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
Logic and Contemporary Rhetoric: the use of reason in everyday life, shortened special edition, edited by Nancy M. Cavender & Howard Kehane (Special Order – in UR Bookstore)
Collapse by Jared Diamond (Penguin)
How to Lie with Statistics by Darrell Huff (Norton)
The Immortal Life of Henrietta Lacks by Rebecca Skloot (Broadway Press)
The Last Days of Hitler by Hugh Trevor-Roper (University of Chicago Press)

All texts are available at the University of Richmond Bookstore. Additional readings will be provided on Blackboard (BB).
COURSE REQUIREMENTS

Attendance/Class Participation 10%
Discussion Starter 5%  
Weekly Critical Blog/Response 5%
First Paper 5%  
Second Paper 10%
Group Paper 15%  
Final Paper 25%
Midterm Exam 10%  
Final Exam 15%

Attendance/Class Participation (10%)
All students are expected to attend classes regularly and to contribute to class discussions.

Weekly Response Blog (5%)
Each student is expected to write a brief, informal reaction to the readings assigned for the week or to respond to other students’ reactions. There will be ten of these collected throughout the semester. 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/ldst250spring2013/blog-assignment-guidelines/. This is also where you will go to post your entries.

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. Forum events are listed on the syllabus, but other events will be mentioned in class and via email. Students will also be able to find events through SpiderBytes.

Discussion Starter (5%)
Each student will be expected to start discussion once during the course of the semester. This is not a formal presentation; students are expected to bring five questions or problems to begin the day’s discussion. At least one question must relate to each assigned work for the day.

Papers (55%)
There will be four papers in this course. All papers 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 may be turned in via hard copy or email (email papers must be received by the due date and time and open properly to be considered acceptable). Papers received electronically will be graded using the Microsoft Word Reviewing tool and emailed back.

“Mistaken Logic” Paper: 1,000-1,500 words, due Feb. 1st by 5pm.
“News & Advertising” Paper: 1,000-1,500 words, due Feb. 15th by 5pm.
“Systems Failure” (Group) Paper: 3,000-4,000 words, due Mar. 29th by 5pm.
“The Big Picture” Paper: 2,500-5,000 words, due Apr. 27th by 5pm.

Late papers will be penalized one grade (A to A-) for each day they are late. Technical problems (computer or email) are not an acceptable excuse for lateness: back up your files on Netfiles and/or an external jump drive, and save often. If you turn in your paper via email, you will receive a confirmation.
Exams (25%)
There will be both a midterm and a final exam. Students are expected to be present for both exams during their scheduled time. Exams will be a combination of matching, short and long answer, and essay questions. The Final Exam will be offered on two days and times. You must take the exam on one of those two scheduled times (unless you have a specific exam exemption).

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, but use of the internet (via laptop, cell phone, or PDA) during classtime is strictly prohibited. Violations of this policy will result in the prohibition of future laptop use in class. 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 your papers 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 School of Arts and Sciences.

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. Exams cannot be made up except under the most extenuating of circumstances. Students needing accommodations should speak to the professor.

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 or 289-8626) helps students assess their academic strengths and weaknesses; hone their academic skills through teaching effective test preparation, critical reading and thinking, information processing, concentration, and related techniques; work on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encourage campus and community involvement.

Career Development Center (http://cdc.richmond.edu/ or 289-8547) can assist you in exploring your interests and abilities, choosing a major, connecting with internships and learning experiences, investigating graduate and professional school options, and landing your first job. We encourage you to schedule an appointment with a career advisor during your first year.
Counseling and Psychological Services (289-8119) assists students in meeting academic, personal, or emotional challenges. Services include assessment, short-term counseling and psychotherapy, crisis intervention 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 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: http://writing.richmond.edu

Boatwright Library Research Librarians assist students with identifying and locating the best resources for class assignments, research papers and other course projects. Librarians also assist students with questions about citing sources correctly. Students can schedule a personal research appointment, meet with librarians at the library’s main service desk, email, text or IM. Link to http://library.richmond.edu/help/ask.html or call 289-8669.
COURSE SCHEDULE, LDST 250-03

Tues., Jan. 15
Welcome to Critical Thinking – Cogito Ergo Sum – What is Critical Thinking? Why is it important to think critically?

UNIT ONE: FOUNDATIONS OF (IL)LOGIC
Thurs., Jan. 17
Reading:
Logic & Contemporary Rhetoric Chapter 1: Good and Bad Reasoning
Ex. 1-2, 1-4, 1-7
Shermer – “I am Therefore I Think,” Why People Believe Weird Things
(BB)

Tues., Jan. 22
Reading:
LCR Chapter 3: Fallacious Reasoning 1
Ex. 3-1
LCR Chapter 4: Fallacious Reasoning 2
Ex. 4-1
Assignment:
Blog Post 1 (Group A), Response 1 (Group B)

4.00pm Film Screening of Shakespeare Behind Bars in Jepson Alumni Center
7.00pm Forum Lecture in Jepson Alumni Center

Thurs., Jan. 24
Reading:
LCR Chapter 5: Fallacious Reasoning 3
Ex. 5-4, 5-6 (two you are considering for your paper)
How to Lie with Statistics Chapter 1: The Sample with the Built-in Bias
HLS Chapter 2: The Well-Chosen Average

Fri., Jan. 25 – Marshall Center Lecture: Clifford Orwin
4.30pm “A Democratic Leader Responds to Catastrophe” in JPSN 118

Tues., Jan. 29
Reading:
Second Thoughts Chapter 11: Out of the Silence – BOTH PARTS (BB)
Ex. p. 440, p. 464 (Part One, EITHER 1 or 2, your choice)
Optional: “Sample Paper One” and/or “Sample Paper Alpha” (BB)
Note: Both of these are not A-level papers. Both are passing-level papers.
Assignment:
Draft Exercise (bring hard copy to class – turn in with final version)
Blog Post 2 (B), Response 2 (A)

Thurs., Jan. 31
Reading:
HLS Chapter 3: The Little Figures That Are Not There
HLS Chapter 4: Much Ado About Practically Nothing
HLS Chapter 9: How to Statisticulate
HLS Chapter 10: How to Talk Back to a Statistic
*Fri., Feb. 1  First Paper Due (“Mistaken Logic”) by 5:00p.m. (remember to turn in draft exercise with final version)

Tues., Feb. 5  Reading:  *Critical Thinking*: “The Scientific Method” (BB)
Stern & Kalof – “Methods of Gathering Scientific Evidence,” *Evaluating Social Science Research* (BB)
Skinner – “A Case History in Scientific Method” (BB)
Anderson – “Marketing, Scientific Progress, and Scientific Method” (BB)
Assignment:  Blog Post 3 (A), Response 3 (B)

Thurs., Feb. 7  Reading:  *Second Thoughts* Chapter 12: Desire and Illusion: Analyzing Advertising (BB – BOTH PARTS – pay attention to ads and stories)
Postman – “The Medium is the Metaphor,” *Amusing Ourselves to Death* (BB)
Assignment:  Visit Living Room Candidate (link on BB) and watch the commercials for the decade you’ve been assigned and be prepared to discuss them in class.

Fri., Feb. 8 – Marshall Center Lecture: Randy Barnett
4.30pm  “Who Won the Health Care Challenge?” in JPSN 118

Tues., Feb. 12  Watch:  *Wag the Dog*
Reading:  Castonguay – “Hollywood goes to Washington” (BB)
Rushkoff – “Presidential Campaigning,” *Media Virus* (BB)
Schwarz – “Spin-ning Wheel America” (BB)
Assignment:  Blog Post 4 (B), Response 4 (A)

UNIT TWO: SYSTEM FAILURE
Thurs., Feb. 14  Reading:  From Dorner – *The Logic of Failure*, Introduction & Chapter 1 (BB)
Assignment:  Analyze & compare “Sample Paper Two” and “Sample Paper Beta” (BB)

*Fri., Feb. 15  Second Paper Due (“News & Advertising”) by 5:00p.m.*

Sun., Feb. 17 – Peple Lecture: David Weinberger, “Too Big to Know”
2.00pm  Peple Lecture in Jepson Alumni Center

Tues., Feb. 19  Reading:  Diamond – *Collapse* “Prologue”
 *Collapse* Chapter 2: Twilight at Easter
Dobson – “Rats, Not Men” (link on BB)
Assignment:  Blog Post 5 (A), Response 5 (B)
7.00pm WILL Lecture in Brown-Alley Room, Weinstein Hall

Thurs., Feb. 21
Reading: Collapse Chapter 6: The Viking Prelude and Fugues

Tues., Feb. 26
Reading: Collapse Chapter 10: Malthus in Africa (A)
Collapse Chapter 12: China, Lurching Giant (B)
Assignment: Come to class prepared to explain Diamond’s reasoning for why your group’s civilization collapsed
Blog Post 6 (B), Response 6 (A)

7.30pm Forum Lecture in Camp Concert Hall

Thurs., Feb. 28
Reading: Collapse Chapter 14: Why Do Some Societies Make Disastrous Decisions?

Tues., Mar. 5
Reading: Collapse Chapter 15: Big Businesses and the Environment
Collapse Chapter 16: The World as a Polder
Assignment: Blog Post 7 (A), Response 7 (B)

Thurs., Mar. 7 – Gaming the System!!
Reading: From Fisher – Rock, Paper, Scissors (BB)
Johnson – “Games” (BB)

Tues., Mar. 19 – MIDTERM EXAM (Plan your Spring Break travel plans accordingly)

Wed., Mar. 20 – One Book Lecture: David “Sonny” Lacks
7.30pm Discussion in Robins Pavilion, Jepson Alumni Center

UNIT THREE: ETHICS, MORALS, GOOD & EVIL
Thurs., Mar. 21
Reading: Critical Thinking Chapter 10: Moral Arguments (BB – BOTH PARTS)
Skloot – The Immortal Life of Henrietta Lacks, “A Few Words” through Chapter 7 (pp. xiii-62)

Freeman History Lecture: Jane Hathaway
7.30pm “The Chief Harem Eunuch of the Ottoman Empire in an Era of Crisis and Change” in Brown-Alley Room

Tues., Mar. 26 – Visiting Scholar-at-Risk (Meet in International Center Commons)
Reading: Immortal Life of HeLa, Chapters 8-16 (pp. 63-126)
Assignment: Blog Post 8 (B), Response 8 (A)
Weds., Mar. 27 – Visiting Scholar-at-Risk Lecture
3.00pm Lecture in International Center Commons

Thurs., Mar. 28
Reading: *Immortal Life of HeLa*, Chapters 17-23 (pp. 127-190)
Buckley – “Why Don’t We Complain?” (BB)

Tocqueville Seminar: Dr. Gabriella de la Paz & Prf. Raoul Godinez
6.30pm “The US-Mexico Paradigm in the 21st Century” in Brown Alley Room

Freeman History Lecture: Jane Hathaway
7.30pm “How Was the Ottoman Empire Like the Mafia?” in Brown-Alley Room

*Fri., Mar. 29* Group Paper Due (“System Failure”) by 5:00p.m.

Tues., Apr. 2
Reading: *Immortal Life of HeLa*, Chapters 24-30 (pp. 191-249)
“An Open Letter…” (BB)

Assignment: Blog Post 9 (A), Response 9 (B)

Thurs., Apr. 4
Reading: *Immortal Life of HeLa*, Chapters 31-Afterword (pp. 250-328)

Tues., Apr. 9 WORKSHOP FOR FINAL PAPER (Proposal, outline, and introduction due)

Freeman History Lecture: Patricia Skinner
7.30pm “Medieval Violence Against Women in the Modern State” in Brown-Alley Room

Thurs., Apr. 11 – Dr. Martin
Reading: Trevor-Roper – *The Last Days of Hitler*, Introductions & Chapter 1

Mon., Apr. 15 – Jepson Forum Event: Nan Keohane, former president, Duke University
7.00pm Forum Lecture in Jepson Alumni Center

Tues., Apr. 16
Reading: *The Last Days of Hitler*, Chapters 2 & 3

Assignment: Blog Post 10 (B), Response 10 (A)

Thurs., Apr. 18
Reading: *The Last Days of Hitler*, Chapters 4 & 5
From Zimbardo – *The Lucifer Effect*, “The Psychology of Evil” (BB)

Tues., Apr. 23
Reading: *The Last Days of Hitler*, Chapters 6, 7, & Epilogue

Assignment: Blog Post 11 (ALL); ONE Response to 10.30 class (ALL)
Thurs., Apr. 25
Reading: Class-chosen topic

*Sat., Apr. 27
Assignment: Final Paper Due (“The Big Picture”) by 5:00p.m.

Final Exam: Either Monday, April 29th from 2-5pm OR Friday, May 3rd from 2-5pm