Or have lingered awhile and said
 Polite meaningless words,
 And thought before I had done
 Of a mocking tale or a gibe
 To please a companion
 Around the fire at the club,
 Being certain that they and I
 But lived where motley is worn:
 All changed, changed utterly:
 A terrible beauty is born.

That woman's days were spent
 In ignorant good-will,

Her nights in argument
 Until her voice grew shrill.
 What voice more sweet than hers
 When, young and beautiful,
 She rode to harriers?
 This man had kept a school
 And rode our winged horse;
 This other his helper and friend
 Was coming into his force;
 He might have won fame in the end,
 So sensitive his nature seemed,
 So daring and sweet his thought.
 This other man I had dreamed
 A drunken, vainglorious lout.
 He had done most bitter wrong
 To some who are near my heart,
 Yet I number him in the song;
 He, too, has resigned his part
 In the casual comedy;
 He, too, has been changed in his turn,
 Transformed utterly:
 A terrible beauty is born.

Hearts with one purpose alone
 Through summer and winter seem
 Enchanted to a stone
 To trouble the living stream.
 The horse that comes from the road.
 The rider, the birds that range
 From cloud to tumbling cloud,
 Minute by minute they change;
 A shadow of cloud on the stream
 Changes minute by minute;
 A horse-hoof slides on the brim,
 And a horse plashes within it;
 The long-legged moor-hens dive,
 And hens to moor-cocks call;
 Minute by minute they live:
 The stone's in the midst of all.

Too long a sacrifice
 Can make a stone of the heart.
 O when may it suffice?
 That is Heaven's part, our part
 To murmur name upon name,
 As a mother names her child
 When sleep at last has come
 On limbs that had run wild.
 What is it but nightfall?
 No, no, not night but death;
 Was it needless death after all?
 For England may keep faith
 For all that is done and said.
 We know their dream; enough
 To know they dreamed and are dead;
 And what if excess of love
 Bewildered them till they died?
 I write it out in a verse -
 MacDonagh and MacBride
 And Connolly and Pearse

Now and in time to be,
 Wherever green is worn,
 Are changed, changed utterly:
 A terrible beauty is born.

[9] Primary Source: The majority of primary sources are reproduced as plain text. The primary source may appear excerpted or in full, and may appear as text, text facsimile (photographic reproduction of the original text), image, or graphic display (such as a table, chart, or graph).

The font and leading of the primary sources are distinct from that of the context—to provide a visual clue to the change, as well as to facilitate ease of reading. As needed, the original formatting of the text is preserved in order to more accurately represent the original (screenplays, for example). In order to respect the integrity of the primary sources, content some readers may consider sensitive (for example, the use of slang, ethnic or racial slurs, etc.) is retained when deemed to be integral to understanding the source and the context of its creation.

Primary source images (whether photographs, text facsimiles, or graphic displays) are bordered with a distinctive double rule. Most images have brief captions.

The term “narrative break” appears where there is a significant amount of elided (omitted) material with the text provided (for example, excerpts from a work’s first and fifth chapters, selections from a journal article abstract and summary, or dialogue from two acts of a play).

Significance Essay

[10] SIGNIFICANCE

William Butler Yeats’ description “A terrible beauty is born” illustrates the violence of Ireland’s fight for independence as well as the “beauty” of the prospect of independence from Great Britain. “Easter 1916” captures the monumental change in the Irish collaboration towards home rule for what is now the Republic of Ireland.

Fifteen of the Uprising participants were sentenced to death by firing squad, and the harsh sentences roused the Irish people. Connolly was taken from his deathbed to be strapped in a chair and shot, fueling anti-British sentiment throughout the streets of Dublin and echoing throughout Ireland. The Sinn Fein (“we ourselves”) Party that had no seats in Britain’s parliament in 1910 would hold 70% of the seats allotted to Ireland in the British Parliament after the elections of 1918 . . .

[10] **Significance:** The significance discusses the importance and impact of the primary source and the event it describes.

Further Resources

[11] FURTHER RESOURCES

Books

Yeats, William Butler. *Easter, 1916 and Other Poems*. Mineola, N.Y.: Dover, 1997.

Web sites

About.com. "History of Terrorism in Ireland." <<http://terrorism.about.com/od/historyofterrorism/a/ireland.htm>> (accessed July 16, 2005).

Ireland's Own.net. "Irish History: Easter 1916." <<http://irelandsown.net/easterrising.html>> (accessed July 16, 2005).

Political Information Net. "Sinn Féin." <http://www.politicalinformation.net/encyclopedia/Sinn_Fein.htm> (accessed July 16, 2005).

Roots Web. "Easter Rising 1916." <<http://www.rootsweb.com/~fianna/history/east1916.html>> (accessed July 16, 2005).

Wellington College Belfast GCSE History. "Irish Political Developments From 1916–1972." <http://websites.ntl.com/~wellclge/depts/history/module1/ni20_72.htm> (accessed July 16, 2005).

[11] **Further Resources:** A brief list of resources categorized as Books, Periodicals, Web sites, and Audio and Visual Media provides a stepping stone to further study.

SECONDARY SOURCE CITATION FORMATS (HOW TO CITE ARTICLES AND SOURCES)

Alternative forms of citations exist and examples of how to cite articles from this book are provided below:

APA Style

Books:

Creelman, James. (1901). *On the Great Highway: The Wanderings and Adventures of a Special Correspondent*, Boston: Lothrop. Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds. (2006) *Terrorism: Essential Primary Sources*, Farmington Hills, MI: Thomson Gale, 75.

Periodicals:

Ember, Lois R. (1996, November 4). FBI Takes Lead in Developing Counterterrorism Effort. *Chemical & Engineering News*, vol. 74, no. 27. Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds. (2006) *Terrorism: Essential Primary Sources*, Farmington Hills, MI: Thomson Gale, 75.

Web sites:

U.S. Department of State. (2002, June 27) The G-8 Global Partnership Against the Spread of Weapons and Materials of Mass Destruction. Retrieved July, 10, 2005, from <http://www.state.gov/e/eb/rls/othr/11514.htm>. Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds. (2006) *Terrorism: Essential Primary Sources*, Farmington Hills, MI: Thomson Gale, 75.

Chicago Style

Books:

Creelman, James. *On the Great Highway: The Wanderings and Adventures of a Special Correspondent*. Boston: Lothrop, 1901. Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds., *Terrorism: Essential Primary Sources*, Farmington Hills, MI: Thomson Gale, 2006, 75.

Periodicals:

Ember, Lois R., "FBI Takes Lead in Developing Counterterrorism Effort." *Chemical & Engineering News*, November 4, 1996, vol. 74, no. 27. Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds., *Terrorism: Essential Primary Sources*, Farmington Hills, MI: Thomson Gale, 2006, 75.

Web sites:

U.S. Department of State. "The G-8 Global Partnership Against the Spread of Weapons and Materials of Mass Destruction" June 27, 2002. <<http://www.state.gov/e/eb/rls/othr/11514.htm>> (accessed July 10, 2005). Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds., *Terrorism: Essential Primary Sources*, Farmington Hills, MI: Thomson Gale, 2006, 75.

MLA Style

Books:

Creelman, James. *On the Great Highway: The Wanderings and Adventures of a Special Correspondent*, Boston: Lothrop, 1901. Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds., *Terrorism: Essential Primary Sources*, Farmington Hills, MI: Thomson Gale, 2006, 75.

Periodicals:

Ember, Lois R. "FBI Takes Lead in Developing Counterterrorism Effort." *Chemical & Engineering News*, 4 November 1996, vol. 74 no. 27. Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds., *Terrorism: Essential Primary Sources*, Farmington Hills, MI: Thomson Gale, 2006, 75.

Web sites:

"The G-8 Global Partnership Against the Spread of Weapons and Materials of Mass Destruction." U.S. Department of State. 4 November 1996. 5 July 2005 <<http://www.state.gov/e/eb/rls/othr/11514.htm>>. Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds., *Terrorism: Essential Primary Sources*, Farmington Hills, MI: Thomson Gale, 2006, 75.

Turabian Style*Books:*

Creelman, James. *On the Great Highway: The Wanderings and Adventures of a Special Correspondent*. Boston: Lothrop, 1901. Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds., *Terrorism: Essential Primary Sources* (Farmington Hills, MI: Thomson Gale, 2006), 75.

Periodicals:

Ember, Lois R. "FBI Takes Lead in Developing Counterterrorism Effort." *Chemical & Engineering News*, 4 November 1996, vol.74, no. 27. Excerpted in K. Lee

Lerner and Brenda Wilmoth Lerner, eds., *Terrorism: Essential Primary Sources* (Farmington Hills, MI: Thomson Gale, 2006), 75.

Web sites:

U.S. Department of State. "The G-8 Global Partnership Against the Spread of Weapons and Materials of Mass Destruction" available from <http://www.state.gov/e/eb/rls/othr/11514.htm>; accessed 10 July, 2005. Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds., *Terrorism: Essential Primary Sources* (Farmington Hills, MI: Thomson Gale, 2006), 75.

Using Primary Sources

The definition of what constitutes a primary source is often the subject of scholarly debate and interpretation. Although primary sources come from a wide spectrum of resources, they are united by the fact that they individually provide insight into the historical *milieu* (context and environment) during which they were produced. Primary sources include materials such as newspaper articles, press dispatches, autobiographies, essays, letters, diaries, speeches, song lyrics, posters, works of art—and in the twenty-first century, web logs—that offer direct, first-hand insight or witness to events of their day.

Categories of primary sources include:

- Documents containing firsthand accounts of historic events by witnesses and participants. This category includes diary or journal entries, letters, email, newspaper articles, interviews, memoirs, and testimony in legal proceedings.
- Documents or works representing the official views of both government leaders and leaders of terrorist organizations. These include primary sources such as policy statements, speeches, interviews, press releases, government reports, and legislation.
- Works of art, including (but certainly not limited to) photographs, poems, and songs, including advertisements and reviews of those works that help establish an understanding of the cultural milieu (the cultural environment with regard to attitudes and perceptions of events).
- Secondary sources. In some cases, secondary sources or tertiary sources may be treated as primary sources. For example, the 9/11 Commission report on the September 11, 2001 terrorist attacks on the United States contains a mixture of primary and secondary sources. Many historians argue that

the document should rightly be considered a primary source because it is a government report. However, the report also clearly contains retrospective analysis (analysis of past events) and comments on events far removed from the time of the subject event. In many cases, such material by itself would not be considered as primary source material. However, if such work contains first hand accounts of events—or material written or created near the time of the underlying event—most historians would agree that such material can be considered as primary source material.

ANALYSIS OF PRIMARY SOURCES

The material collected in this volume is not intended to provide a comprehensive overview of a topic or event. Rather, the primary sources are intended to generate interest and lay a foundation for further inquiry and study.

In order to properly analyze a primary source, readers should remain skeptical and develop probing questions about the source. As in reading a chemistry or algebra textbook, historical documents require readers to analyze them carefully and extract specific information. However, readers must also read “beyond the text” to garner larger clues about the social impact of the primary source.

In addition to providing information about their topics, primary sources may also supply a wealth of insight into their creator’s viewpoint. For example, when reading a news article on a terrorist attack, consider whether the reporter’s words also indicate something about his or her origin, bias (an irrational disposition in favor of someone or something), prejudices (an irrational

disposition against someone or something), or intended audience.

Students should remember that primary sources often contain information later proven to be false, or contain viewpoints and terms unacceptable to future generations. It is important to view the primary source within the historical and social context existing at its creation. If for example, a newspaper article is written within hours or days of an event, later developments may reveal some assertions in the original article as false or misleading.

For example, in the newspaper article about the 2004 terrorist bombing of trains in Madrid, Spain— included herein and titled, “Investigators See ETA, not al-Qaeda (spelled al-Qaida in the primary source), behind Madrid Blasts”—the following assertions and quotes were made soon after the attack:

- “. . . Spanish officials remained adamant Friday that they believe that the Basque separatist group ETA, not the al-Qaeda terrorist network, was behind the morning rush-hour train bombings that rocked this capital city Thursday.”
- “. . . the dynamite chemically matched 1,100 pounds of explosives seized in February from an ETA van heading toward Madrid, and that the satchel and cell phone setup matched that found on two ETA members when they were arrested at a northern Madrid commuter rail station on Christmas Eve.”
- “This explosion had a very similar modus operandi used by the terrorist group ETA . . . ”
- “Interior Minister Acebes was adamant that the evidence pointed to ETA. He noted that ETA has a history of creating havoc in the days before a national election.”
- “He (Acebes) also said the explosives used—Goma II Eco—were made in Spain and that ETA had used the same brand in previous attacks.”
- “. . . American intelligence agencies had detected no spike in ‘chatter’ among al-Qaeda-related groups before the attacks.”
- “Other U.S. officials stressed that the group that claimed responsibility for the bombings, the Abu Hafs al Masri Brigades, is thought to exist in name only and has made implausible claims of responsibility before.”

Despite the fact that ETA spokesmen denied involvement, the article clearly lays out strong evidence that suggests ETA responsibility. The issue was important because if al-Qaeda (also spelled al-Qaida) was responsible instead of ETA, it was argued that the more conservative Spanish political politicians who supported Spain’s involvement as a coalition partner in the U.S. led war in Iraq would receive a boost in

upcoming elections. The article even casts evidence against ETA involvement in this context:

- “Listen, ETA has never done a bombing like this without calling and warning the government beforehand,” said Olga Gonzalez, a 32-year-old secretary. “Ninety percent of Spaniards were against the war in Iraq. If al-Qaida is involved and not ETA, this changes everything for the elections.”

However, despite the Spanish Interior Minister Acebes being “adamant that the evidence pointed to ETA and his quote that “at this point there is mounting evidence that this was not the work of al-Qaida”, evidence in the form of documents and tapes found soon thereafter made it clear that a group called the Moroccan Islamic Combatant Group, part of the al-Qaeda network, was responsible for the blasts.

The analytical reader will ask, “Why was the article wrong? Did it present best evidence known at the time, or were the errors a result of “slant” or motive to blame the incident on ETA instead of al-Qaeda? What was at stake? Who could have benefited from such deception?”

TEST NEW CONCLUSIONS AND IDEAS

Whatever opinion or working hypothesis the reader forms, it is critical that they then test that hypothesis against other facts and sources related to the incident. For example, it might be wrong to conclude that factual mistakes are deliberate unless evidence can be produced of a pattern and practice of such mistakes with an intent to promote a false idea.

The difference between sound reasoning and preposterous conspiracy theories (or the birth of urban legends) lies in the willingness to test new ideas against other sources, rather than rest on one piece of evidence such as a single primary source that may contain errors. Sound reasoning requires that arguments and assertions guard against argument fallacies that utilize the following:

- false dilemmas (only two choices are given when in fact there are three or more options)
- arguments from ignorance (*argumentum ad ignorantiam*; because something is not known to be true, it is assumed to be false)
- possibilist fallacies (a favorite among conspiracy theorists who attempt to demonstrate that a factual statement is true or false by establishing the possibility of its truth or falsity. An argument where “it could be” is usually followed by an unearned “therefore, it is.”)

- slippery slope arguments or fallacies (a series of increasingly dramatic consequences is drawn from an initial fact or idea)
- begging the question (the truth of the conclusion is assumed by the premises)
- straw man arguments (the arguer mischaracterizes an argument or theory and then attacks the merits of their own false representations)
- appeals to pity or force (the argument attempts to persuade people to agree by sympathy or force)
- prejudicial language (values or moral goodness good and bad are attached to certain arguments or facts)
- personal attacks (*ad hominem*; an attack on a person's character or circumstances);
- anecdotal or testimonial evidence (stories that are unsupported by impartial or unreproducible data)
- *post hoc* (after the fact) fallacies (because one thing follows another, it is held to cause the other)
- the fallacy of the appeal to authority (the argument rests upon the credentials of a person, not the evidence).

Despite the fact that primary sources can contain false information or lead readers to false conclusions based on the “facts” presented, they remain an invaluable resource regarding past events. Primary sources allow readers and researchers to come as close as possible to understanding the perceptions and context of events and thus, to more fully appreciate how and why misconceptions occur.