

CRITICAL THINKING & METHODS OF INQUIRY

LDST 250-01/02: SPRING 2020

MON./WEDS. 1.30-2.45/3-4.15 JEPSON HALL 107

COURSE WEBSITE: [HTTPS://BLOG.RICHMOND.EDU/CRITICALTHINKING/](https://blog.richmond.edu/criticalthinking/)

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<https://10to8.com/book/qxkxch-free/>

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COURSE DESCRIPTION

The goal of this course is to help students develop critical thinking skills and provide an introduction to methods of research inquiry. In a society inundated with information from modern media – television, radio, movies, news, and the internet – it is crucial that we as responsible citizens be able to distinguish the good information from the bad, the truth from falsehood. Leaders are frequently required to make judgments about topics and in situations they know little about – critical thinking skills help them to assess what information they have in order to make good judgments about people, information, and ideas. It is also important for us – whether we are leaders, followers, or both – to be able to view the information and opinions with which we are presented from multiple standpoints, and to be able to assess and judge what we see and hear in context and with regard to our own ethics and mores. As members of a university, national, and global community, it is our responsibility to question not only what appears in the media, but the ideals and ideologies we already hold; as critical thinkers, it is important for us to bring these critical skills to bear not only in our examination of leadership and on the leaders we have chosen to follow, but also in our efforts to maintain life-long learning.

COURSE OBJECTIVES

In this course, students will learn the following skills:

- How to critically read, listen, and observe
- How to evaluate information and locate bias
- How to analyze arguments and systems
- How to anticipate problems and counterarguments
- How to construct an analytical and well-researched argument in writing and in speech
- How to reflect on their own views and biases

REQUIRED TEXTS

There are no *books* required for this course. Instead, you will be given access to a variety of articles and chapters on BlackBoard. Please purchase one or more binders (3-ring, spiral, whatever makes you happy) and create a hard-copy course packet of these readings to bring to class as we go through the semester. (There are a lot of readings when you don't have textbooks, so you may need either one fat binder or multiple smaller ones to fit everything in.)

COURSE REQUIREMENTS

Attendance/Participation	10%		
Weekly Response Blog, Homework Assignments, & Quizzes			15%
Research Project	40%	Group Project	10%
Midterm Exams	10%	Final Exam	15%

Attendance/Participation (10%)

All students are expected to attend classes regularly and to contribute to class discussions. Your grade will be based on whether you are present (and on time) and whether you contribute regularly and thoughtfully to class discussions. Students absent more than two class periods must either provide adequate documentation of participation in a University-sponsored event, or of a serious illness, injury, or other emergency, or receive a penalty to their grade.

Students unable to participate or uncomfortable participating verbally may write a 300-word discussion response to the day's material and class discussion to be turned in electronically by midnight on the day of the class in question.

Weekly Response Blog, Homework Assignments, & Quizzes (15%)

Each student is expected to write a brief, informal reaction to the readings assigned for the week and to respond to other students' reactions. Students are expected to demonstrate knowledge of the readings and to engage with them thoughtfully. Responses will not be graded on style or organization, only content. The blog assignment may be found here: <http://blog.richmond.edu/criticalthinking/reading-response-blog-assignment/>. This is also where entries will be posted. Students will be assigned either Monday or Wednesday to do their posts; they will comment on the opposite day. There will be twelve weeks in which students will post a blog entry in response to the readings for the day.

Three times per semester, each student is expected to post one entry (a total of three) on a lecture or seminar event held at the University. These events include, but are not limited to, Jepson Forum Events or departmental speaker series lectures. Students will be able to find events through JepsonBytes and SpiderBytes, and may ask Dr. Bezio about any events they are uncertain about.

There will be periodic short assignments to accompany the daily readings which ask students to fill out "quizzes" online or to diagram arguments as preparation for class discussion.

Research Project (40%)

There will be a long research project in this course which will contain several short papers, and will culminate in one longer paper and a research webpage. All papers and assignments are expected to be the students' original work and follow the guidelines of the Honor Code. Papers should contain correct, formal language and a complete works consulted bibliography. Papers should be turned in on BlackBoard (papers must be received by the due date and time *and open properly* to be considered acceptable). Papers will be graded using the Microsoft Word Reviewing tool and uploaded along with the grading rubrics to

BlackBoard's GradeCenter. The webpage will be hosted through UR's blog site (and uses WordPress). To request your own page, go to <http://blog.richmond.edu>.

Late papers and assignments (including the website) will be penalized up to a full grade step for each 24 hours they are late (A to A-). Technical problems (computer or email) are not an acceptable excuse for lateness: back up files on Box and/or an external jump drive, and save often. Students are responsible for knowing how to turn in files on Blackboard and must turn in all files as .doc or .docx files (.pages, .pdf, and links to Google Docs are not acceptable formats for assignments).

Group Project (10%)

There will be a group GivingGames project in this course which consists of a group research paper and individual blog posts. Students will be assigned to a group and tasked with researching the ethics and effectiveness of a chosen charity; over the course of the semester, students will research their charities, then write a group analysis of that charity with a recommendation for or against it. Papers will be circulated to the whole class for evaluation of the charities.

Exams (25%)

There will be two take-home midterms and a final exam. Exams will be a combination of short- and long-answer and essay questions. All exams will be available on BlackBoard, although students may elect to take them on paper (exam times may be scheduled separately for those who wish to take paper exams for the midterms). Those needing accommodations should provide documentation to Dr. Bezio so that appropriate adjustments can be made.

CLASSROOM POLICIES

Students are expected to be on time to class. Lateness will impact a student's attendance grade. Students are expected to be attentive to and respectful of the professor and the ideas of their peers.

Laptops are permitted on working days only (those days are noted in the syllabus). **Please bring paper/notebook and writing implements for taking notes during regular classes. Students are expected to bring notes or hard copies of chapters/articles to class.** Too many laptops are used for non-class purposes during classtime and recent studies show that students learn better from taking notes by hand (<http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away>). Please make sure all cell phones are silenced or turned off. Students will not be allowed to answer their phones during classtime.

All written work is expected on time. Assignments turned in late will be penalized one full grade for each day they are late. Technical difficulties are not an acceptable excuse for lateness, so save work often and in different places (jump drives, email, etc.). All assignments are expected to be the student's original work. The Jepson School follows the provisions of the Honor System as outlined by the University.

If emergency circumstances inhibit a student from attending class or completing an assignment, the professor should be notified as soon as possible (preferably before class or the due date of the

assignment). Extensions and make-ups are given only at the discretion of the professor (and typically only prior to 24 hours before the due time). Exams cannot be made up except under the most extenuating of circumstances. Students needing accommodations should speak to the professor.

JEPSON POLICIES

Awarding of Credit

To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities.

registrar.richmond.edu/services/policies/academic-credit.html

Disability Accommodations

Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.

disability.richmond.edu/

Honor System

The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: "I pledge that I have neither received nor given unauthorized assistance during the completion of this work."

studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html

Religious Observance

Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.

registrar.richmond.edu/planning/religiousobs.html

STUDENT RESOURCES

If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.

Academic Skills Center (<http://asc.richmond.edu>, 289-8626 or 289-8956): Assists students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information conceptualization, concentration, and related techniques; working on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encouraging campus and community involvement. Hours at the Center are: **Sunday through Wednesday 3:00-9:00 p.m. and Thursday 3:00-7:00 p.m. On-call tutors are also available.**

Career Services (<http://careerservices.richmond.edu/> or 289-8547): Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.

Counseling and Psychological Services (<http://wellness.richmond.edu/offices/caps/> or 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental

health and well-being, and in handling challenges that may impede their growth and development. Services include short-term counseling and psychotherapy, crisis intervention, psychiatric consultation, and related services.

Speech Center (<http://speech.richmond.edu> or 289-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations.

Writing Center (<http://writing.richmond.edu> or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work.

Boatwright Library Research Librarians (<http://library.richmond.edu/help/ask/> or 289-8876): Research librarians assist students with identifying and locating resources for class assignments, research papers and other course projects. Librarians also provide research support for students and can respond to questions about evaluating and citing sources. Students can email, text or IM or schedule a personal research appointment to meet with a librarian in his/her office on the first floor Research and Collaborative Study area.

Title IX Concerns The University is unwavering in its commitment to support survivors of sexual assault, to respond promptly to reports of any type of sexual misconduct, and to investigate and adjudicate reports in a manner that is fair and equitable to all parties involved. We understand that sexual violence can undermine a student's academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Alleged violations can be reported to the Title IX Office at report.richmond.edu. Reports to law enforcement can be made to University of Richmond Police Department at 804-289-8911. The purpose of reporting to Title IX is to connect students to support resources and accommodations. Students can choose whether or not to file a formal complaint.

Students can receive confidential support from: Center for Awareness, Response & Education (C.A.R.E.) Advocate – 804.801.6251 (call or text) / advocate@richmond.edu; Peer Sexual Misconduct Advisors (PSMA's) – 804.346.7674 (call or text) / psma@richmond.edu; Law School PSMA's – 804.347.9586 (call or text) / lawpsma@richmond.edu

COURSE SCHEDULE, LDST 250-01/02

Readings listed under a particular day are **due that day**.

UNIT I: WHAT IS RESEARCH AND HOW DOES IT WORK?

Mon., Jan. 13

Welcome to Critical Thinking and Methods of Inquiry

Semester-Long Research Project

Weds., Jan. 15—bring laptops/tablets

Introduction to GivingGames

Effective Altruism & the GivingGames Project

Reading: *DGB* 1-42, 103-127

Thurs., Jan. 16 by 11.59pm

Research Project: Step 1

Weds., Jan. 22

Arguments, Part I

Reading: Warren Ch. 1 1-22, “Example 5” 48-64

Assignment: BlackBoard Exercise

GG Project: Your charity ideas (5 charities, 1-2 sentences about why you support each)

Research Project: Step 2

Mon., Jan 27—bring laptops/tablets

Thinking about Big Ideas and Why We Do Research

Reading: Badke 1-23; *Craft* 49-64

Assignment: BlackBoard Exercise

Research Project: Step 3 (in class)

Weds., Jan. 29—Library Research Day—bring laptops/tablets

Reading: Badke 69-91; Turabian 89-103

Assignment: BlackBoard Sources Quiz

GG Project: If you complete the below Research Project steps, you may research your charity ideas in class, as well.

Research Project: Step 4, Step 5 (bring to class), and Step 6 (will do in class)

Mon., Feb. 3

Arguments, Part II

Reading: Warren Ch. 2 1-34, “Example 8” 44-56, “Constructing Arguments” 78-83

Assignment: BlackBoard Exercise

GG Project: Each group **must** have a charity to research by today. Each person should write 1-2 paragraphs about your group’s chosen charity (what it is, what it does, background) and an additional 1-2 paragraphs about how you initially feel about this charity. End your reflection with a statement of whether or not—at this point—you think this charity should receive the class donation (**4-5 paragraphs total**).

Weds., Feb. 5

How to deal with logic

Reading: *UA* 141-178

Assignment: BlackBoard Exercise

Research Project: Step 7 and Step 8

Mon., Feb. 10

Arguments, Part IIIa

Reading: Warren Ch. 3 1-47

Assignment: BlackBoard Exercise

GG Project: List at least six sources **per person** that will be useful in researching the group's charity. Each source must have 1-2 sentences explaining what the source is about and how it will be used.

Weds., Feb. 12

Arguments, Part IIIb

Reading: Warren Ch. 3 58-83, 110 (starting with "Example 15")-120

Assignment: BlackBoard Exercise

Research Project: Step 9 (goes on your website—post a link in BlackBoard)

Mon., Feb. 17

Arguments, Part IV (and a little bit of Ethics)

Reading: Warren Ch. 4 1-52, "Real Life" 76-79, "Constructing Arguments" 84-92

Assignment: BlackBoard Exercise

Research Project: Step 10 and Step 11 (submit together in one file)

Weds., Feb. 19

Arguments, Part V

Reading: Warren Ch. 5 1-45, "Constructing Arguments" 95-102

Assignment: BlackBoard Exercise

Research Project: Step 12

Weds., Feb. 19-Fri., Feb. 21

BlackBoard Midterm: Between 3pm Wednesday and 11.59pm Friday, take the midterm on BlackBoard (open book, open note).

UNIT II: ARGUMENTS IN PRACTICE ACROSS THE DISCIPLINES**Mon., Feb. 24**

Ethical Reasoning—or Poor Impulse Control

Reading: *CTAA* 342-372; *Blind* 3-31

Assignment: Response Blog Post & Comments

Research Project: Step 13

Weds., Feb. 26

Implicit Bias

Reading: *Blind* 94-122, 145-187; Hoyt & Murphy 387-399

Assignment: Response Blog Post & Comments

Assignment: <https://implicit.harvard.edu/implicit/> - Take any test and write up a paragraph on the blog (**in addition** to your usual post/comment—so you will need to do two for today) about whether or not your results were what you expected (and what you think about that). You do **not** have to state which test you took (but you can if you wish).

Research Project: Step 14 (goes on the website—post a link to BlackBoard) and Step 15 (this gets posted to BlackBoard separately).

Mon., Mar. 2

What is Right?

Reading: Flanigan 579-586; Hidalgo 1-22

Assignment: Response Blog Post & Comments

Research Project: Step 16

Weds., Mar. 4

Game Theory and Human Behavior

Reading: *RPS* 55-125

Assignment: Response Blog Post & Comments

Research Project: Step 17 and Step 18

Fri., Mar. 6 by 5pm on BlackBoard and Box Folder

GG Project: Group Paper Due (to Dr. Bezio on BlackBoard AND to the class GivingGames Box Folder to share)

Mon., Mar. 16

Studying People

Reading: Stern & Kalof 22-42; Von Rueden & Van Vugt 1-13

Assignment: Response Blog Post & Comments

GG Project: Short Rebuttal Papers (to Dr. Bezio on BlackBoard AND to the class GivingGames Box Folder to share)

Weds., Mar. 18

GG Debate & Vote Today

Reading: GivingGames AND Rebuttal Papers

Mon., Mar. 23

When Experiments Go Wrong

Reading: Dörner 1-35; Forsyth et al 447-459

GG Project: Post-Results Response Write-Up (350-700 words)

Weds., Mar. 25

Perception, Heroes, and Villains

Reading: Goethals & Allison 1-38; *Stanford Prison Experiment* website

<http://www.prisonexp.org/the-story>

Assignment: Response Blog Post & Comments

Fri., Mar. 27 by 5pm on BlackBoard

Research Project: Step 19, Critical Ethics Paper

Mon., Mar. 30Putting Together History

Reading: Zinn 1-22; Hayter 534-567

Assignment: Response Blog Post & Comments

Research Project: Step 20

Weds., Apr. 1Culture and Leadership

Reading: Harvey 199-229; Bezio 48-63

Assignment: Response Blog Post & Comments

Research Project: Step 21

Weds., Apr. 1-Fri. Apr. 3

BlackBoard Midterm: Between 3pm Wednesday and 11.59pm Friday, take the midterm on BlackBoard (open book, open note).

Mon., Apr. 6—bring laptop/tabletResearch Project Work Day

Research Project: Step 22 (in class)

UNIT III: LIES, DAMN LIES, AND STATISTICS OUT THERE IN THE BIG WORLD**Weds., Apr. 8**Fallacies & Logic in the Wild: Advertising

Reading: Teays 475-519; Huff 13-28, 39-67, 89-101, 124-144

Assignment: Submit a favorite ad & why to the blog and Comments

Fri., Apr. 10 by 5pm on BlackBoard

Research Project: Step 23, Looking Forward Paper

Mon., Apr. 13Politics, Leadership, and Media: Living Room Candidate

Watch/Assignment: Selected Year (& data input) <http://www.livingroomcandidate.org/> by 12pm

Assignment: Post title & year of favorite ad and why to the blog and Comments

Weds., Apr. 15—bring laptop/tabletResearch Project Work Day**Mon., Apr. 20**Can Leadership Fix What We've Broken?

Reading: *Impossible* 47-55, 63-72, 169-171

Assignment: Response Blog Post & Comments

Weds., Apr. 22

Final Exam Review & Wrap-Up

Fri., Apr. 24 at 11.59pm on BlackBoard

Research Project: Step 24—Post link to your website on BlackBoard

Mon., Apr. 27, 9am-12pm: Final Exam (3pm section)

Wed., Apr. 29, 9am-12pm: Final Exam (1.30pm section)