CRITICAL THINKING & METHODS OF INQUIRY
LDST 250-02: SPRING 2014
TUES./THURS. 10.30-11.45   JEPSON HALL 102

Dr. Kristin M.S. Bezio  Office Hours: Tues./Thurs. 1.30-3 and by
kbezio@richmond.edu  appointment
Office: Jepson Hall 130  Office Phone: 804-287-6045

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)
Six Characters in Search of an Author by Luigi Pirandello (Players Press)
The Lucifer Effect by Philip Zimbardo (Random House)

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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion Starter</td>
<td>5%</td>
</tr>
<tr>
<td>Weekly Critical Blog/Response</td>
<td>5%</td>
</tr>
<tr>
<td>First Paper</td>
<td>5%</td>
</tr>
<tr>
<td>Second Paper</td>
<td>10%</td>
</tr>
<tr>
<td>Group Paper</td>
<td>15%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
</tr>
</tbody>
</table>

**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/](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 3rd by 5.00pm.
- “News & Advertising” Paper: 1,000-1,500 words, due Feb. 17th by 5.00pm.
- Logic Play (Group): script Apr. 4th by 5.00pm; performance Apr. 25th in class.
- “The Big Picture” Paper: 3,000-5,000 words, due April 29th by 5.00pm.

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.

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. http://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. http://studentdevelopment.richmond.edu/disability-services/policies.html

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.” http://studentdevelopment.richmond.edu/honor/
Religious Observance
Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.
http://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 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 250-02
Class days are in **bold**; dates of speakers or events are **underlined**.

**Tues., Jan. 14**
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. 16**
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)
Watch: *The Daily Show* (Tuesday’s episode)

**Tues., Jan. 21**
Reading: *LCR* Chapter 3: Fallacious Reasoning 1
Ex. 3-1
*LCR* Chapter 4: Fallacious Reasoning 2
Ex. 4-1
*LCR* Chapter 5: Fallacious Reasoning 3
Ex. 5-4, 5-6 (two you are considering for your paper)
Watch: *The Colbert Report* (Friday’s episode)
Assignment: Blog Post 1 (Group A), Response 1 (Group B)

**Thurs., Jan. 23**
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)
Watch: *The Daily Show* (Tuesday’s episode)

**Fri., Jan. 24**
“Stress & Psyche” (THC 305, 12.30-1.25pm), CCE Brownbag discussion featuring Dr. Kristen Jamison, psychology, and Rose Marie Wiegandt, Communities in Schools of Richmond.

**Tues., Jan. 28**
Reading: *How to Lie with Statistics* Chapters 1-5
Watch: *The Colbert Report* (Friday’s episode)
Assignment: Blog Post 2 (B), Response 2 (A)

**Thurs., Jan. 30**
Reading: *HLS* Chapters 6-10
Watch: *Daily Show* (Tuesday’s episodes)

**Fri., Jan. 31**
“Are All Stories Fiction? A Conversation with Mike Daisey” (THC 305, 12.30-1.25pm), CCE Brownbag discussion featuring storyteller Mike Daisey.
Mon., Feb. 3
“Is Music Prophetic or Reflective? Music, Activism, and Social Change” (Camp Concert Hall, 7.30pm), Professor Anthony Seeger will discuss the links between music, social change, and activism both through his professional experience and as a member of one of America’s most important musical families.

Mon., Feb. 3 – “Mistaken Logic” Paper due by 5.00pm.

Tues., Feb. 4
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.
Blog Post 3 (A), Response 3 (B)

Thurs., Feb. 6
Reading: Wood – “Gendered Media” (BB)
Hall – “The Whites of their Eyes” (BB)
Butsch – “Ralph, Fred, Archie, Homer, and the King of Queens” (BB)

Tues., Feb. 11
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)

Thurs., Feb. 13
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)

Thurs., Feb. 13
The Laramie Project (Cousins Theater, 7.30pm) by the Department of Theatre & Dance Production Studies III Showcase.

Fri., Feb. 14
“Black History Month: How Do We Memorialize?” (Weinstein Hall, Brown Alley Room, 12.30-1.25pm), CCE Brownbag featuring Burt Pinnock.
The Laramie Project (Cousins Theater, 7.30pm) by the Department of Theatre & Dance Production Studies III Showcase.
Sat., Feb. 15
*The Laramie Project* (Cousins Theater, 7.30pm) by the Department of Theatre & Dance Production Studies III Showcase.

Sun., Feb. 16
*The Laramie Project* (Cousins Theater, 2.00pm) by the Department of Theatre & Dance Production Studies III Showcase.

“Oliver Hill Scholars Black History Month Program” (THC 305, 2.30-4.30) featuring Dr. Julian Hayter presenting on the significance of black history.

Mon., Feb. 17
*Dark Girls* film screening (Westhampton Center Living Room, 7.00pm) documents colorism based on skin tone among African Americans, a subject still considered taboo by many black Americans. The film contains interviews with notable African Americans including Viola Davis

Mon., Feb. 17 – “News & Advertising” Paper due by 5.00pm

UNIT TWO: ETHICS, MORALS, GOOD & EVIL

Tues., Feb. 18
Reading: *Critical Thinking* Chapter 10: Moral Arguments (BB – BOTH PARTS)
Assignment: Blog Post 5 (A), Response 5 (B)

Thurs., Feb. 20
Reading: Zimbardo – *The Lucifer Effect*, Chapters 1-3

Mon., Feb. 24
Jepson Forum Speaker Moisés Kaufman, author of *The Laramie Project* (Camp Concert Hall, 7.30pm), “TOWARD A NEW THEATER,” in which he discusses the power of theater to foster dialogue on current events and social and political issues that affect us all.

Tues., Feb. 25
Reading: *Lucifer*, Chapters 4-6
Assignment: Blog Post 6 (B), Response 6 (A)

Thurs., Feb. 27
Reading: *Lucifer*, Chapters 7-9

Fri., Feb. 28
“Politics as a Vocation?” (International Center Commons, 4.30pm) featuring Mary Ann Glendon, Learned Hand Professor of Law at Harvard University and President of the Pontifical Academy of Social Sciences; Former U.S. Ambassador to the Holy See; Member of the U.S. Commission on International Religious Freedom.

Fri., Feb. 28-Sat., Mar. 1
PPEL Conference (see PPEL website)
Tues., Mar. 4
Reading: Lucifer, Chapters 10-12
Assignment: Blog Post 7 (A), Response 7 (B)

Thurs., Mar. 6
Reading: Lucifer, Chapters 13-16

Tues., Mar. 18
MIDTERM EXAM (plan travel accordingly)

Thurs., Mar. 20
Reading: Pirandello – Six Characters in Search of an Author

Thurs., Mar. 20
“He Continues to Make a Difference: The Story of Matthew Shepard” (Keller Hall Reception Room, 4.30pm), with Lesléa Newman, whose most recent book, October Mourning, is a novel in verse that responds to the murder of gay college student Matthew Shepard in 1998 and an American Library Association Stonewall Honor Book.

Fri., Mar. 21
“Youth & Bullying” (THC 305, 12.30-1.25pm), CCE Brownbag featuring representatives from the Virginia Center for Inclusive Communities.

Fri., Mar. 21
“John Stuart Mill’s Journey to Socialism” (Jepson Hall, 4.30pm), Marshall Center Lecture featuring Fred Rosen, Professor Emeritus of the History of Political Thought and Honorary Senior Research Fellow at the Bentham Project, University College London.

Mon., Mar. 24
The Central Park Five (Jenkins Greek Theater, 7.30pm), part of Documentaries in the Greek, covering the Central Park jogger case of 1989, in which five black and latino male teenagers were arrested and convicted for the brutal assault and rape of a 28 year-old white woman. During the case, the media used terms like "wilding" and "wolf pack" to refer to the group of teenagers. After 10 years in prison, the five convicted teenagers won their freedom in appeals court after a man named Matias Reyes, already jailed as the East Side Rapist, confessed to a cellmate and was linked to the case by DNA evidence. The five teenagers were innocent, yet police obtained five detailed confessions from each of them. How could this be? A post-film talkback will be held at approximately 9:00 p.m. in the North Court Reception Room.

Tues., Mar. 25
Play Work Day
Assignment: Work in your groups on your one-act plays.
Wed., Mar. 26
Jepson Forum Speaker Janet Jarman (Jepson Alumni Center, 7.00pm), “Framing the Conversation: Immigration and Other Contemporary Social Issues.” Award-winning photographer and multimedia storyteller Jarman discusses her 16-year photojournalism project on immigration in the U.S. and how she uses the art of photography to change the conversation and help society see contemporary social issues, such as environmental destruction and open government, in a new light.

Thurs., Mar. 27
TBD

Fri., Mar. 28
“Race, Space, Place” (Weinstein Hall, Brown-Alley Room, 12.30-1.25pm), CCE Brownbag.
“From ‘The Big Easy’ to ‘My City of Ruins’: The Transformation of British and European Relationships with New Orleans since Hurricane Katrina” (Jepson Faculty Lounge, 4.30pm) featuring Helen Taylor. Since 2005, two major catastrophes have struck New Orleans and the Louisiana coast – Hurricanes Katrina and Rita, and the Deepwater Horizon oil spill, 2010. In her talk, Professor Taylor will discuss how her own research on and engagement with the city were profoundly changed following Katrina, and how she and other European lovers of New Orleans have found ways to reinterpret its cultural and social history.

Mon., Mar. 31
Dirty Wars (Jenkins Greek Theater, 7.30pm), part of Documentaries in the Greek. Today drone strikes, night raids, and U.S. government--condoned torture occur in corners across the globe, generating unprecedented civilian casualties. Investigative reporter Jeremy Scahill (author of BLACKWATER: The Rise of the World's Most Mercenary Army) traces the rise of the Joint Special Operations Command, the most secret fighting force in U.S. history, exposing operations carried out by men who do not exist on paper and will never appear before Congress. No target is off-limits for the JSOC "kill list," even a U.S. citizen. A post-film talkback will be held at approximately 9:00 p.m. in the North Court Reception Room.

EITHER Mon., Mar. 31 OR Tues., Apr. 1
“Sexuality & Spirituality Panel Discussion” (TBD) moderated by Craig Kocher in conjunction with the One Book events surrounding The Laramie Project.

UNIT THREE: SYSTEMS FAILURE

Tues., Apr. 1
Reading: From Dorner – The Logic of Failure, Introduction & Chapter 1 (BB)
Assignment: Analyze & compare “Sample Paper Two” and “Sample Paper Beta” (BB)

Assignment: Blog Post 8 (B), Response 8 (A)
Wed., Apr. 2
*I Am* (THC 346, 5.00-6.30pm) screening as part of Asian Heritage month. *I Am* chronicles the journey of Sonali Gulati, an Indian lesbian filmmaker who returns to Delhi, eleven years later, to re-open what was one home, and finally confronts the loss of her mother whom she never came out to.

**Thurs., Apr. 3**
Reading: Diamond – *Collapse* “Prologue”
*Collapse* Chapter 2: Twilight at Easter

**Fri. Apr. 4 – Logic Play Script due by 5.00pm**

**Fri., Apr. 4**
“Addiction: Criminal Activity or Healthcare Issue?” (THC 305, 12.30-1.25pm), CCE Brownbag.

**Mon., Apr. 7**
*In Organic We Trust* (Jenkins Greek Theater, 7.30pm), part of Documentaries in the Greek. Director Kip Pastor embarks on a personal journey to answer commonly asked questions about organic food: What exactly is organic? Is it really better, or just a marketing scam? A post-film talkback will be held at approximately 9:00 p.m. in the North Court Reception Room.

**Tues., Apr. 8**
Reading: Dobson – “Rats, Not Men” (link on BB)
Watch: *Nova: Mystery of Easter Island*
Assignment: Blog Post 9 (A), Response 9 (B)

**Tues., Apr. 8**
The *Laramie Project: Ten Years Later* (1300 Altamont Ave., Richmond, VA, 7.00pm), a dramatic reading staged by the Richmond Triangle Players. Tickets and transportation will be provided for the first 40 students to sign up.

**Thurs., Apr. 10**
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

**Thurs., Apr. 10**
“An Evening with Yusef Komunyakaa” (Keller Hall Reception Room, 7.00pm) Komunyakaa’s seventeen books of poetry include *Taboo, Dien Cai Dau, Neon Vernacular* (for which he received the Pulitzer Prize), *Warhorses*, and most recently *The Chameleon Couch and Testimony*.

**Thurs., Apr. 10 - Sat., Apr. 12**
Jepson Forum Colloquium: Cultural Leadership (talk to Dr. Bezio)
Fri., Apr. 11
Musical Performance by Abigail Washburn (Perkinson Recital Hall, 7.00pm) in conjunction with the Jepson Forum Colloquium: Cultural Leadership.
PPEL Conference: Philosophy of Criminal Law (see PPEL website)
“The Importance of Ethnic Ties” (THC 321, 7.30pm) featuring Dr. Tze Loo discussing her ideas of the dissonance between Asian Americans and International Americans and much more.

Mon., Apr. 14
*God Loves Uganda* (Jenkins Greek Theater, 7.30pm), part of Documentaries in the Greek, is a powerful documentary on the evangelical campaign to change African culture with values from America's Fundamental Christian Right. A post-film talkback will be held at approximately 9:00 p.m. in the North Court Reception Room.

Tues., Apr. 15
Reading: *Collapse* Chapter 14: Why Do Some Societies Make Disastrous Decisions? *Collapse* Chapter 15: Big Businesses and the Environment
Assignment: Blog Post 10 (B), Response 10 (A)

Thurs., Apr. 17
*Settlers of Catan*
Reading: Johnson – “Games” (BB)
Assignment: Blog Post 11 (ALL); ONE Response to 10.30 class (ALL)

Tues., Apr. 22
Play Performances in Class

Thurs., Apr. 25
Final Exam Review

Tues., Apr. 29 – “Big Picture” Paper Due by 5.00pm

FINAL EXAM: Either May 2nd or May 3rd from 2.00-5.00pm in JPSN 102
Jepson School of Leadership Studies
Common Syllabus Insert

*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.

[http://registrar.richmond.edu/services/policies/academic-credit.html](http://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.

[http://studentdevelopment.richmond.edu/disability-services/policies.html](http://studentdevelopment.richmond.edu/disability-services/policies.html)

*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.”

[http://studentdevelopment.richmond.edu/honor/](http://studentdevelopment.richmond.edu/honor/)

*Religious Observance*

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

[http://registrar.richmond.edu/planning/religiousobs.html](http://registrar.richmond.edu/planning/religiousobs.html)