

About the Set

Essential Primary Source titles are part of a ten-volume set of books in the Social Issues Primary Sources Collection designed to provide primary source documents on leading social issues of the nineteenth, twentieth, and twenty-first centuries. International in scope, each volume is devoted to one topic and will contain approximately 150 to 175 documents that will include and discuss speeches, legislation, magazine and newspaper articles, memoirs, letters, interviews, novels, essays, songs, and works of art essential to understanding the complexity of the topic.

Each entry will include standard subheads: key facts about the author; an introduction placing the piece in context; the full or excerpted document; a discussion of the significance of the document and related event; and a listing of further resources (books, periodicals, Web sites, and audio and visual media).

Each volume will contain a topic-specific introduction, topic-specific chronology of major events, an

index especially prepared to coordinate with the volume topic, and approximately 150 images.

Volumes are intended to be sold individually or as a set.

THE ESSENTIAL PRIMARY SOURCE SERIES

- *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

Gender Issues and Sexuality: Essential Primary Sources provides insight into the personal, social, and political issues of gender and sexuality—issues that range from what many hold as intimate matters of personal belief to matters that stir, shake, and thus profoundly shape modern society.

The women's rights and gay rights movements in the United States and Britain feature prominently in this volume. From the aftermath of the Seneca Falls Convention to present-day policies against sex discrimination, from the trial of Oscar Wilde to the legal recognition for same-sex marriages, these distinct movements share many of the same goals. Their struggle for social equity is a common movement for human rights: the right to own property, to live free of harassment and discrimination, to work, to enter into marriages, and to found families.

The primary sources contained in *Gender Issues and Sexuality: Essential Primary Sources* provide a global perspective and were chosen to highlight the complexity of gender and sexuality issues. The accompanying commentary with each primary source is intended as both thoughtful and thought-provoking.

As editors, it was our desire and goal that expert commentary exhibit both scholarly directness and sensitivity, always striving to present balanced commentary, while honoring the fundamental principles of the women's, gay, and human rights movements. Although we attempted to ensure that content (especially related to obscenity, pornography, and sex crimes) is suitable for a student and general readership, we did not wield a heavy hand with regard to opinion, however, nor did we attempt to parse words or censure opinion for what some would regard as

simple political correctness. Accordingly, some of the more narrow and discordant views presented certainly do not reflect the personal opinions of the authors and editors. To ignore such opinions, however, or to pretend that they do not exist, does not serve the struggle for human equality and rights. With regard to knowledge, Einstein said, "As the circle of light increases, so grows the circumference of darkness about it." Accordingly, while basking in the light of reason and humanity, it is important to remember that the darkness exists at its edges.

Lastly, the intent of this collection of sources is not to provide the most vital sources of social theory, nor cover all facets of every issue. Many of the advanced sources in feminist or gender theory, for example, should be reserved for more advanced study. Our goal was more modest: To present the younger reader and interested general reader with a collection of sources and commentary that provoke critical thinking, while providing both a foundation and desire to investigate topics increasingly important in social and political discourse.

While encountering and considering the impacts of history, law, religious morality, globalization, shifting demographics—and even the biomedical aspects of sexuality and sexual practice—readers are encouraged to continually evaluate how issues of gender and sexuality continually challenge us to define ourselves, whether in terms of physiology or social convention and how, in turn, identity can be shaped by media and public opinion.

The editors sincerely hope that this book helps to foster respect for all individuals, and that readers gain from the sources and commentary offered an appreci-

ation that the issues related to sexuality and gender are issues common to broad global struggles for human rights.

**K. Lee Lerner, Brenda Wilmoth Lerner, &
Adrienne Wilmoth Lerner, editors**

Paris, France and Lisbon, Portugal

June, 2006

About the Entry

The primary source is the centerpiece and main focus of each entry in *Gender Issues and Sexuality: 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] **Second-Parent Curbs Driving Same-Sex Couple from Arizona**

[3] **Newspaper article**

[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:** Stephanie Innes

[5] **Date:** December 22, 2005

[6] **Source:** Innes, Stephanie. "Second-Parent Curbs Driving Same-Sex Couple from Arizona." *Arizona Daily Star* (December 22, 2005).

[7] **About the Author:** *About the Author:* Stephanie Innes is a newspaper reporter with the *Arizona Daily Star*

and a professor of journalism at the University of Arizona. Her articles often focus on faith and values.

[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

In the 1980s and 1990s, as same-sex couples worked toward gaining more civil and social rights in the United States, the issue of gay adoption presented a complex issue for courts, legislatures, and individuals and families. The topic of gay parenting is not new. As a result of social pressures to conform to a heterosexual ideal, gay men and women (or persons struggling with their sexual orientation) have historically entered into heterosexual marriages, had children, and later divorced, parenting their children as a "gay parent" without fanfare. Until the past two decades, gay parents generally kept their sexuality a secret or treated it as a private matter disclosed only to close friends and family.

As homosexuality in the United States has gained greater acceptance, increasing numbers of gay couples openly choose to have children within a same-sex relationship. For lesbian couples this may involve artificial insemination of one of the partners, giving the child a biological mother with full parenting rights and a non-biological mother whose rights—depending on

the state in which she resides—may vary from full parental rights to absolutely none.

Gay male couples generally use adoption of a non-biological child in their journey to parenthood, although surrogacy—hiring a woman to carry an egg fertilized with one male partner's sperm to term, at which time the baby is adopted by the male couple—is gaining popularity among gay male couples.

Each of these parenting processes presents legal and social challenges for the same-sex couples, the children in these families, and for society and governments. Opponents of gay adoption claim that the children in these families suffer from social and sexual problems, as a result of being raised by two parents of the same gender. Some research studies indicate that, although being raised by gay parents does not lead to higher rates of homosexuality among offspring, the children of gay couples do experiment with homosexuality to a greater extent than do children of heterosexual parents.

Same-sex adoption proponents point to a larger range of published research studies that show little or no difference in developmental and emotional health between children of gay parents and children of heterosexual parents. With endorsements from the American Psychiatric Association, American Academy of Pediatrics, American Academy of Family Physicians, and the American Psychological Association, gay parenting is gaining acceptance in the academic community and within general society.

[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**[10] PRIMARY SOURCE**

Last week, Jeanine, Nichole and Isaac Soterwood left a home they loved, solid careers, and a wide circle of friends.

The state of Arizona does not allow them to be a legal family, so the Soterwoods moved from Tucson to California, where Nichole and Jeanine will file papers to become the legal parents of Isaac, who is 22 months old.

"This is tough for us. We love Tucson. And I had a great workplace and a promising, good career," said Nichole, 35, who was a systems engineer at Raytheon Missile Systems. "I was disappointed to leave and my co-workers at Raytheon were disappointed. But they understood that family comes first."

Like most other states, Arizona law does not allow unmarried couples to do what's known as second-parent adoption—when the non-biological parent adopts a partner's child. Stepparents in heterosexual unions can adopt the children of their spouses in Arizona. Gay couples can be foster parents. And gay people, as long as they are single, can adopt. But couples like the Soterwoods, who can't legally marry here, can't both be parents of a child.

SAME-SEX QUANDARY

Gay rights advocates say it's a growing issue because more same-sex couples are raising children. But challenging Arizona's law could backfire—lawmakers could react by passing laws prohibiting same-sex couples from adopting, as they did in Mississippi in 2000.

"Unfortunately, the political climate in Arizona is one that would not be welcoming of that change," said Amy Kobeta, director of public affairs for the Arizona Human Rights Fund. "We have a conservative Legislature, and the topic of gays and lesbians being parents is a very hot-button issue with the conservative movement."

Research by the city of Tucson's Urban Planning and Design Department, based on U.S. Census data, shows 1,253 same-sex male couples in Pima County, and 1,399 same-sex female couples, although many gay rights advocates believe those numbers are conservative because of underreporting.

At least one of three lesbian couples and one of five gay male couples are raising children nationwide, according to a 2004 research paper from the Washington, D.C.-based Urban Institute, based on an analysis of 2000 Census data. The research also says Pima County's numbers are higher than the national average for same-sex couples living with minor children.

The American Academy of Pediatrics issued a policy paper in 2002 endorsing second-parent adoption laws for same-sex couples, saying that children who are born to or adopted by one member of a same-sex couple deserve the security of two legally recognized parents.

Same-sex ballot measures

But at the moment, gay and lesbian rights advocates in Arizona are focused on preventing the passage of a proposed constitutional amendment that's slated to appear on the November 2006 general election ballot, rather than lobbying for second-parent adoption rights. The constitutional amendment, backed by a coalition that believes children should be raised in families with married, heterosexual parents, would prohibit same-sex couples from marrying and also would bar local governments from offering insurance benefits to domestic partners.

"I think the majority of Arizonans would agree that children being raised in a family of one man and one woman—a husband and a wife—is the environment we want to have in Arizona," said Nathan Sproul, a spokesman for Protect Marriage Arizona, the group backing the proposed amendment.

State Sen. Karen S. Johnson, the GOP chair of the Senate's Family Services Committee, did not return calls about second-parent adoption but sent a message through an assistant that she does not support same-sex couples. In her legislative biography, Johnson pledges to stand "resolutely against the homosexual agenda."

Kobeta noted there are alternatives same-sex parents in Arizona can use now to give the second parent power of attorney for emergency medical decisions and school record access. But she said the options are complicated and expensive, and schools and hospitals don't necessarily respect them.

Local attorney Amelia Craig Cramer knows the imperfection of those options too well. She is the former executive director of the Gay and Lesbian Alliance Against Defamation and former managing attorney for the Western office of Lambda Legal, a national group that works for the full recognition of the civil rights of lesbians, gay men, bisexuals and transgender people. She also is raising a 6-year-old child with her female partner.

"I'm the legal parent and it's in my will that my partner has guardianship, but that is not a guarantee," Craig Cramer said. "It terrifies me to think about what would happen if I were to die or become incapacitated."

2003 civil union in Vermont

The Soterwoods met as graduate students in applied mathematics at the University of Arizona in 1998. They had a commitment ceremony with 65 friends and family in 2001.

In 2003, they again exchanged vows, when they obtained a civil union in Vermont. That's when they also took the same last name, a combination of Nichole's surname, Soter, and Jeanine's last name, Smallwood.

They always knew they wanted a family and they wanted to live in Tucson, which they describe as a diverse and accepting community.

Nichole gave birth to Isaac in February 2004 and is his sole legal guardian. Every six months since his birth, she's had to fill out papers to give power of attorney to Jeanine, so Jeanine can legally make health and school decisions about Isaac.

"If, God forbid, we were to split up, I'd have no rights as a parent," said Jeanine, 31, who recently finished her doctorate at the UA, where she was an adjunct engineering instructor.

Jeanine and Nichole ultimately decided to move to Santa Clara, Calif., where Nichole already has a job and they will be near Jeanine's parents. One of the first things they'll do is sign on to California's domestic partner registry and find a lawyer to guide them through a second-parent adoption.

"I've heard of folks who have left Tucson and adopted children in another state. But they have to establish residency in that other state before they come back. It's a real hardship and it underscores the fact that we have a somewhat broken system in the United States," said Kent Burbank, executive director of Wingspan, Tucson's lesbian, gay, bisexual and transgender community center.

"If there are more people like Nichole and Jeanine leaving, it is a big loss, not just for the lesbian, gay, bisexual and transgender community, but for the community as a whole."

[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

In 1977, Florida's state legislature passed a law banning gay adoptions; in spite of recent challenges to the law, it stands, making Florida the only state in the United States to specifically ban gay adoption. Other states, including Mississippi, Oklahoma, and Utah, make it very difficult for same-sex couples to adopt. However, in all of these states, gay parents are permitted to act as foster parents. Gay adoption supporters point to this policy as hypocritical, asking why gay parents can act as substitute parents, but not as full legal parents.

More same-sex couples wishing to adopt and gain full legal protections are moving to the nine states that permit gay adoption. Part of a demographic shift, these gay couples seek out states with gay-friendly legal and social policies. While the raw number of gay couples who move for such reasons remains small as of 2006, the trend is of interest to sociologists, marketing experts, and economists, who point to a possible "brain drain" of mobile, higher-income couples with the means to move as needed and relocate based on gay-friendly policies.

At the same time, groups that oppose gay adoption, such as the Family Research Council, Concerned Women for America, and Focus on the Family, are working in sixteen states to put laws in place that would ban adoption by any gay person. The Ohio Restoration Project, a conservative Christian organization headed by Reverend Russell Johnson, seeks to ban all adoptions by gay individuals and families. Johnson is an activist who vigorously promoted passage of the Ohio Defense of Marriage Act ballot initiative in 2004. The Act defines marriage as a relationship between a man and a woman and makes any legal procedures created by same-sex couples in an imitation of marital rights (such as child custody or powers of attorney) illegal. Johnson currently is urg-

ing Ohio state legislators to pass a law banning gay adoption.

Gay rights groups, such as the Human Rights Council, claim that such laws punish many children within the foster care system, who are in need of loving, stable homes. The Child Welfare League of America, an umbrella organization representing more than 900 human services organizations, states that research shows gay parents to be as nurturing as heterosexual parents, and that decades of studies of gay parents and gay foster parents back up their claim. According to the CWLA, the crisis of the foster care system in the United States, with more than 500,000 children under state custody, would deepen if gay individuals and couples could no longer adopt or act as foster parents.

Adoptions by same-sex couples are currently legal in Andorra, Belgium, England, the Netherlands, Spain, Sweden, and Wales. Other countries permit “step-children” adoptions in which a partner in any couple can adopt a child.

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

Further Resources

[11] FURTHER RESOURCES

[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.

Books

Gerstmann, Evan. *Same-Sex Marriage and the Constitution*. New York: Cambridge University Press, 2003.

Periodicals

Adam, Barry D. “The Defense of Marriage Act and American Exceptionalism: The ‘Gay Marriage’ Panic in the United States.” *Journal of the History of Sexuality*. 12 (April 2003): 259–276.

Web sites

American Academy of Pediatrics. “AAP Says Children of Same-Sex Couples Deserve Two Legally Recognized Parents.” <<http://www.aap.org/advocacy/archives/febsamesex.htm>> (accessed February 28, 2006).

American Psychiatric Association. “Adoption and Co-Parenting of Children by Same-Sex Couples.” <http://www.psych.org/news_room/press_releases/adoption_coparenting121802.pdf> (accessed February 28, 2006).

Child Welfare League of America. <<http://www.cwla.org>> (accessed February 28, 2006).

Ohio Restoration Project. <<http://www.ohiorestitutionproject.com>> (accessed February 28, 2006).

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:

Millet, Kate. (2000). *Sexual Politics*, Chicago: University of Chicago. Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds. (2006). *Gender Issues and Sexuality: Essential Primary Sources*, Farmington Hills, Mich.: Thomson Gale.

Periodicals:

Marx, Jean L. (1983, May 20). Human T-Cell Leukemia Virus Linked To AIDS. *Science*, vol. 220, no. 4599, p. 806–809. Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds. (2006) *Gender Issues and Sexuality: Essential Primary Sources*, Farmington Hills, Mich.: Thomson Gale.

Web sites:

Townhall.com. (2002, January 23) Feminism Meets Terrorism. Retrieved June 8, 2006 from <http://www.townhall.com/opinion/columns/phyllisschlaflly/2002/01/23/162218.html>. Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds. (2006) *Gender Issues and Sexuality: Essential Primary Sources*. Farmington Hills, Mich.: Thomson Gale.

Chicago Style

Books:

Millet, Kate. *Sexual Politics*. Chicago: University of Chicago, 2000. Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds. *Gender Issues and Sexuality: Essential Primary Sources*. Farmington Hills, Mich.: Thomson Gale, 2006.

Periodicals:

Marx, Jean L. “Human T-Cell Leukemia Virus Linked To AIDS.” *Science*. 220 (May 20, 1983): 4599, 806–809. Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds. *Gender Issues and Sexuality: Essential Primary Sources*. Farmington Hills, Mich.: Thomson Gale, 2006.

Web sites:

Townhall.com. “Feminism Meets Terrorism.” January 23, 2002. <<http://www.townhall.com/opinion/columns/phyllisschlaflly/2002/01/23/162218.html>> (accessed June 8, 2006). Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds. *Gender Issues and Sexuality: Essential Primary Sources*. Farmington Hills, Mich.: Thomson Gale, 2006.

MLA Style**Books:**

Millet, Kate. *Sexual Politics*. Chicago: University of Chicago, 2000. Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds. *Gender Issues and Sexuality: Essential Primary Sources*, Farmington Hills, Mich.: Thomson Gale, 2006.

Periodicals:

Marx, Jean L. "Human T-Cell Leukemia Virus Linked To AIDS." *Science*. 220 (May 20, 1983): 4599, 806–809. Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds. *Gender Issues and Sexuality: Essential Primary Sources*. Farmington Hills, Mich.: Thomson Gale, 2006.

Marx, Jean L. "Human T-Cell Leukemia Virus Linked To AIDS." *Science*, 20 May 1983, vol. 220, no. 4599, p. 806–809. Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds. *Gender Issues and Sexuality: Essential Primary Sources*. Farmington Hills, Mich.: Thomson Gale, 2006.

Web sites:

"Feminism Meets Terrorism." *Townhall.com*, 23 January, 2002. 8 June 2006 <<http://www.townhall.com/opinion/columns/phyllisschlaflly/>>. Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds., *Gender Issues and*

Sexuality: Essential Primary Sources. Farmington Hills, Mich.: Thomson Gale, 2006.

Turabian Style**Books:**

Millet, Kate. *Sexual Politics*. (Chicago: University of Chicago, 2000). Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds., *Gender Issues and Sexuality: Essential Primary Sources*. (Farmington Hills, Mich.: Thomson Gale, 2006).

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, Mich.: Thomson Gale, 2006), 75.

Web sites:

Townhall.com. "Feminism Meets Terrorism" available from <http://www.townhall.com/opinion/columns/phyllisschlaflly/2002/01/23/162218.html>; accessed 8 June, 2006. Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds., *Gender Issues and Sexuality: Essential Primary Sources*. (Farmington Hills, Mich.: Thomson Gale, 2006).

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. In some cases articles and sources are created many years after an event. Ordinarily,

a historical retrospective published after the initial event is not be considered a primary source. If, however, a resource contains statement or recollections of participants or witnesses to the original event, the source may be considered primary with regard to those statements and recollections.

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 about an outbreak of disease, 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.

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 posterous 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 judgments—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 data or data that is not reproducible)
- *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 some 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.