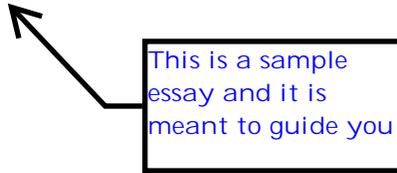


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What Should Diversity on Campus Mean and Why; is it convincing?

Diversity in campus culture seems natural. Indeed, the world is changing and people of different cultures and backgrounds are enrolling in the same schools. Furthermore, the society is changing and everything else is changing too. The article; *What Should Diversity on Campus Mean and Why*, argues that although people share a psychological space regarding how to treat one ethnic group to another, identities are created in a social contexts. According to the author, freedom is not easy because everyone is wrapped within the matrix of social connection and expectations. Shabana Mir in the article uses reputable sources by citing convincing theories to successfully appeal with ethos, pathos and logos on the readers.

Ethos

To begin with, the article sets the stage by describing the tough experience of Muslims in American colleges. While it is not easy for other undergraduates, it is harder for the Muslims. It does not matter whether one is American, but their ethnographic origin seems to determine their fate with regard to identity shifts. Mir recounts the 9/11 incident as a major source of identity crises within American youth in colleges. By using this example, the article captures the reader attention because it refers to what they already know. While the argument may not start of as the most convincing, using what the readers already know is logical enough to catch their attention.

The author wants to convince the reader that indeed, there is a difference between being automatically American and having a Muslim identity.

Shortly after introducing the assumptions, the article supports it by using a narrative example of a Muslim student; Latifa. In her example, Mir makes sure to show the difference between living in a Muslim only family and starting off in diversified college setting. In this example, the author uses contrast to understand what it really means to leave into two different settings. The contrast's purpose is to support the author's point that in spite of the view that college is a place of many possibilities for American students, the dream of Muslim Americans is different and are based on the storm of identity. Mir further appeals to the reader's emotions by explaining what Latifa felt were a baggage to her. By bringing the point that Latifa had recognized that her home identity were purposefully blocked off in campus, he convinces the reader that her civic and religious spread to a majority of Americans.

To support the point further, the article uses the compare and contrast style which focus on the lives of Muslim American girls and how they expected to behave in a campus setting considering Muslim and American communities expectations. Here the author makes clear to the reader that indeed, there is a need to investigate the discursive construction of Muslims. Initially, the article stated that the storm of identity creation is certain in the campus culture. By stating what the article intends to do, the Shabana Mir helps the reader understand the argument easily because they do not have to guess. Ideally, this makes the reader trust the author and this in itself adds to the **author's use of ethos**.

Logos

While it is easy for the author to use **ethos** in the first few pages, she understand that she has to support her arguments. Thus, without forgetting the logos part, the Mir uses many

reputable sources to create a progression of reliable ideas. The article uses the works of author's such as Goffman, 1963; Yoshino, 2007, Khan, 2002; and Babbha, 1994. These sources are spread out with the time they were published. The fact that the author decided to use information from author of different times makes the information more credible and reliable. After all, diversity is not a new concept in campus culture and thus, it is only wise for the author to focus on diverse literature. Further, the use of different sources shows that the author has done her due diligence and is not only giving assumptions.

Logos

The article further appeals to logos by citing different sources in her argument that peer culture helps in shaping behaviors of college students. She notes that it is not about the syllabi or university policies, but that the people in college create the identity. Thus to the article, the issue of diversity is created through the sociability and hedonism. After this point, the author makes sure that all other sentences are supported by credible sources. Thus by doing this, the credibility of the initial statement strengthens.

Additionally, toward the end of the article's argument, the author appeals to pathos by using emotional words to contrast the current stated of campus culture. The repetitive use of the word '*promise*' helps to draw the reader into to how policies have promised to create liberty for Muslim Americans yet they cannot succeed. The word promise catches the reader's emotions and convinces that the author is right. However, her appeal to logos weakens toward the end of the text because there lacks enough support to her assumption. Furthermore, the author does not seem to entertain alternative views thus adding to the weakness of the argument. Yet, ethos seems to take a central role in the ending of the argument. The author uses the words "imagined" "stereotyped" to emphasize the article argument. This thus appeals to the reader's emotion and

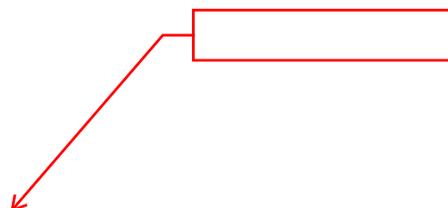
maintains the original professional tone. Furthermore, my experience in college goes hand in hand with the author's arguments.

Overall, the author presents a persuasive argument by using ethos, pathos and logos interchangeably. The article is able to use reliable sources to support its argument thus convincing the reader more. While it may have lacked enough use of pathos, the author's use of rhetorical tools makes the argument worthy of trust.



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Work Cited

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