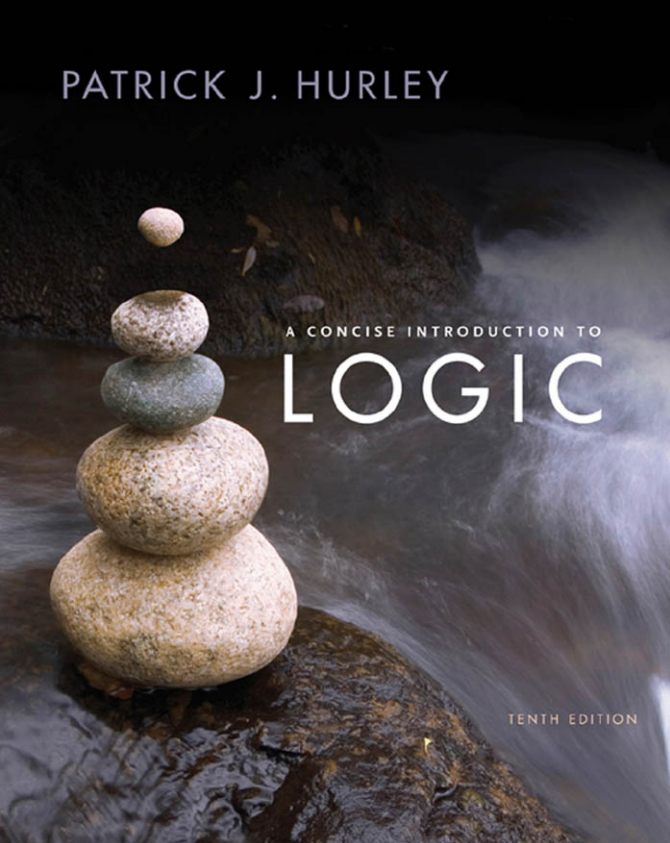


PATRICK J. HURLEY



A CONCISE INTRODUCTION TO
LOGIC

TENTH EDITION



A Concise Introduction to Logic

TENTH EDITION

This page intentionally left blank

A Concise Introduction to Logic

TENTH EDITION

Patrick J. Hurley

University of San Diego

THOMSON



Australia • Brazil • Canada • Mexico • Singapore • Spain
United Kingdom • United States

THOMSON

WADSWORTH

Philosophy Editor: *Worth Hawes*
Assistant Editor: *Patrick Stockstill*
Development Editor: *Shelley Murphy*
Editorial Assistant: *Kamilah Lee*
Technology Project Manager: *Julie Aguilar*
Marketing Manager: *Christina Shea*
Marketing Assistant: *Mary Anne Payumo*
Marketing Communications Manager: *Darlene Amidon-Brent*
Creative Director: *Rob Hugel*

Executive Art Director: *Maria Epes*
Print Buyer: *Doreen Suruki*
Permissions Editor: *Bob Kauser*
Production Service: *Greg Hubit*
Text Designer: *Susan Schmidler*
Copy Editor: *Molly D. Roth*
Cover Designer: *Yvo Riezebos*
Cover Image: © *Mark Lewis/Getty Images*
Compositor: *Thompson Type*
Text and Cover Printer: *Courier Kendallville*

© 2008, 2006 Thomson Wadsworth, a part of The Thomson Corporation. Thomson, the Star logo, and Wadsworth are trademarks used herein under license.

ALL RIGHTS RESERVED. No part of this work covered by the copyright hereon may be reproduced or used in any form or by any means—graphic, electronic, or mechanical, including photocopying, recording, taping, Web distribution, information storage and retrieval systems, or in any other manner—without the written permission of the publisher.

Printed in the United States of America
1 2 3 4 5 6 7 11 10 09 08 07

For more information about our products, contact us at:

Thomson Learning Academic Resource Center
1-800-423-0563

For permission to use material from this text or product, submit a request online at <http://www.thomsonrights.com>.

Any additional questions about permissions can be submitted by e-mail to thomsonrights@thomson.com.

ExamView® and ExamView Pro® are registered trademarks of FSCreations, Inc. Windows is a registered trademark of the Microsoft Corporation used herein under license. Macintosh and Power Macintosh are registered trademarks of Apple Computer, Inc. Used herein under license.

© 2008, 2005 Thomson Learning, Inc. All Rights Reserved. Thomson Learning WebTutor™ is a trademark of Thomson Learning, Inc.

Thomson Higher Education
10 Davis Drive
Belmont, CA 94002-3098
USA

Library of Congress Control Number: 2007929649

ISBN-13: 978-0-495-50383-5

ISBN-10: 0-495-50383-5

*To the memory of my
brother Stephen*

*It is wrong always, everywhere, and for anyone,
to believe anything upon insufficient evidence.*

W. K. CLIFFORD

Brief Contents

Part I INFORMAL LOGIC

- 1** Basic Concepts 1
- 2** Language: Meaning and Definition 74
- 3** Informal Fallacies 113

Part II FORMAL LOGIC

- 4** Categorical Propositions 189
- 5** Categorical Syllogisms 244
- 6** Propositional Logic 290
- 7** Natural Deduction in Propositional Logic 350
- 8** Predicate Logic 406

Part III INDUCTIVE LOGIC

- 9** Analogy and Legal and Moral Reasoning 468
- 10** Causality and Mill's Methods 487
- 11** Probability 510
- 12** Statistical Reasoning 526

13 Hypothetical/Scientific Reasoning 546

14 Science and Superstition 568

Appendix: Logic and Graduate-Level Admissions Tests 595

Answers to Selected Exercises 605

Glossary/Index 672

This page intentionally left blank

Contents

Preface xvii

Part I INFORMAL LOGIC

1 Basic Concepts 1

1.1 Arguments, Premises, and Conclusions 1

- Note on the History of Logic 5
- EMINENT LOGICIANS: *Aristotle* 6
- EXERCISE 1.1 8

1.2 Recognizing Arguments 14

- Simple Noninferential Passages 16
- Expository Passages 18
- Illustrations 19
- Explanations 20
- Conditional Statements 21
- Summary 24
- EXERCISE 1.2 24

1.3 Deduction and Induction 32

- Deductive Argument Forms 33
- Inductive Argument Forms 34
- Further Considerations 36
- Summary 37
- EXERCISE 1.3 38

1.4 Validity, Truth, Soundness, Strength, Cogency 42

- Deductive Arguments 42
- Inductive Arguments 45
- Summary 49
- EMINENT LOGICIANS: *Chrysippus* 50
- EXERCISE 1.4 51

1.5 Argument Forms: Proving Invalidity 54

Counterexample Method 57

EXERCISE 1.5 60

1.6 Extended Arguments 61

EXERCISE 1.6 66

Summary 72

2 Language: Meaning and Definition 74

2.1 Varieties of Meaning 74

EXERCISE 2.1 78

2.2 The Intension and Extension of Terms 84

EXERCISE 2.2 87

2.3 Definitions and Their Purposes 88

Stipulative Definitions 89

Lexical Definitions 91

Precising Definitions 91

EMINENT LOGICIANS: *Peter Abelard* 92

Theoretical Definitions 93

Persuasive Definitions 94

EXERCISE 2.3 95

2.4 Definitional Techniques 97

Extensional (Denotative) Definitions 97

Intensional (Connotative) Definitions 99

EXERCISE 2.4 103

2.5 Criteria for Lexical Definitions 106

Rule 1: A Lexical Definition Should Conform to the Standards of Proper Grammar 106

Rule 2: A Lexical Definition Should Convey the Essential Meaning of the Word Being Defined 107

Rule 3: A Lexical Definition Should Be Neither Too Broad nor Too Narrow 107

Rule 4: A Lexical Definition Should Avoid Circularity 107

Rule 5: A Lexical Definition Should Not Be Negative When It Can Be Affirmative 108

Rule 6: A Lexical Definition Should Avoid Figurative, Obscure, Vague, or Ambiguous Language 108

Rule 7: A Lexical Definition Should Avoid Affective Terminology 109

Rule 8: A Lexical Definition Should Indicate the Context to Which the Definiens Pertains 109

EXERCISE 2.5 110

Summary 111

3 Informal Fallacies 113

3.1 Fallacies in General 113

EXERCISE 3.1 115

3.2 Fallacies of Relevance 116

1. Appeal to Force (*Argumentum ad Baculum*: Appeal to the “Stick”) 116
 2. Appeal to Pity (*Argumentum ad Misericordiam*) 117
 3. Appeal to the People (*Argumentum ad Populum*) 118
 4. Argument Against the Person (*Argumentum ad Hominem*) 119
 5. Accident 122
 6. Straw Man 123
 7. Missing the Point (*Ignoratio Elenchi*) 124
 8. Red Herring 125
- EXERCISE 3.2 126

3.3 Fallacies of Weak Induction 131

9. Appeal to Unqualified Authority (*Argumentum ad Verecundiam*) 131
 10. Appeal to Ignorance (*Argumentum ad Ignorantiam*) 133
 11. Hasty Generalization (Converse Accident) 134
 12. False Cause 136
 13. Slippery Slope 139
 14. Weak Analogy 140
- EMINENT LOGICIANS: *William of Ockham* 141
- EXERCISE 3.3 142

3.4 Fallacies of Presumption, Ambiguity, and Grammatical Analogy 149

15. Begging the Question (*Petitio Principii*) 149
 16. Complex Question 152
 17. False Dichotomy 154
 18. Suppressed Evidence 155
 19. Equivocation 156
 20. Amphiboly 157
 21. Composition 159
 22. Division 161
- EXERCISE 3.4 164

3.5 Fallacies in Ordinary Language 172

- Detecting Fallacies 172
- Avoiding Fallacies 173
- EXERCISE 3.5 178
- Summary 187

Part II FORMAL LOGIC

4 **Categorical Propositions 189**

4.1 The Components of Categorical Propositions 189

EXERCISE 4.1 191

4.2 Quality, Quantity, and Distribution 191

EXERCISE 4.2 195

4.3 Venn Diagrams and the Modern Square of Opposition 196

Aristotle and Boole 196
EMINENT LOGICIANS: *George Boole* 197
Venn Diagrams 198
The Modern Square of Opposition 201
Testing Immediate Inferences 202
EXERCISE 4.3 204

4.4 Conversion, Obversion, and Contraposition 205

Conversion 206
Obversion 208
Contraposition 210
EXERCISE 4.4 213

4.5 The Traditional Square of Opposition 215

Testing Immediate Inferences 218
EXERCISE 4.5 221

4.6 Venn Diagrams and the Traditional Standpoint 225

Proving the Traditional Square of Opposition 226
Testing Immediate Inferences 228
EXERCISE 4.6 231

4.7 Translating Ordinary Language Statements into Categorical Form 232

1. Terms Without Nouns 233
2. Nonstandard Verbs 233
3. Singular Propositions 234
4. Adverbs and Pronouns 235
5. Unexpressed Quantifiers 235
6. Nonstandard Quantifiers 236
7. Conditional Statements 237
8. Exclusive Propositions 237
9. "The Only" 238
10. Exeptive Propositions 239

EXERCISE 4.7 240
Summary 242

5 Categorical Syllogisms 244

5.1 Standard Form, Mood, and Figure 244

EXERCISE 5.1 248

5.2 Venn Diagrams 251

EMINENT LOGICIANS: *John Venn* 252
Boolean Standpoint 254
Aristotelian Standpoint 259
EXERCISE 5.2 261

5.3 Rules and Fallacies	264
Boolean Standpoint	264
Aristotelian Standpoint	267
Proving the Rules	268
EXERCISE 5.3	270
5.4 Reducing the Number of Terms	272
EXERCISE 5.4	273
5.5 Ordinary Language Arguments	274
EXERCISE 5.5	276
5.6 Enthymemes	277
EXERCISE 5.6	280
5.7 Sorites	282
EXERCISE 5.7	284
Summary	288

6 Propositional Logic 290

6.1 Symbols and Translation	290
EMINENT LOGICIANS: <i>Gottfried Wilhelm Leibniz</i>	298
EXERCISE 6.1	299
6.2 Truth Functions	302
Definitions of the Logical Operators	302
Computing the Truth Value of Longer Propositions	306
Further Comparison with Ordinary Language	308
EXERCISE 6.2	311
6.3 Truth Tables for Propositions	313
Classifying Statements	316
Comparing Statements	317
EXERCISE 6.3	319
6.4 Truth Tables for Arguments	321
EXERCISE 6.4	324
6.5 Indirect Truth Tables	325
Testing Arguments for Validity	326
Testing Statements for Consistency	329
EMINENT LOGICIANS: <i>Augustus De Morgan</i>	330
EXERCISE 6.5	331
6.6 Argument Forms and Fallacies	333
Common Argument Forms	333
Refuting Constructive and Destructive Dilemmas	336
Note on Invalid Forms	338
Summary and Application	339
EXERCISE 6.6	343
Summary	348

7 Natural Deduction in Propositional Logic 350

7.1 Rules of Implication I 350

EXERCISE 7.1 356

7.2 Rules of Implication II 361

EXERCISE 7.2 366

7.3 Rules of Replacement I 370

EXERCISE 7.3 376

7.4 Rules of Replacement II 381

EXERCISE 7.4 386

7.5 Conditional Proof 391

EMINENT LOGICIANS: *Gottlob Frege* 393

EXERCISE 7.5 395

7.6 Indirect Proof 397

EXERCISE 7.6 401

7.7 Proving Logical Truths 402

EXERCISE 7.7 404

Summary 404

8 Predicate Logic 406

8.1 Symbols and Translation 406

EXERCISE 8.1 413

8.2 Using the Rules of Inference 415

EXERCISE 8.2 424

8.3 Change of Quantifier Rule 425

EMINENT LOGICIANS: *Alfred North Whitehead and Bertrand Russell* 426

EXERCISE 8.3 428

8.4 Conditional and Indirect Proof 430

EXERCISE 8.4 434

8.5 Proving Invalidity 435

Counterexample Method 436

Finite Universe Method 437

EXERCISE 8.5 440

8.6 Relational Predicates and Overlapping Quantifiers 441

Translating Relational Statements 442

Using the Rules of Inference 446

EXERCISE 8.6 450

8.7 Identity 453

Simple Identity Statements 453

EMINENT LOGICIANS: *Kurt Gödel* 454

“Only,” “The Only,” and “No ... Except” 455

“All Except” 455
Superlatives 456
Numerical Statements 456
Definite Descriptions 458
Using the Rules of Inference 459
EXERCISE 8.7 462
Summary 467

Part III INDUCTIVE LOGIC

9 Analogy and Legal and Moral Reasoning 468

9.1 Analogical Reasoning 468

9.2 Legal Reasoning 471

9.3 Moral Reasoning 475

EXERCISE 9 479

Summary 486

10 Causality and Mill’s Methods 487

10.1 “Cause” and Necessary and Sufficient Conditions 487

10.2 Mill’s Five Methods 488

Method of Agreement 489

Method of Difference 490

EMINENT LOGICIANS: *John Stuart Mill* 491

Joint Method of Agreement and Difference 493

Method of Residues 495

Method of Concomitant Variation 496

10.3 Mill’s Methods and Science 498

EXERCISE 10 504

Summary 509

11 Probability 510

11.1 Theories of Probability 510

11.2 The Probability Calculus 513

1. Restricted Conjunction Rule 514

2. General Conjunction Rule 515

3. Restricted Disjunction Rule 515

4. General Disjunction Rule 516

5. Negation Rule 518

6. Bayes’s Theorem 519

Additional Applications 521

EXERCISE 11 523

Summary 525

12 Statistical Reasoning 526

12.1 Evaluating Statistics 526

12.2 Samples 526

12.3 The Meaning of “Average” 530

12.4 Dispersion 532

12.5 Graphs and Pictograms 537

12.6 Percentages 539

EXERCISE 12 541

Summary 545

13 Hypothetical/Scientific Reasoning 546

13.1 The Hypothetical Method 546

13.2 Hypothetical Reasoning: Four Examples from Science 548

Radium 549

Neptune 550

Atmospheric Pressure 551

Spontaneous Generation 552

13.3 The Proof of Hypotheses 554

EMINENT LOGICIANS: *Charles Sanders Peirce* 555

13.4 The Tentative Acceptance of Hypotheses 557

EXERCISE 13 559

Summary 566

14 Science and Superstition 568

14.1 Distinguishing Between Science and Superstition 568

14.2 Evidentiary Support 569

14.3 Objectivity 573

14.4 Integrity 578

14.5 Concluding Remarks 582

EXERCISE 14 583

Summary 593

Appendix: Logic and Graduate-Level Admissions Tests 595

Answers to Selected Exercises 605

Glossary/Index 672

Preface

The most immediate benefit derived from the study of logic is the skill needed to construct sound arguments of one's own and to evaluate the arguments of others. In accomplishing this goal, logic instills a sensitivity for the formal component in language, a thorough command of which is indispensable to clear, effective, and meaningful communication. On a broader scale, by focusing attention on the requirement for reasons or evidence to support our views, logic provides a fundamental defense against the prejudiced and uncivilized attitudes that threaten the foundations of our democratic society. Finally, through its attention to inconsistency as a fatal flaw in any theory or point of view, logic proves a useful device in disclosing ill-conceived policies in the political sphere and, ultimately, in distinguishing the rational from the irrational, the sane from the insane.

To realize the benefits offered by the study of logic, one must thoroughly understand the central concepts of the subject and be able to apply them in actual situations. To promote the achievement of these goals, this text presents the central concepts of logic clearly and simply. Examples are used extensively, key terms are introduced in boldface type and defined in the glossary/index, and major points are illustrated in graphic boxes. Furthermore, to ensure sufficient practice in applying the basic principles, the book includes over 2,000 exercises selected to illustrate the main points and guard against the most typical mistakes. In most cases, every third exercise is answered in the back of the book.

New to This Edition

- In this Tenth Edition, the coverage of **Inductive Logic** in Part III has been broken up into six separate chapters to allow for greater flexibility in using the text in class. This change also facilitates customization through our Custom program, which lets you select course materials to create an affordable text that matches your syllabus. For more information, visit www.thomsoncustom.com/makeityours/hurley10e.
- Also new in this edition, thirteen pages devoted to “**Eminent Logicians**” highlight the contributions of key logicians in history. The inclusion of these features should help to humanize logic and make it more interesting by connecting it with historical figures who devoted much of their lives to advancing the science of logic.

-
- A new method for testing sorites has been introduced into **Section 5.7**. This method, which resembles the rules method for syllogisms, is often simpler to apply because it does not require that intermediate conclusions be drawn.
 - In **Section 8.6** the restriction on universal generalization for arguments involving relational predicates and overlapping quantifiers has been replaced by a slightly stricter version. To my considerable surprise, a very good logician came up with an invalid argument that got past the earlier formulation of this restriction.
 - Also, in **Chapter 14** (formerly Section 9.6) more treatment is accorded Ockham's razor in connection with explanations.
 - The "**Logic and Graduate-Level Admissions Tests**" appendix, which draws a connection between logic and earning a good score on tests such as the LSAT, GMAT, and MCAT, has been completely rewritten and expanded, paying greater attention to logical strategies.
 - Beginning with this edition, the *Learning Logic* program is available online at **ThomsonNOW™** (www.thomsonedu.com/ThomsonNOW). As a result, the CD-ROM containing that program has been removed from the book, but it is available as a bundled item at no additional cost, and separately at minimal cost. *Learning Logic* is a multimedia program that vastly simplifies the teaching of logic, allowing classroom time to be spent on troubleshooting and special interests.
 - Two new multimedia offerings are available with this edition. Audio files that help students comprehend and retain the central concepts of logic, and that can be used as a final preparation before taking an exam, are available as mp3 files. They can be purchased and downloaded at www.iChapters.com. Video clips will be available through **ThomsonNOW** (formerly **iLrn**), as well as on the multimedia manager. These clips cover topics that students often find difficult, such as the concept of validity, conversion, obversion, and contraposition, indirect truth tables, and natural deduction. Each video is devoted to a brief lecture on one of these topics, together with pointers on how to work the exercises at the end of the pertinent section.
 - In addition, numerous smaller changes have been introduced throughout the book. A list of the more significant ones can be found in the instructor's manual.

Note to the Student

Imagine that you are interviewing for a job. The person across the desk asks about your strengths, and you reply that you are energetic, enthusiastic, and willing to work long hours. Also, you are creative and innovative, and you have good leadership skills. Then the interviewer asks about your weaknesses. You hadn't anticipated this question, but after a moment's thought you reply that your reasoning skills have never been very good.

The interviewer quickly responds that this weakness could create big problems.

"Why is that?" you ask.

"Because reasoning skills are essential to good judgment. And without good judgment your creativity will lead to projects that make no sense. Your leadership skills will direct our other employees in circles. Your enthusiasm will undermine everything we have accomplished up until now. And your working long hours will make things even worse."

“But don’t you think there is some position in your company that is right for me?” you ask.

The interviewer thinks for a moment and then replies, “We have a competitor on the other side of town. I hear they are hiring right now. Why don’t you apply with them?”

The point of this little dialogue is that good reasoning skills are essential to doing anything right. The business person uses reasoning skills in writing a report or preparing a presentation; the scientist uses them in designing an experiment or clinical trial, the department manager uses them in maximizing worker efficiency, the lawyer uses them in composing an argument to a judge or jury. And that’s where logic comes in. The chief purpose of logic is to develop good reasoning skills. In fact, logic is so important that when the liberal arts program of studies was formulated fifteen hundred years ago, logic was selected as one of the original seven liberal arts. Logic remains to this day a central component of a college or university education.

From a more pragmatic angle, logic is important to earning a good score on any of the several tests required for admission to graduate professional schools—the LSAT, GMAT, MCAT, and so on. Obviously, the designers of these tests recognize that the ability to reason logically is a prerequisite to success in these fields. The appendix in the back of the book, which has been expanded for this edition, contains sample questions and cues on answering them. Also, logic is a useful tool in relieving what has come to be called math anxiety. For whatever reason, countless students today are terrified of any form of reasoning that involves abstract symbols. If you happen to be one of these students, you should find it relatively easy to master the use of logical symbols, and your newly found comfort with these symbols will carry over into the other, more difficult fields.

To improve your performance in logic, I strongly urge you to take full advantage of a multimedia program called *Learning Logic*. This is an interactive tutorial that teaches the essentials of this textbook in a very user-friendly way. However, your computer must be equipped with loudspeakers or headphones, because the audio component is essential. With earlier editions of this textbook, *Learning Logic* was written on a CD that came bundled with the book, and if your instructor has ordered it (at no additional cost), it may still be bundled with the book. However, *Learning Logic* is now available online through ThomsonNOW, and new books contain an access card that gives instructions on how to open the program. If you have a used book, you can still access *Learning Logic* through ThomsonNOW for a small fee or, alternately, purchase the CD separately.

Also available online through www.thomsonedu.com/ThomsonNOW are brief video lectures on key topics. The videos include pointers on how to work the pertinent exercises in the textbook. They cover topics such as the concept of validity, conversion, obversion, and contraposition, indirect truth tables, and natural deduction. If, as you work through the content of this book, you encounter a subject that you have trouble understanding, one of these videos may solve the problem.

Additionally, a set of audio summaries for each chapter in the book is available online at www.thomsonedu.com/philosophy/hurley. These are designed so that you

can download them onto your iPod, mp3 player, or computer and listen to them before taking a test.

Because proficiency in logic involves developing a skill, it helps to work through the practice problems in *Learning Logic* and the exercises in the textbook more than once. This will help you see that good reasoning (and bad reasoning, too) follows certain patterns whose identification is crucial to success in logic. As you progress, I think you will find that learning logic can be lots of fun, and working with the online resources should enhance your overall learning experience.

Note to the Instructor: Alternative Course Approaches to the Textbook

Depending on the instructor's preferences, this textbook can be approached in several ways. The following chart presents possible approaches for three different kinds of courses.

In general, the material in each chapter is arranged so that certain later sections can be skipped without affecting subsequent chapters. For example, those wishing a brief treatment of natural deduction in both propositional and predicate logic may want to skip the last three sections of Chapter 7 and the last four (or even five) sections of Chapter 8. Chapter 2 can be skipped altogether, although some may want to cover the first section of that chapter as an introduction to Chapter 3. Finally, Chapters 9 through 14 depend only slightly on earlier chapters, so these can be treated in any order one chooses. However, Chapter 14 does depend in part on Chapter 13.

Type of Course

	Traditional logic course	Informal logic course, critical reasoning course	Course emphasizing modern formal logic
Recommended material	Chapter 1 Chapter 3 Chapter 4 Chapter 5 Chapter 6 Sections 7.1–7.4	Chapter 1 Chapter 2 Chapter 3 Chapter 4 Sections 5.1–5.3 Sections 5.5–5.6 Sections 6.1–6.4 Section 6.6 Chapter 9 Chapter 12 Chapter 13 Chapter 14 Writing Supplement	Chapter 1 Sections 4.1–4.3 Section 4.7 Sections 6.1–6.5 Chapter 7 Chapter 8 Truth Tree Supplement
Optional material	Chapter 2 Sections 7.5–7.7 Chapters 9–14	Section 5.4 Section 5.7 Section 6.5 Chapter 10 Chapter 11	Chapter 3 Sections 4.4–4.6 Sections 5.1–5.2 Section 5.7 Section 6.6

Acknowledgements

For their reviews and suggestions leading to this tenth edition I want to thank the following:

Joseph Asike, Howard University
Jerome Balmuth, Colgate University
Ida Baltikauskas, Century College
Robert Barnard, University of Mississippi
Victoria Berdon, IUPU Columbus
Tom Browder, University of Nevada, Las Vegas
Kevin Browne, Indiana University Southeast
Michael Byron, Kent State University
Charles Carr, Arkansas State University
Jennifer Caseldine-Bracht, IUPU Fort Wayne
John Casey, Northern Illinois University
Robert Greg Cavin, Cypress College
Prakash Chenjeri, Southern Oregon University
Timothy Christian, University of North Texas
Michael Cole, College of William and Mary
William Cornwell, Salem State College
Victor Cosculluela, Polk Community College
Joseph DeMarco, Cleveland State University
Mary Domski, University of New Mexico
Paul Draper, Purdue University
Paul Eckstein, Bergen Community College
Anne M. Edwards, Austin Peay State University
Michael Epperson, California State University, Sacramento
Cassandra Evans, San Diego City College
Frank Fair, Sam Houston State University
Timothy C. Fout, University of Louisville
Craig Fox, California University of Pennsylvania
Shannon Grace, Edmunds Community College
James Granitto, Santiago Canyon College
Catherine Green, Rockhurst University
James Greene, Northern Michigan University
Harold Greenstein, SUNY Brockport
Shahrokh Haghighi, California State University
Alexander W. Hall, Clayton State University
Dean Hamden, Montclair State University
Larry Hauser, Alma College
Deborah Heikes, University of Alabama in Huntsville
Dale Lynn Holt, Mississippi State University
John B. Howell, III, Southwestern Baptist Theological Seminary
Peter Hutcheson, Texas State University
Sandra Johanson, Green River Community College
Glenn C. Joy, Texas State University, San Marcos
Grant Julin, St. Francis University
Phillip McReynolds, Pennsylvania State University

Richard Miller, East Carolina University
Len Olsen, Georgia Southern University
Brendan O’Sullivan, Rhodes College
Linda Peterson, University of San Diego
Cassandra Pinnick, Western Kentucky University
Bruce Reichenbach, Augsburg College
Michael Rooney, Pasadena City College
Michelle M. Rotert, Rock Valley College
Robert Rupert, University of Colorado, Boulder
Sam Russo, El Camino College
Eric Saidel, George Washington University
Kelly Salsbery, Stephen F. Austin State University
Phil Schneider, Coastal Carolina University
Stephanie Semler, Radford University
Pat Sewell, University of North Texas
Elizabeth Shadish, El Camino College
Dennis L. Slivinski, California State University, Channel Islands
Paula Smithka, University of Southern Mississippi
David Stern, University of Iowa
John Sullins, Sonoma State University
Ramon Tello, Shasta College
Phil Thompson, Eastern Illinois University
Ted Ulrich, Purdue University
Robert Urekew, University of Louisville
Andrew J. Waskey, Dalton State University
Chris Weigand, Our Lady of the Lake University
Robert Wengert, University of Illinois, Urbana/Champaign
Gerald Joseph Williams, Seton Hall University
Stephen Wykstra, Calvin College
Marie Zaccaria, Georgia Perimeter College
Jeffrey Zents, University of Texas

Of course any errors or omissions that may remain are the result of my own oversight.

Those who have contributed reviews and suggestions leading to the nine previous editions, and to whom I express my continued thanks, are the following:

James T. Anderson, University of San Diego; Carol Anthony, Villanova University; Harriet E. Baber, University of San Diego; Kent Baldner, Western Michigan University; James Baley, Mary Washington College; Jerome Balmuth, Colgate University; Victor Balowitz, State University of New York, College at Buffalo; Gary Baran, Los Angeles City College; Gregory Bassham, Kings College; Thora Bayer, Xavier University of Louisiana; David Behan, Agnes Scott College; John Bender, Ohio University, Athens; James O. Bennett, University of Tennessee, Knoxville; Robert Berman, Xavier University of Louisiana; Joseph Bessie, Normandale Community College; John R. Bosworth, Oklahoma State University; Andrew Botterell, University of Toronto; Harold Brown, Northern Illinois University; Ken Buckman, University of Texas, Pan American; Robert Burch, Texas A&M University; Keith Burgess-Jackson, University of Texas, Arlington; James Campbell, University of Toledo; Joseph Keim Campbell, Washington State University; William Carroll, Coppin State University; Greg

Cavin, Cypress College; Ping-Tung Chang, University of Alaska; Drew Christie, University of New Hampshire; Ralph W. Clarke, West Virginia University; David Clowney, Rowan University; Michael J. Colson, Merced College; William F. Cooper, Baylor University; Mike Coste, Front Range Community College; Ronald R. Cox, San Antonio College; Houston A. Craighead, Winthrop University; Donald Cress, Northern Illinois University, DeKalb; Drew Christie, University of New Hampshire; Jack Crumley, University of San Diego; Linda Damico, Kennesaw State University; William J. DeAngelis, Northeastern University; Paul DeVries, Wheaton College; Jill Dieterle, Eastern Michigan University; Beverly R. Doss and Richard W. Doss, Orange Coast College; William A. Drumin, King's College, Pennsylvania; Clinton Dunagan, Saint Philips College; Lenore Erickson, Cuesta College; Evan Fales, University of Iowa; Lewis S. Ford, Old Dominion University; Gary Foulk, Indiana State University, Terre Haute; LeAnn Fowler, Slippery Rock University; Thomas H. Franks, Eastern Michigan University; Bernard D. Freydlberg, Slippery Rock University; Dick Gaffney, Siena College; George Gale, University of Missouri, Kansas City; Pieranna Garavaso, University of Minnesota at Morris; Joseph Georges, El Camino College; Kevin Gibson, University of Colorado; Victor Grassian, Los Angeles Harbor College; J. Randall Groves, Ferris State University, Ken Hanly, Brandon University; Ronald Hill, University of San Diego; Lawrence Hinman, University of San Diego; Lynn Holt, Mississippi State University; R. I. G. Hughes, University of South Carolina, Columbia; Peter Hutcheson, Texas State University; Debby D. Hutchins, Boston College; William H. Hyde, Golden West College; Gary Jones, University of San Diego; Glenn C. Joy, Southwest Texas State University; Olin Joynton, North Harris County College; Glen Kessler, University of Virginia; Charles F. Kielkopf, Ohio State University; Moya Kinchla, Bakersfield College; Bernard W. Kobes, Arizona State University; Keith W. Krasemann, College of DuPage; Richard La Croix, State University College at Buffalo; Sandra LaFave, West Valley College, Saratoga, California; Richard Lee, University of Arkansas; Lory Lemke, University of Minnesota, Morris; Robert Levis, Pasadena City College; Chenyang Li, Monmouth College, Monmouth, Illinois; Ardon Lyon, City University of London; Scott MacDonald, University of Iowa; Krishna Mallick, Salem State College; Thomas Manig, University of Missouri, Columbia; James Manns, University of Kentucky; Dalman Mayer, Bellevue Community College; Larry D. Mayhew, Western Kentucky University; Leemon McHenry, California State University, Northridge; Robert McKay, Norwich University; Rick McKita, Colorado State University; Noel Merino, Humboldt State University; Kenneth R. Merrill, University of Oklahoma; Thomas Michaud, Wheeling Jesuit College; Dolores Miller, University of Missouri, Kansas City; George D. Miller, DePaul University; Frederick Mills, Bowie State University; Jeff Mitchell, Arkansas Tech University; John Mize, Long Beach City College; Dwayne Mulder, California State University, Fresno; John D. Mullen, Dowling College; Henry Nardone, Kings College; Theresa Norman, South Texas Community College; David O'Connor, Seton Hall University; Elane O'Rourke, Moorpark College; Rodney Pepper, University of San Diego; Linda Peterson, University of San Diego; Robert G. Pielke, El Camino College; Nelson Pole, Cleveland State University; Norman Prigge, Bakersfield State University; Gray Prince, West Los Angeles College; R. Puligandla, University of Toledo; T. R. Quigley, Oakland University; Nani Rankin, Indiana University at Kokomo; Robert Redmon, Virginia Commonwealth University; David Ring, Southern Methodist University; Tony Roark, Boise State University; Phyllis Rooney, Oakland University; Beth Rosdatter, University of Kentucky; Paul A. Roth, University of Missouri, Saint Louis; Daniel Rothbart, George Mason University; Paul Santelli, Siena College; Stephen Satris, Clemson University; Philip Schneider, George Mason University; James D. Schumaker, University of North Carolina at Charlotte; Joseph G. Shay, Boston

- [**download The Illicit Happiness of Other People**](#)
- [download Death in Ancient China: The Tale Of One Man's Journey \(China Studies\)](#)
- [read *Love in a Bottle*](#)
- [Wrong and Dangerous: Ten Right Wing Myths about Our Constitution online](#)

- <http://conexdx.com/library/Dead-Man-s-Deal--The-Asylum-Tales--Book-2-.pdf>
- <http://musor.ruspb.info/?library/Tales-of-the-Out---the-Gone.pdf>
- <http://nexson.arzamashev.com/library/Love-in-a-Bottle.pdf>
- <http://chelseaprintandpublishing.com/?freebooks/Wrong-and-Dangerous--Ten-Right-Wing-Myths-about-Our-Constitution.pdf>