

# Argument und Struktur

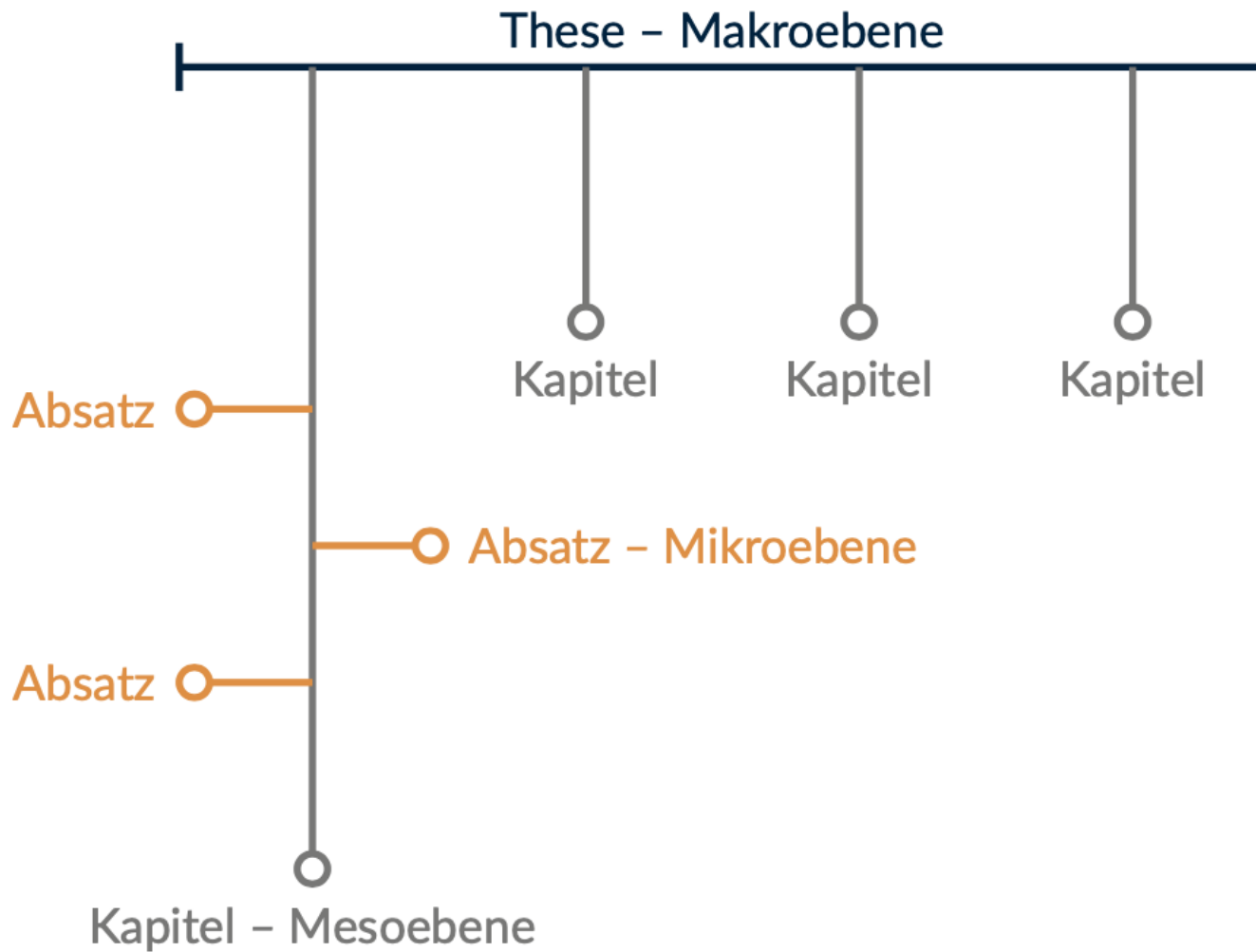
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# Argument

## Ebenen der Argumentation



# Elemente eines Arguments

## Behauptung

Eine Annahme, die richtig oder falsch sein kann.

## Begründung

Abstrakte Darlegung, warum Behauptung wahr ist.

## Beleg

“what you and your readers can see, touch, taste, smell, or hear (or is accepted by everyone as a remembered fact”) (Booth, Colomb, und Williams 2008, 111).

## Beispiel 1 eines Arguments

“Maghrebi dissatisfaction with political and economic development has serious implications for Europe. North Africa becomes a ‘producer [and exporter] of terrorists’ (Alonso and Garcia Rey 2007, p. 579). These movements and organisations also converge on aims and strategies of the global Salafi jihad that treats Europe as a source and accomplice in this political suppression and economic stagnation (Githens-Mazer 2008, p. 1026).” (Eder 2011, 438)

## Beispiel 2 eines Arguments

“The Iraq War has been one of the most significant events in world politics since the end of the Cold War. One of the first preventive wars in history, it cost trillions of dollars, resulted in more than 4,500 U.S. and coalition casualties (to date), caused enormous suffering in Iraq, and may have spurred greater anti-Americanism in the Middle East even while reducing potential threats to the United States and its allies. Yet, despite its profound importance, the causes of the war have received little sustained analysis from scholars of international relations.<sup>1</sup>” (Lake 2010/2011, 7)

<sup>1</sup> Positive theories of the Iraq War are few. See Daniel Byman, “An Autopsy of the Iraq Debacle: Failure or Bridge Too Far?” *Security Studies*, Vol. 17, No. 4 (October 2008), pp. 599–643; Andrew Flibbert, “The Road to Baghdad: Ideas and Intellectuals in Explanations of the Iraq War,” *Security Studies*, Vol. 15, No. 2 (April–June 2006), pp. 310–352...

# Absatz

## ! Absätze sind...

Sinneinheiten bzw. “complete units of meaning” (Reid 2010, 141)

## ! Topic sentence

“The topic sentence is in essence the writer’s contract with the reader that the paragraph will discuss, include, explore, or otherwise cover what the topic sentence promised it would—and not suddenly start discussing something else.” (Reid 2010, 144)

## ! Parallel construction

“This principle ... requires that expressions similar in content and function be outwardly similar. The likeness of the form enables the reader to recognize more readily the likeness of content and function.” (Strunk 2000, 26)

## Beispiel eines Absatzes (Tannenwald 1999, 433–34)

This investigation is motivated by several empirical anomalies in the conventional account—deterrence—of the non-use of nuclear weapons since 1945. First is the non-use of nuclear weapons in cases where there was no fear of nuclear retaliation, that is, where the adversary could not retaliate in kind. This anomaly includes the first ten years or so of the nuclear era, when the United States possessed first an absolute nuclear monopoly and then an overwhelming nuclear advantage over the Soviet Union. It also includes non-use by the United States in Vietnam (where the United States dropped tonnage equivalent to dozens of Hiroshima bombs) and in the 1991 Persian weapons in the Falklands, nor for why the Soviet Union did not resort to nuclear weapons to avoid defeat in Afghanistan.

A second anomaly emerges when we turn the question around and ask why nuclear weapons, supposedly fearsome deterrent weapons, have not deterred attacks by non-nuclear states against nuclear states. China attacked U.S. forces in the Korean War, North Vietnam attacked U.S. forces in the Vietnam War, Argentina attacked Britain in the Falklands in 1982, and Iraq attacked U.S. forces and Israel in the 1991 Persian Gulf War. Knowledge of a widespread normative opprobrium against nuclear use may have strengthened expectations of non-nuclear states that nuclear weapons would not be used against them. A third anomaly is that, as Harald Müller has pointed out, the security situation of small, non-nuclear states has not been rendered as perilous in the nuclear age as a realist picture of a predatory anarchy would predict, even though they are completely defenseless against nuclear attack and could not retaliate in kind.<sup>2</sup> Most non-nuclear states do not live daily in a nuclear security dilemma. Finally, if deterrence is all that matters, then why have so many states not developed nuclear weapons when they could have done so? Realist arguments that U.S. security guarantees extend the U.S. nuclear umbrella to these non-nuclear states are inadequate, since some of these non-nuclear (but nuclear-capable) states lack U.S. guarantees.<sup>3</sup>



# Struktur

“The more clearly a writer perceives the shape, the better are the chances of success.” O’Leary (2014, 331)

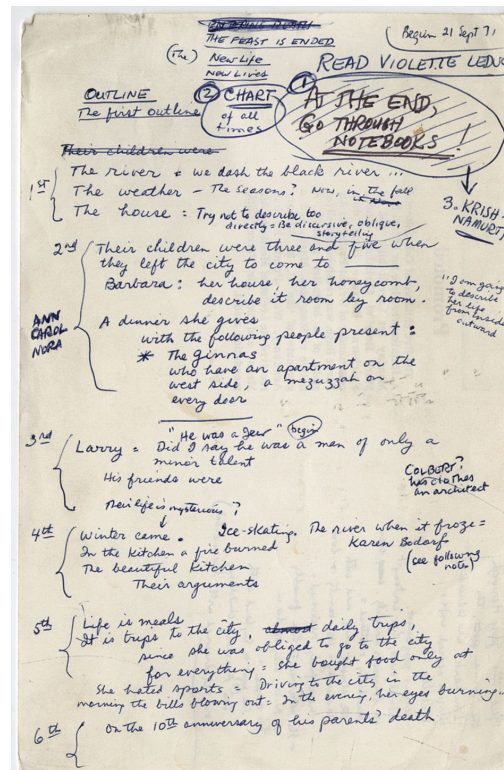


Abbildung 1: James Salters Outline für seinen Roman "Light Years" (Quelle: Daily Mail)

NO	TIME	TITLE	SNAPS	PROPHCY	Cho/Ginny	D.A.	O of P	Snape/Herm + fabus	Hogwid r group
6			Did not see Mot did she? cont.						
13	OCT	Plots and Resistance	Plot - Harry, Ron + Hermione go to Hogsmeade meet Lupin and Tonks - cast talk, Dumbledore teaching - pass note. They receive the O of P. Hagrid from Mr. Weasley	PROPHECY - Hall of Prophecy Harry sees Vol still formulating his plans. None of her to get in t	Cho in Hogsmeade - wants to join O of P	Tonks + Lupin	recruiting	Harry learns lesson to recruit O of P	Hagrid & still being - "he's faster than me's not his secret"
14	NOV	The Order of the Phoenix	First meeting of the Order of the Phoenix	Nazini attacks Mr. W.	Cho + Ginny both present	Underage now being punished	First meeting	Harry still trying to get group	"he's faster than me's not his secret"
15	NOV	The Dirtiest Tackle	Quidditch versus Hagrid - Harry suspended following attack on Mr. Weasley - later Cedric resurrected - also follows		Cho now really in love	Firehead			
16	NOV	Black Marks	Row 18: skipping Snape lessons Harry stays in class however he copy. Hermione in the kitchen. Hermione confronts Rita - she says she's not a spy	Nazini got in, Vol has confirmation of Bode's story - only he + Harry can touch the prophecy	Cho kisses Ginny about father	Ron + rest of us called in to be told of father's injury	reactions - another meeting?	Ron about Harry not group	Hagrid still setting injuries
17	DEC	Rita Returns	Snape lesson Hogsmeade / Xmas shopping they meet Rita	Rita information Missy's shipkiss	Harry now avoiding Cho a bit - Ginny + S.O. also?		O of P	Another lesson	Hagrid hospital wing
18	DEC	St. Mungo's Hospital for Magical Maladies and Injuries	St. Mungo's visit Xmas Eve - see Bode (Macnair visiting) see Lockhart see Mr. Weasley Neville	NOW VOL IS ACTIVELY TRYING TO GET HAPPY TO HQ P - very vivid - could see with	Ginny + Dad	around			
19	DEC	(Xmas)		Bode dead - HQ P again	Herm + Ron Ginny + half Ron split up	Snape here big reunion			
20	JAN	Extended Powers of Elvira Umbridge	Harry misses match v. Hufflepuff Order of Phoenix suspended by Umbridge 2 wms were in match		Valentine's date with Cho - v. anniversary - but could row.	get to keep Sirius + Lupin	O of P his meeting	Snape lesson H can mention HQ Prophecy	Hagrid one of hospital now group into forest small with spikes etc
21	FEB	(Valentine's day)	Harry misses match v. Hufflepuff Order of Phoenix suspended by Umbridge 2 wms were in match	Harry fighting Umbridge's storm visions but not very successfully			O of P		
22	FEB	Cousin Granger	Umbridge now really gone for Harry - Firenze teaching minimum prophecies + prophecies - H.M. go to with Hagrid + Umbridge - see Group.			going here	O of P	Snape going off at Harry because he did it	
2	MARCH	(Treason)	Order of the Phoenix - discovery of O of P - Dumbledore taken the top XX - Azkaban	Harry starting to get it - blacking out	Cho wants back with Harry - another row			Snape trying to get Harry to see	
2	APRIL	(Careers Guidance)	Careers consultation - Aunt Order of Phoenix combined - Ginny has doubt on the wall in letters. Snape lesson	Harry starting to get it		Snape here	see plot meeting things starting up in F + G		Hagrid starting into 15th year to abandon group

Abbildung 2: J.K. Rowlings Storyboard für "Harry Potter und der Orden des Phönix" Romane (Quelle: Daily Mail)

# Storyboard

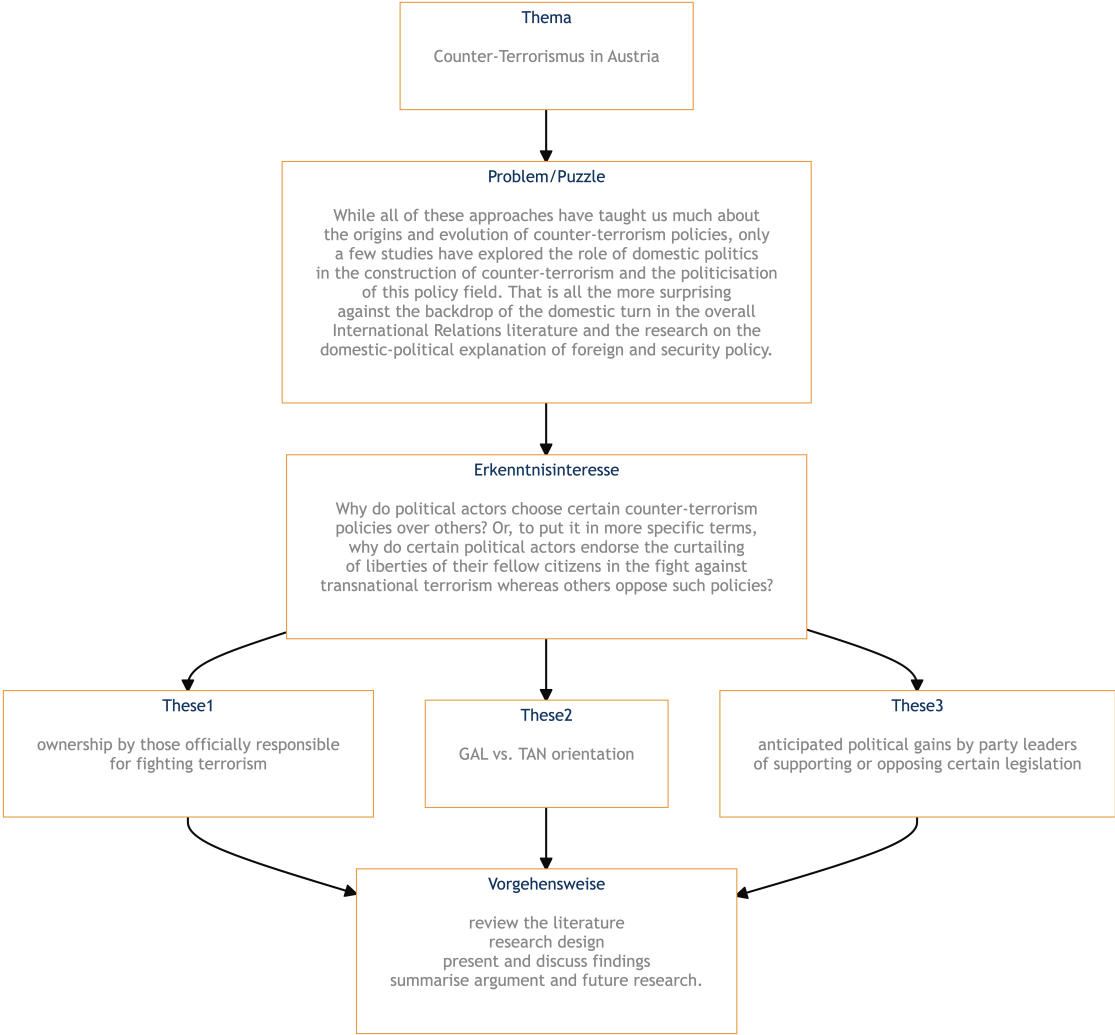


Abbildung 3: Storyboard am Beispiel des Aufsatzes von Eder, Libiseller, und Schneider (2021)

# Outline

1. Absatz: Erkenntnisinteresse (Why do political actors choose certain counter-terrorism policies over others?) – 3 unterschiedliche Schulen in der Literatur – realistische Schule – external pressure & material facts (zB Gregory 2005; Whitaker 2007)
2. Absatz: rationalistische Schule – balance the political costs (zB Owens and Pelizzo 2010)
3. Absatz: Ideen, Narrative und Wahrnehmungen (zB Rykkja et al. 2011; Jackson 2007b; Spencer 2012)
4. Absatz: gap: innenpolitische Dimension und Politisierung bisher kaum behandelt – verwunderlich wegen “domestic turn” (zB Gourevitch 2002; Kaarbo 2015; Krebs 2018)

Abbildung 4: Outline am Beispiel des Aufsatzes von Eder, Libiseller, und Schneider (2021)

5. Absatz: Österreich als Fallbeispiel – ACF als Theorie (Sabatier 1988) – DNA als Methode (Leifeld 2013) – Thesen: (1) (1) ownership, (2) GAL vs. TAN, (3) anticipated political gains
6. Absatz: contributions: (1) Literatur zu den innenpolitischen Ursachen von ASP, (2) Politisierung von CT, (3) Fallbeispiel Österreich
7. Absatz: Grenzen des Beitrags – Einzelstudie & Erklärungskraft der Variablen – ABER: erster Schritt in neue Richtung
8. Absatz: Vorgehensweise – (1) Forschungsstand, (2) Forschungsdesign (Methode, Hypothesen, Fallauswahl), (3) Diskussion der Ergebnisse, (4) Zusammenfassung und Forschungsagenda

Abbildung 5: Fortsetzung des Outlines am Beispiel des Aufsatzes von Eder, Libiseller, und Schneider (2021)

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