Critical Thinking and Methods of Inquiry  
LDST 250, Section 5  

Spring 2016  

Course Syllabus  

Instructor: Terry L. Price  
E-mail: tprice@richmond.edu  
Phone: 287-6088  
Office: Jepson Hall, Room 128  
Office Hours: Open door and by appointment  

COURSE DESCRIPTION  
One characteristic feature of humans is our liability to hold mistaken beliefs. Unfortunately for us, it often turns out that we just have things wrong—sometimes badly wrong. We can think that we know things when in fact we do not. This problem is particularly acute for leaders. Leaders often face problems to which answers are not obvious. Accordingly, we might say that they can find themselves at the “epistemic margins” of social, political, and professional life. For example, they are frequently innovators and, so, must rely upon knowledge bases that are even more limited than are the knowledge bases upon which we rely in our everyday dealings in the world. This feature of leadership is important: leaders must sometimes take greater chances and face greater risks than do most individuals—both self-regarding and other-regarding chances and risks. In many ways, then, this is a course in self-leadership. How can we be expected to lead others in the right direction, we might ask, if we are misleading ourselves? 

First, humans face a myriad of familiar defects of reasoning. In this course, we will begin with a humanities-based approach to how our reasoning goes awry. Most of the major defects of reasoning identified by philosophers can be put under the headings of “questionable premises” or “invalidity.” We sometimes reason from unfounded beliefs, and our beliefs often fail to support the conclusions that we want to draw from them. The goal in the first part of the course is to learn to notice these defects in the reasoning of others and, ultimately, to avoid them in our own reasoning. 

Recognition of these problems, especially those at the level of argumentative premises, should lead us to consider the conditions under which we can know things more generally. Can we have objective knowledge about anything at all, or is all knowledge socially constructed? Are different ways of understanding the world equally valid? Are “the facts” always relative to some personal or social context? In the second substantial portion of this course, we will consider some of our most fundamental beliefs about the world to address these basic epistemological questions.
In the third section of the course, we will consider a **social scientific approach** to thinking. Social scientists, especially in the discipline of psychology, challenge our capacities to make good judgments and decisions. Even when reason is functioning normally, it turns out that we are the victims of systematic biases. We will take up these biases and learn how to avoid them and, perhaps, use them to our advantage.

As both a leader and a student of leadership, you will be presented with information from a variety of sources and in areas in which you have no expertise. Leaders need skills for making judgments about arguments and about the information on which these arguments rest. Students of leadership need to know how to assess the strengths and limitations of the different **disciplinary approaches** and **methodologies** that come to bear on a multidisciplinary education.

There is reason to think, however, that good leadership requires more than just care in the acquisition and maintenance of our beliefs. If good leadership turns on influencing others—on always being ready to justify oneself by means of an appeal to **rational persuasion**—then you will also need to be able to give **cogent arguments** for your beliefs. You must be able to make a convincing argument that you are right and that others should accept (and, thus, act on) the beliefs that you have. If the social scientists are right, we also need a sophisticated understanding of how people actually think. This course aims to provide the necessary means for developing these fundamental leadership competencies. In the end, its success will depend in large part on your willingness to engage yourself fully in readings, assignments, discussions, and class exercises. I will regularly call on people and give unannounced quizzes to promote this kind of engagement. Please note also that class will begin and end on time and that I expect students to remain in the classroom for the duration of the class. Cellphones are not permitted. Other electronic devices must be approved by the instructor.

**COURSE OBJECTIVES**

- The student should learn to identify formal and informal fallacies in the reasoning of others and how to avoid these fallacies in his own thought and in written and verbal communication.

- The student should have a sophisticated view of the nature and limits of knowledge.

- The student should become aware of fundamental biases in judgment and decision making and arrive at considered conclusions about their implications for our understanding of leadership.

- The student should be able to apply her critical thinking skills in the study and exercise of leadership.
REQUIRED TEXTS


REQUIREMENTS AND GRADING
Your final grade will be determined as follows:

1. Journal—5%
2. Periodic Quizzes—15%
3. Editorial Outline—10%
4. Midterm Examination—15%
5. Outline of Argumentative Analysis—10%
6. Argumentative Analysis—20%
7. Final Examination—25%

A WORD ON DEADLINES AND SCHEDULED EXAMS
The instructor takes class, deadlines, and scheduled exams very seriously. In fairness to your classmates, any difficulties that arise should be brought to my attention as soon as possible before the deadline or scheduled exam. No late work will be accepted, unless accompanied by a completed and approved request form. The form can be found attached to this syllabus. It does not apply to periodic quizzes, except as sanctioned by university policy. Please note that computer problems never constitute an acceptable excuse.
Grading legend:

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**SCHEDULE** (Subject to Change as the Course Progresses)

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<tr>
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<tr>
<td>W Jan 13</td>
<td>Course Introduction</td>
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<td>F Jan 15</td>
<td>Cavender and Kahane, Chapter 1</td>
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<td>W Jan 20</td>
<td>Cavender and Kahane, Chapter 2</td>
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<td>F Jan 22</td>
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<td>W Jan 27</td>
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<td>F Jan 29</td>
<td>Cavender and Kahane, Chapters 4</td>
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<td>M Feb 1</td>
<td><strong>Editorial Outline due by 5:00 p.m. (Jepson Hall, Room 125)</strong></td>
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<td>W Feb 3</td>
<td>Cavender and Kahane, Chapters 4-5</td>
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<td>F Feb 5</td>
<td>Cavender and Kahane, Chapter 5</td>
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<td>W Feb 10</td>
<td>Review</td>
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<td>F Feb 12</td>
<td><strong>Midterm Examination</strong></td>
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<td>W Feb 17</td>
<td>Schick and Vaughn, Chapter 1</td>
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<td>F Feb 19</td>
<td>Schick and Vaughn, Chapter 2</td>
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<td>W Feb 24</td>
<td>Schick and Vaughn, Chapter 4</td>
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F Feb 26   Schick and Vaughn, Chapters 4-5
M Feb 29   Outline of Argumentative Analysis due by 5:00 p.m. (Jepson Hall, Room 125)
W Mar 2    Schick and Vaughn, Chapter 5
F Mar 4    Schick and Vaughn, Chapter 8

Spring Break

W Mar 16  Kahneman, Part I (Introduction, Chapters 1 & 3)
F Mar 18  Kahneman, Part I (Chapters 4-5)
W Mar 23  Kahneman, Part I (Chapters 6-7)
F Mar 25  Kahneman, Part II (Chapters 8-9)
W Mar 30  Kahneman, Part II (Chapters 10-11)
F Apr 1   Kahneman, Part II (Chapters 12-13)
M Apr 4   Argumentative Analysis due by 5:00 p.m. (Jepson Hall, Room 125)
W Apr 6   Kahneman, Part III (Chapter 14-15, except 160-165)
F Apr 8   Kahneman, Part III (Chapters 16-17, except 169-174)
W Apr 13  Kahneman, Part III (Chapters 19-20, except 212-217)
F Apr 15  Kahneman, Part III (Chapters 21 & 23-24, except 227-232 and 261-264)
W Apr 20  Kahneman, Part V (Chapters 35, 38, & Conclusions, except 411-415)
F Apr 22  Review
W Apr 27  Section 5 Final Examination—in class from 9:00 a.m. to 12:00 p.m.
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
REQUEST FOR EXTENSION/MAKE-UP

1. Today’s Date:

2. Original Assignment Date:

3. Reason for Extension/Make-up:

4. Proposed Due Date/Make-up Date:

5. Instructor Signature:

6. Your Signature:

Submit this form with the completed assignment (e.g., paper, make-up exam, etc.). This form will not be accepted if incomplete (e.g., if #5 is blank).