

# General Education Course Proposal

OCT 8 2003

Proposed Course: AAIS 20 Critical Thinking About Race 3.0  
Prefix No. Title Units

Department: Africana & American Indian Studies College/School: Social Sciences

### GE Category (Indicate one category only):

Foundation: A1  A2  A3  B4   
Breadth: B1  B2  C1  C2  D  E   
Integration: B  C  D  International/Multicultural

Existing Course  Revised Course  New Course

Course Included in Current GE Program

New courses require the Undergraduate Course Proposal form in addition to this form.  
Revised courses require the Undergraduate Course Change Request in addition to this form.

**Proposed catalog description:** Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

This course discusses, analyzes, and critique ideas on race/ethnicity, gender, and social policy using critical thinking skills emphasizing relationship between language/logic; distinguish belief/knowledge and fact/opinion; use deductive/inductive reasoning; recognize informal/formal fallacies. Skills demonstrated and assessed through oral and written performance.

Enrollment limit per section: 30

Expected number of sections per semester - Year 1 2-3 Year 3 4-5

### Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

### Approval for Inclusion in General Education

[Signature] 10/1/03  
Department Chair Date

[Signature] 10/06/03  
College/School Curriculum Committee Date

[Signature] 10-7-03  
College/School Dean Date

[Signature] 10/7/05  
General Education Subcommittee Date

[Signature] 10/7/05  
Associate Provost Date

Forward Original and TWELVE copies to:  
Associate Provost for Academic Affairs, M/S TA 54

## ATTACHMENT 2

### GENERAL SYLLABUS

#### CRITICAL THINKING ABOUT RACE-- AFAM 20

**Instructor:** Name

**Phone/fax/email:** Instructor's phone number and email address

**Department:** Africana & American Indian Studies

**Office Hours:** TBA, minimum of 5 hours per week and by appointment

**Department Office:** McKee Fisk 243

**Department Phone Number:** 559-278-2832

**Department Fax Number:** 559-278-2233

**Course Schedule #:** .....

**Units:** 3

#### **Catalog Description:**

Critical thinking emphasizing relationship between language/logic; distinguish belief/knowledge and fact/opinion; use deductive/inductive reasoning; recognize informal/formal fallacies. These skills are applied to analyzing and critiquing ideas on race/ethnicity, gender, and social policy. Skills demonstrated and assessed through oral and written performance.

#### **Course Objectives:**

- To promote a clear understanding of such basic concepts as: comprehension and meaning in cultural context; objectivity and subjectivity; fallacies; pseudo-scientific reasoning; the nature of claims and procedures for their evaluation; the structure and varieties of arguments; deductive and inductive reasoning; populations, sampling, and generalizations.
- To examine assumptions and methods of science; aesthetic judgement; moral and legal reasoning; and modes of thinking in Western and non-Western societies.
- Apply the concepts and methods of critical thinking to analyze, criticize, and evaluate historical claims of racism, sexism, prejudice, discrimination and the social policies enacted to support such ideologies.
- Explore the impact of racism, sexism, prejudice and discrimination on the lives of women and racial/ethnic minority groups.
- Discuss programs aimed at equalizing educational and economic opportunities for racially/ethnically diverse people in the United States, and other parts of the world to reduce intergroup conflicts while living with differences.

#### **Representative Texts:**

*Critical Thinking* by B. N. Moore and R. Parker. (7<sup>th</sup> Edition), 2003. McGraw-hill, New York, NY.

*Taking Sides: Clashing Views on Controversial Issues in Race and Ethnicity* by Raymond D'Angelo, 2004. McGraw-Hill/Dushkin, New York, NY.

*Race and the Enlightenment* by Emmanuel C. Eze, 1997. Blackwell Publishers, Cambridge, MA.

*Iron Cages: Race and Culture in 19<sup>th</sup> Century America* by Ronald Takaki, (Revised Edition) 2000. Oxford University Press, New York, NY.

*From Different Shores: Perspectives on Race and Ethnicity in America* by Ronald Takaki. (2<sup>nd</sup> Edition), 1994. Oxford University Press, New York, NY.

*Things Fall Apart* by Chinua Achebe, 1959. Bantam Doubleday Dell, New York, NY.

*The Burden of Memory the Muse of Forgiveness* by Wole Soyinka, 1999. Oxford University Press, New York, NY.

*Nile Valley Contributions to Civilization* by Anthony T. Browder, 1992. Institute of Karmic Guidance, Washington, D.C.

*Beloved* by Toni Morrison, 2000. Penguin Putnam, Inc., New York, NY.

*The Debt: What America Owes to Blacks* by Randall Robinson, 2000. A Dutton Book, New York, NY

*Against Race: Imagining Political Culture Beyond Color Line* by Paul Gilroy, 2000. Harvard University Press, Cambridge, MA.

*The Afrocentric Idea* by Molefi K. Asante. (Revised and Expanded Edition), 1998. Temple University Press, Philadelphia, Pa.

*The Disuniting of America: Reflections on a Multicultural Society* by Arthur M. Schlesinger, Jr., 2001. W.w. Norton & Company, New York, NY

*The Souls of Black Folk* by W.E.B. Dubois, 1996. Penguin Books, New York, NY.

*Nigger: The Strange Career of a Troublesome Word* by Randall Kennedy, 2002. Pantheon Book, New York, NY.

*The Social Construction of Race and Ethnicity in the U.S.* by Joan Ferrante & Prince Brown, Jr. (2<sup>nd</sup> Edition), 2001. Prentice Hall. Upper Saddle, NJ.

*The Victims of Democracy: Malcolm X and the Black Revolution* by Eugene V. Wolfenstein, 1993. The Guilford Press, New York, NY.

*Indian Givers: How the Indians of the Americas Transformed the World* by Jack Weatherford, 1988. Fawcett Columbine, New York, NY.

*Indians of California: The Changing Image* by James J. Rawls, 1986. University of Oklahoma Press, Norman, OK.

*Indian Country* by Peter Matthiessen, 1992. A Penguin Book, New York, NY.

*Native Californians: A Theoretical Retrospective* by Lowell J. Bean and Thomas C. Blackburn (editor), 1976. Ballena Press, Ramona CA.

*The American Woodland Indians* by Michael G. Johnson and Richard Hook, 1998. Osprey Publishing Ltd, Botley, Oxford, UK.

*Long Walk to Freedom: The Autobiography of Nelson Mandela* by Nelson Rolihlahla Madela, 1995. Little, Brown & Company, Boston, MA.

**Additional Resources (Optional):**

*2003 Study Guide to Accompany Moore and Parker's Critical Thinking* by Pappas, N. (7<sup>th</sup> Edition). McGraw-Hill, New York, NY.

*2003 Critical Thinking Review for Dos* (3.5-inch Diskette). McGraw-Hill, New York, NY.

**Representative Videos:**

*Are You a Racist?*

*A World of Ideas: Victim of Two Cultures*

*Essential Blue-Eyed*

*Fairer Sex & True Colors*

*Biography of Nelson Mandela*

*W.E.B. DuBois: A Biography in 4 Voices*

*The Six Nations: Indians of North America*

*More Than Arrows and Bows*

## COURSE REQUIREMENTS

**Reading Assignments:**

There will be weekly reading assignments from the TEXT(S) and other assigned readings to be supplemented with lecture material. Building upon basic concepts examined by the textbooks, the selected readings will explore such topics as stereotyping and prejudice, ethnocentrism, racism, discrimination, societal ethics, and social justice, as well as aspects of ethnohistory. These readings will provide a context for evaluating critical thinking by showing clearly the adverse consequences of prejudicial thoughts and how individual and group success depends on good reasoning skills. Students are required to complete the reading assignments before each class session and be prepared to discuss the contents of the readings.

**Video Response:**

During the course of the semester, students will view FIVE videos in class and write a 1-2 page reaction paper to each video. Students are to analyze, evaluate, and critique information from each video and relate the content to the relevant assigned readings and answer the question(s) posed by Moore and Parker.

**Tests:**

During the course of the semester, there will be a take-home MIDTERM examination and a FINAL examination both requiring answers in essay format. The tests will cover assigned readings from the texts, film analysis, and other materials.

**Debates:**

The class will be divided up into debate teams to debate selected topics in *TAKING SIDES: CLASHING VIEWS ON CONTROVERSIAL ISSUES IN RACE AND ETHNICITY* by Raymond D'Angelo. In the discussion sections, students will have the opportunity to discuss and deliberate controversial issues on racial/ethnic matters: that is, issues on which experts disagree, and reasonable, strong arguments can be made on both sides. (See course outline and the table of contents of *Taking Sides...* for a list of the issues).

Each week, two or three class members will take the "yes" (pro) side of an issue and two or three will take the "no" (con) side. The debate will be in a panel format. The panel members are to clearly present the arguments on their side of the issue. After the panel members have presented their arguments, the discussion will be opened up for comments, questions, and criticisms from the other students of the class. (For more details about this panel discussion format, see the handout, "Using Taking Sides: Preparing for a Formal Debate.")

During the course of the semester, each student will be on panels for THREE issues. Students' participation on the three panels will count 15% of the course grade (i.e., 5% each). If a student misses class on a day she/he is scheduled to be a panelist, she/he will receive a grade of 0 for that panel. There will be no make-up for missed panels.

**Final Essay Assignment:**

To demonstrate their ability to present and evaluate arguments, students are to complete a final 7-8 page essay (2,000 words) on one of the THREE racial/ethnic issues they selected for class debate. This essay serves as a review of the learning outcomes exploring the connections between the debate topics, class readings, videos, and lecture topics in the analyses and critique of ideas on race/ethnicity, gender, and social policy. Papers must reflect original library research, critical thinking and writing skills, and therefore, papers prepared for other classes are unacceptable.

**Racial/Ethnic Conversations:**

At the start of the semester, students will identify racial/ethnic partners (different from their own) with whom they will engage in series of "conversations" throughout the course of the semester. The focus of this assignment is to explore "the self" and "the other." Students are to make their own questionnaire and interview schedules around the issues of identity, cultural values, beliefs, norms, racial/ethnic sensitivities, impact of cultural traits on life style, differences/commonalities in perceptions of the world, levels of tolerance of differences, assessment of social change, and "wishes" and aspirations for the future in terms of programs for racial/ethnic harmony. Students are to submit a 2-3 page reflection paper on this project highlighting lessons learned from seeing the world through different racial/ethnic eyes.

**World Conference Against Racism:**

Students are to visit the website of the United Nations's first-ever sponsored World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance, held in Durban, South Africa, from 31 August to 7 September 2001, and write a 1-2 page reaction paper on any aspect of the conference and its tie to the course materials.

Website: <http://www.unhchr.ch/html/racism/index.htm>

**Late Assignments/Projects:**

All written assignments are to be handed in at the beginning of class on the due date. Late assignments/projects will not be accepted without a genuine excuse and/or prior permission.

**Attendance:**

Attendance is required for each student and tardiness is unacceptable. It is the responsibility of students to record their attendance at the beginning of each class period. A student is allowed 4 absences for whatever reason. Three incidents of tardiness will constitute one absence. For each class session missed beyond the 4 absences allowed, students lose two percentage points of the 10% earmarked for attendance. If students are absent from class, it is their responsibility to check on announcements made in their absence.

### UNIVERSITY POLICIES

***Cheating and Plagiarism:*** “Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term *cheating* not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. *Plagiarism* is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material so used as one’s own work.” (See page 488 of the *University General Catalog, 2003-2004*). Penalties for cheating and plagiarism range from a ‘0’ or F on a particular assignment, through an F for the course, to expulsion from the university.

***Classroom Conduct:*** “The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live.” (See page 39 of the *University Schedule of Courses, Spring 2003*). Other distracting behaviors include coming in late, talking in class, answering cell phones, and reading newspapers/magazines. Student conduct that disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

***Students with Disabilities:*** Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 or call (559) 278-2811.

**Final Grades:**

5 Videos @ 5%	= 25%
Midterm Test	= 10%
Final Exam	= 10%
Debate	= 15%
Final Essay	= 15%
Racial/Ethnic Conversations	= 10%

World Conf. On Racism = 05%  
Attendance = 10%

---

TOTAL = 100%

**\*Final grades will be assigned as follows:**

90-100=A (4.0); 80-89=B (3.0); 70-79=C (2.0); 60-69=D (1.0); and Below 60=F (0.0).

\*Grade point per unit in parenthesis

## COURSE TOPICS

### Course Topics:

- Introduction to Critical Thinking
  - ▶ introduction
  - ▶ basic concepts
  - ▶ facts and opinions
  - ▶ knowledge and belief
  - ▶ the role of critical thinking in our society
  - ▶ diverse cultural perspectives
  - ▶
- Introduction to Arguments
  - ▶ structuring persuasive communication
  - ▶ the role of critical thinking in argumentative speaking and writing
  - ▶ organization, focus, clarity, accuracy, and precision
  - ▶ problems in cross-cultural communication
  - ▶ structure and elements of effective arguments
  - ▶ deductive and inductive reasoning
  - ▶ invalid, valid, and sound arguments
  - ▶ evaluating arguments
  - ▶ causation in populations
  - ▶ cause and effect in the culture of poverty
- Evaluating Informative Claims
  - ▶ the value of background knowledge
  - ▶ sources of information and credibility
  - ▶ cultural factors influencing claims
  - ▶ language, cognition, and perception
  - ▶ methods for evaluating claims
- Introduction to Non-Argumentative Persuasion
  - ▶ rhetorical devices (slanters)
  - ▶ information tailoring
  - ▶ racial/ethnic aspects of market segmentation and advertising
  - ▶ pseudo-scientific reasoning--smokescreen, subjectivist fallacy
  - ▶ appeal to common practice
  - ▶ peer pressure
  - ▶ wishful thinking

- ▶ scare tactics, pity, and spite
  - ▶ stereotyping (including prejudice and ethnocentrism)
  - ▶ origins of racist ideologies
  - ▶ burden of proof
  - ▶ false dilemma, slippery slope, and begging the question
  - ▶ alternatives to rational inquiry-- divination, myths, and fraud
- Introduction to Explanations and Scientific Inquiry
    - ▶ kinds of explanations
    - ▶ identifying weak explanations
    - ▶ the method of science--hypothesis generation, validation, theory building
    - ▶ science in social context
    - ▶ the need for scientific literacy
    - ▶ science and the future of humankind
    - ▶ central role of critical thinking in scientific inquiry
- Relationships Between Emotions and Reason
    - ▶ aesthetic reasoning
    - ▶ cultural influences on perceptions of art and beauty
    - ▶ artistic expression and societal values
    - ▶ racial/ethnic perspective on aesthetic reasoning
- Moral Reasoning and Societal Values
    - ▶ mores in cross-cultural perspective
    - ▶ morality and moral reasoning in contemporary society
    - ▶ legal reasoning in cultural context--economic, political, and religious influences on the law
    - ▶ justice and law
    - ▶ principles of law in the U.S.
    - ▶ historical and recent racial/ethnic experiences with law and justice in the U.S. and South Africa
- Critical Thinking and Human Diversity
    - ▶ human biological variability and "race"
    - ▶ societal perceptions on race/ethnicity
    - ▶ racism, sexism, prejudice, and discrimination
    - ▶ programs to reduce racial conflict and promote diversity and multiculturalism

**Assignments:**

- Writing Requirement. The University General Education policy states that each lower-division course in GE must have a 2,000 word writing requirement.
- Assignment due dates.
- Dates for debates
- Final Exam: Date, Time, Place



## ATTACHMENT 3

### CRITICAL THINKING ABOUT RACE-- AAIS 20

#### TENTATIVE COURSE SYLLABUS

DR. YAW OHENEBA-SAKYI  
AFRICANA & AMERICAN INDIAN STUDIES  
CAL STATE UNIVERSITY, FRESNO  
MCKEE FISK BUILDING ROOM 243  
TEL (559) 278-4423/2832  
FAX (559)278-2233; E-MAIL: [yoheneba@csufresno.edu](mailto:yoheneba@csufresno.edu)

DATES: TBA  
OFFICE HRS. TBA and  
By APPOINTMENT  
COURSE SCHEDULE #: .....  
UNITS: 3, NO PREREQUISITE

“Now that the idea of race consciousness has spread all over the world, it is frequently assumed that any conflict in history which cannot be readily explained in some other way must have been due to race antagonism...

Race theory has frequently lent itself to the crudest manipulation by the people who wished to justify a scheme of exploitation or discrimination... the scientists themselves frequently spoke of race in personal and emotional tones rather than in terms of fact” (Gossett, 1968, p. 3; p. 409).

#### COURSE DESCRIPTION:

This course is designed to discuss, analyze, and critique ideas on race/ethnicity, gender, and social policy in the U.S. and other places around the world. The course uses critical thinking skills to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief.

#### COURSE OBJECTIVES:

- To promote a clear understanding of such basic concepts as: comprehension and meaning in cultural context; objectivity and subjectivity; fallacies; pseudo-scientific reasoning; the nature of claims and procedures for their evaluation; the structure and varieties of arguments; deductive and inductive reasoning; populations, sampling, and generalizations.
- To examine assumptions and methods of science; aesthetic judgement; moral and legal reasoning; and modes of thinking in Western and non-Western societies.
- Apply the concepts and methods of critical thinking to analyze, criticize, and evaluate historical claims of racism, sexism, prejudice, discrimination and the social policies enacted to support such ideologies.
- Explore the impact of racism, sexism, prejudice and discrimination on the lives of women and racial/ethnic minority groups.
- Discuss programs aimed at equalizing educational and economic opportunities for racially/ethnically diverse people in the United States, and other parts of the world to reduce intergroup conflicts while living with differences.

**FEES:** There are no extra fees assessed for this course.

**REQUIRED TEXTS:**

CRITICAL THINKING by B. N. Moore and R. Parker. (7<sup>th</sup> Edition), 2003. McGraw-Hill, New York, NY.

TAKING SIDES: CLASHING VIEWS ON CONTROVERSIAL ISSUES IN RACE AND ETHNICITY by Raymond D'Angelo, 2004. McGraw-Hill/Dushkin, New York, NY.

**Supplemental Readings (required):**

Instructors will select additional reading assignments from the list below or from their own sources.

RACE AND THE ENLIGHTENMENT by Emmanuel C. Eze, 1997. Blackwell Publishers, Cambridge, MA.

IRON CAGES: RACE AND CULTURE IN 19<sup>TH</sup> CENTURY AMERICA by Ronald Takaki, (Revised Edition) 2000. Oxford University Press, New York, NY.

FROM DIFFERENT SHORES: PERSPECTIVES ON RACE AND ETHNICITY IN AMERICA by Ronald Takaki. (2<sup>nd</sup> Edition), 1994. Oxford University Press, New York, NY.

THINGS FALL APART by Chinua Achebe, 1959. Bantam Doubleday Dell, New York, NY.

THE BURDEN OF MEMORY THE MUSE OF FORGIVENESS by Wole Soyinka, 1999. Oxford University Press, New York, NY.

NILE VALLEY CONTRIBUTIONS TO CIVILIZATION by Anthony T. Browder, 1992. Institute of Karmic Guidance, Washington, D.C.

BELOVED By Toni Morrison, 2000. Penguin Putnam, Inc., New York, NY.

THE DEBT: WHAT AMERICA OWES TO BLACKS by Randall Robinson, 2000. A Dutton Book, New York, NY

AGAINST RACE: IMAGINING POLITICAL CULTURE BEYOND COLOR LINE by Paul Gilroy, 2000. Harvard University Press, Cambridge, MA.

THE AFROCENTRIC IDEA by Molefi K. Asante. (Revised and Expanded Edition), 1998. Temple University Press, Philadelphia, PA.

THE DISUNITING OF AMERICA: REFLECTIONS ON A MULTICULTURAL SOCIETY by Arthur M. Schlesinger, Jr., 2001. W.W. Norton & Company, New York, NY

THE SOULS OF BLACK FOLK by W.E.B. Dubois, 1996. Penguin Books, New York, NY.

NIGGER: THE STRANGE CAREER OF A TROUBLESOME WORD by Randall Kennedy, 2002. Pantheon Book, New York, NY.

THE SOCIAL CONSTRUCTION OF RACE AND ETHNICITY IN THE U.S. by Joan Ferrante & Prince Brown, Jr. (2<sup>nd</sup> Edition), 2001. Prentice Hall. Upper Saddle, NJ.

THE VICTIMS OF DEMOCRACY: MALCOLM X AND THE BLACK REVOLUTION by Eugene V. Wolfenstein, 1993. The Guilford Press, New York, NY.

INDIAN GIVERS: HOW THE INDIANS OF THE AMERICAS TRANSFORMED THE WORLD by Jack Weatherford, 1988. Fawcett Columbine, New York, NY.

INDIANS OF CALIFORNIA: THE CHANGING IMAGE by James J. Rawls, 1986. University of Oklahoma Press, Norman, OK.

INDIAN COUNTRY by Peter Matthiessen, 1992. A Penguin Book, New York, NY.

NATIVE CALIFORNIANS: A THEORETICAL RETROSPECTIVE by Lowell J. Bean and Thomas C. Blackburn (editor), 1976. Ballena Press, Ramona CA.

THE AMERICAN WOODLAND INDIANS by Michael G. Johnson and Richard Hook, 1998. Osprey Publishing Ltd, Botley, Oxford, UK.

LONG WALK TO FREEDOM: THE AUTOBIOGRAPHY OF NELSON MANDELA by Nelson Rolihlahla Madela, 1995. Little, Brown & Company, Boston, MA.

**Additional Resources (optional):**

2003 STUDY GUIDE TO ACCOMPANY MOORE AND PARKER'S CRITICAL THINKING by Pappas, N. (7<sup>th</sup> Edition). McGraw-Hill, New York, NY.

2003 CRITICAL THINKING REVIEW FOR DOS (3.5-inch diskette). McGraw-Hill, New York, NY.

## **COURSE REQUIREMENTS**

### **Reading Assignments:**

There will be weekly reading assignments from the TEXT(S) and other assigned readings to be supplemented with lecture material. Building upon basic concepts examined by the textbooks, the selected readings will explore such topics as stereotyping and prejudice, ethnocentrism, racism, discrimination, societal ethics, and social justice, as well as aspects of ethnohistory. These readings will provide a context for evaluating critical thinking by showing clearly the adverse consequences of prejudicial thoughts and how individual and group success depends on good reasoning skills. Students are required to complete the reading assignments before each class session and be prepared to discuss the contents of the readings.

### **Video Response:**

During the course of the semester, students will view FIVE videos in class and write a 1-2 page reaction paper to each video. Students are to analyze, evaluate, and critique information from each video and relate the content to the relevant assigned readings and answer the question(s) posed by Moore and Parker.

**Tests:**

During the course of the semester, there will be a take-home MIDTERM examination and a FINAL examination both requiring answers in essay format. The tests will cover assigned readings from the texts, film analysis, and other materials.

**Debates:**

The class will be divided up into debate teams to debate selected topics in TAKING SIDES: CLASHING VIEWS ON CONTROVERSIAL ISSUES IN RACE AND ETHNICITY by Raymond D'Angelo. In the discussion sections, students will have the opportunity to discuss and deliberate controversial issues on racial/ethnic matters: that is, issues on which experts disagree, and reasonable, strong arguments can be made on both sides. (See course outline and the table of contents of *Taking Sides...* for a list of the issues).

Each week, two or three class members will take the "yes" (pro) side of an issue and two or three will take the "no" (con) side. The debate will be in a panel format. The panel members are to clearly present the arguments on their side of the issue. After the panel members have presented their arguments, the discussion will be opened up for comments, questions, and criticisms from the other students of the class. (For more details about this panel discussion format, see the handout, "Using Taking Sides: Preparing for a Formal Debate.")

During the course of the semester, each student will be on panels for THREE issues. Students' participation on the three panels will count 15% of the course grade (i.e., 5% each). If a student misses class on a day she/he is scheduled to be a panelist, she/he will receive a grade of 0 for that panel. There will be no make-up for missed panels.

**Final Essay Assignment:**

To demonstrate their ability to present and evaluate arguments, students are to complete a final 7-8 page essay (2,000 words) on one of the THREE racial/ethnic issues they selected for class debate. This essay serves as a review of the learning outcomes exploring the connections between the debate topics, class readings, videos, and lecture topics in the analyses and critique of ideas on race/ethnicity, gender, and social policy. Papers must reflect original library research, critical thinking, and writing skills, and therefore, papers prepared for other classes are unacceptable.

**Racial/Ethnic Conversations:**

At the start of the semester, students will identify racial/ethnic partners (different from their own) with whom they will engage in series of "conversations" throughout the course of the semester. The focus of this assignment is to explore "the self" and "the other." Students are to make their own questionnaire and interview schedules around the issues of identity, cultural values, beliefs, norms, racial/ethnic sensitivities, impact of cultural traits on life style, differences/commonalities in perceptions of the world, levels of tolerance of differences, assessment of social change, and "wishes" and aspirations for the future in terms of programs for racial/ethnic harmony. Students are to submit a 2-3 page reflection paper on this project highlighting lessons learned from seeing the world through different racial/ethnic eyes.

**World Conference Against Racism:**

Students are to visit the website of the United Nations's first-ever sponsored World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance, held in Durban,

South Africa, from 31 August to 7 September 2001, and write a 1-2 page reaction paper on any aspect of the conference and its tie to the course materials.

Website: <http://www.unhchr.ch/html/racism/index.htm>

**Late Assignments/Projects:**

All written assignments are to be handed in at the beginning of class on the due date. Late assignments/projects will not be accepted without a genuine excuse and/or prior permission.

**Attendance:**

Attendance is required for each student and tardiness is unacceptable. It is the responsibility of students to record their attendance at the beginning of each class period. A student is allowed 4 absences for whatever reason. Three incidents of tardiness will constitute one absence. For each class session missed beyond the 4 absences allowed, students lose two percentage points of the 10% earmarked for attendance. If students are absent from class, it is their responsibility to check on announcements made in their absence.

**UNIVERSITY POLICIES**

*Cheating and Plagiarism:* "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term *cheating* not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. *Plagiarism* is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material so used as one's own work." (See page 488 of the *University General Catalog, 2003-2004*). Penalties for cheating and plagiarism range from a '0' or F on a particular assignment, through an F for the course, to expulsion from the university.

*Classroom Conduct:* "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live." (See page 39 of the *University Schedule of Courses, Spring 2003*). Other distracting behaviors include coming in late, talking in class, answering cell phones, and reading newspapers/magazines. Student conduct that disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

*Students with Disabilities:* Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 or call (559) 278-2811.

**Final Grades:**

5 Videos @ 5%	= 25%
Midterm Test	= 10%
Final Exam	= 10%

Debate	= 15%
Final Essay	= 15%
Racial/Ethnic Conversations	= 10%
World Conf. On Racism	= 05%
Attendance	= 10%

---

TOTAL = 100%

**\*Final grades will be assigned as follows:**

90-100=A (4.0); 80-89=B (3.0); 70-79=C (2.0); 60-69=D (1.0); and Below 60=F (0.0).

\*Grade point per unit in parenthesis

**DETAILED CLASS SCHEDULE**

- WEEK 1:** Orientation, scope and purpose of course. Introduction to course materials and requirements.
- WEEK 2:** Introduction to course materials and requirements. Introduction to critical thinking: basic concepts; facts and opinions; knowledge and belief; the role of critical thinking in our society; diverse cultural perspectives.  
**Reading:** Moore & Parker– Chapter 1  
**Video 1:** Are You a Racist? Written Response Due Week 3.
- WEEK 3:** Introduction to arguments; structuring persuasive communication; the role of critical thinking in argumentative speaking and writing; organization, focus, clarity, accuracy, and precision; problems in cross-cultural communication.  
**Reading:** Moore & Parker– Chapter 1 (cont'd); Chapter 2.
- WEEK 4:** Evaluating informative claims; the value of background knowledge; sources of information; credibility; cultural factors influencing claims; language, cognition, and perception; methods for evaluating claims.  
**Reading:** Moore & Parker– Chapter 3.  
**Video 2:** A World of Ideas: Victim of Two Cultures. Written Response Due Week 5.
- WEEK 5:** Introduction to non-argumentative persuasion; rhetorical devices (slanters); information tailoring; advertising; ethnic aspects of market segmentation and advertising.  
**Reading:** Moore & Parker– Chapter 4
- WEEK 6:** Slanters (continued); pseudo-scientific reasoning: smokescreen; subjectivist fallacy; appeal to common practice; peer pressure; wishful thinking; scare tactics; pity; spite; ad hominem; stereotyping (including prejudice and ethnocentrism); origins of racist ideologies.  
**Reading:** Moore & Parker– Chapter 5  
**Video 3:** Essential Blue-Eyed. Written Response Due Week 8

- WEEK 7:** Pseudo-scientific reasoning (continued): burden of proof; straw man; false dilemma; slippery slope; begging the question. Alternatives to rational inquiry; divination; myths; fraud.  
**Reading:** Moore & Parker– Chapter 6  
**Mid-Term Examination Due**
- WEEK 8:** Introduction to explanations: kinds of explanations; identifying weak explanations.  
**Reading:** Moore & Parker– Chapter 7
- WEEK 9:** The methodology of science; epistemology; hypothesis generation; validation; theory building; basic and applied science; science and technology; science in social context; the need for scientific literacy; science and the future of humankind; the central role of critical thinking in scientific inquiry.  
**Reading:**.....  
**World Conference Against Racism Paper Due**
- WEEK 10:** Critical thinking and human diversity; human biological variability and "race;" society and culture; perspectives on ethnicity; prejudice and discrimination; racism; sexism.  
**Reading:** .....  
**Video 4:** The Six Nations: Indians of North America. Written Response Due Week 11.
- WEEK 11:** Introduction to arguments: structure and elements of effective arguments; deductive and inductive reasoning; invalid, valid, and sound arguments; evaluating arguments.  
**Reading:** Moore & Parker– Chapter 8
- WEEK 12:** Deductive arguments (continued); categorical logic and claims; Venn diagrams; Square of Opposition; categorical operations; truth functional logic. Exercises dealing with deductive logic and arguments.  
**Reading:** Moore & Parker– Chapters 9 & 10  
**Racial/Ethnic Conversations Paper Due**
- WEEK 13:** Inductive arguments; inductive generalizations; sampling theory; causal arguments; the nature of causation; coincidence, correlation, and causality; weak causal arguments; causation in populations; cause and effect in the culture of poverty.  
**Reading:** Moore & Parker– Chapters 11 & 12
- WEEK 14:** Emotions; relationships between emotions and reason. Aesthetic reasoning; aesthetic criteria; cultural influences on perceptions of art and beauty; artistic expression and societal values; racial/ethnic perspective on aesthetic reasoning.  
**Reading:** Moore & Parker– Chapter 13  
**Final Essay Due**

**WEEK 15:** Moral reasoning; societal values; ethics; mores in cross-cultural perspective; morality and moral reasoning in contemporary society. Legal reasoning; law in cultural context; economic, political, and religious influences on the law; justice and law; principles of law in the U.S.; historical and recent racial/ethnic experiences with law and justice in the U.S. and South Africa.

**Reading:** .....

**Video 5:** Biography of Nelson Mandela. Written Response Due Week 16.

**WEEK 16:** Recap and conclusions. Preparation for final exam and faculty consultation.

**Final Exam Schedule:** Date, time, place

**Special Note:**

This syllabus and schedule are subject to change in the event of extenuating circumstances.



## CLASS CALENDER

### ACTIVITY

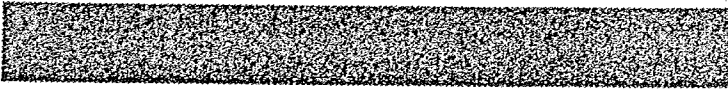
### DUE DATE

Video 1 .....	Week 3
Video 2 .....	Week 5
Midterm Exam .....	Week 7
Video 3 .....	Week 8
World Conf. Against Racism Paper .....	Week 9
Video 4 .....	Week 11
Racial/Ethnic Conversations Paper .....	Week 12
Final Essay .....	Week 14
Video 5 .....	Week 16
Final Exam .....	Finals Week
Debates (3) .....	TBA

Textbook (required)

Moore, B. N., and R. Parker

2000 *Critical Thinking* (Sixth Edition). Mayfield Press. Mountain View.



## Contents

Preface vii

### PART 1. Introduction

#### *Chapter 1. What Is Critical Thinking? 1*

Claims and Critical Thinking 3

Issues and Arguments 6

*Identifying the Issue* 7

*Settling an Issue Through Argument* 9

Facts and Opinions 11

*Objective and Subjective Claims* 13

*"Everyone's Entitled..."* 14

*Beliefs, Opinions, Views, Convictions, Prejudices* 15

A Note About Feelings 15

#### *Chapter 2. Critical Thinking and Clear Writing 39*

Organization and Focus 40

*Principles of Organization* 40

*Good Writing Practices* 41

*Essay Types to Avoid* 42

Clarity in Writing 43

*Defining Terms* 44

*Ambiguous Claims* 49

*Vague Claims* 60

*Claims That Make Comparisons* 61

Persuasive Writing 69  
Writing in a Diverse Society 71

## ***PART 2. Claims***

---

### ***Chapter 3. Evaluating Informative Claims 79***

Assessing the Content of the Claim 79  
    *Does the Claim Conflict with Our Personal Observations!* 79  
    *Does the Claim Conflict with Our Background Information!* 86  
Assessing the Credibility of the Source 89  
    Experts 91  
    The News Media 94  
    Reporting the News 95  
    Who Listens to the News! 98  
    The Internet 101

### ***Chapter 4. Persuasion Through Rhetoric 117***

Rhetorical Devices and Techniques (Slanters) 118  
    Euphemisms and Dysphemisms 118  
    Persuasive Comparisons, Definitions, and Explanations 120  
    Stereotypes 123  
    Innuendo 124  
    Loaded Questions 125  
    Weaselers 126  
    Downplayers 128  
    Horse Laugh/Ridicule/Sarcasm 129  
    Hyperbole 130  
    Proof Surrogates 131  
Advertising 141

### ***Chapter 5. More Rhetorical Devices 149***

Smokescreen/Red Herring 150  
The Subjectivist Fallacy 151  
Appeal to Popularity (*ad populum*) 153  
    Common Practice 154  
    Peer Pressure 155  
    Bandwagon 156  
Wishful Thinking 156  
Scare Tactics 157  
Appeal to Pity 159  
Apple Polishing 161  
Appeal to Anger or Indignation 161  
Two Wrongs Make a Right 163

### *Chapter 6. More Pseudoreasoning and Other Rhetorical Ploys 175*

- Ad Hominem 175
  - Personal Attack 176
  - Circumstantial Ad Hominem 176
  - Pseudorefutation 177
  - Poisoning the Well 178
- Genetic Fallacy 178
- Burden of Proof 179
- Straw Man 182
- False Dilemma 183
  - Perfectionist Fallacy 185
  - Line-Drawing Fallacy 186
- Slippery Slope 187
- Begging the Question 188

### *Chapter 7. Explanations 217*

- Explanations and Arguments 217
- Explanations and Justifications 220
- Kinds of Explanations 227
  - Physical Explanations 227
  - Behavioral Explanations 231
  - Functional Explanations 233
- Spotting Weak Explanations 237
  - Testability 237
  - Noncircularity 238
  - Relevance 239
  - Freedom from Excessive Vagueness 240
  - Reliability 240
  - Explanatory Power 240
  - Freedom from Unnecessary Assumptions 241
  - Consistency with Well-Established Theory 241
  - Absence of Alternative Explanations 243
- Explanatory Comparisons (Analogies) 244

## *PART 3. Arguments*

---

### *Chapter 8. Understanding and Evaluating Arguments 259*

- The Anatomy of Arguments 259
- Good and Bad, Valid and Invalid, Strong and Weak 266
- Deduction and Induction 270
- Unstated Premises 273

Identifying Unstated Premises 274  
Techniques for Understanding Arguments 277  
    *Clarifying an Argument's Structure* 278  
    *Distinguishing Arguments from Window Dressing* 281  
Evaluating Arguments 282  
    *Do the Premises Support the Conclusion?* 283  
    *Are the Premises Reasonable?* 283

***Chapter 9. Deductive Arguments I: Categorical Logic 292***

Categorical Claims 293  
    *Venn Diagrams* 294  
    *Translation into Standard Form* 295  
    *The Square of Opposition* 301  
Three Categorical Operations 303  
    *Conversion* 303  
    *Obversion* 304  
    *Contraposition* 305  
Categorical Syllogisms 310  
    *The Venn Diagram Method of Testing for Validity* 312  
    *Categorical Syllogisms with Unstated Premises* 317  
    *Real-Life Syllogisms* 319  
    *The Rules Method of Testing for Validity* 321

***Chapter 10. Deductive Arguments II: Truth-Functional Logic 333***

Truth Tables and the Truth-Functional Symbols 334  
    *Claim Variables* 334  
    *Truth Tables* 334  
    *Symbolizing Compound Claims* 341  
Truth-Functional Arguments 348  
Deductions 357  
    *Group I Rules: Elementary Valid Argument Patterns* 357  
    *Group II Rules: Truth-Functional Equivalences* 363  
    *Conditional Proof* 371

***Chapter 11. Inductive Arguments 381***

Inductive Generalizations 381  
    *Representativeness and Bias* 382  
    *Random Variation* 384  
    *Everyday Inductive Generalizations* 388  
    *The Two Key Questions We Should Ask of Any Inductive  
    Generalization* 391  
Analogical Arguments 392

Fallacies	396
Untrustworthy Polls	398
Playing by the Numbers	402

### ***Chapter 12. Causal Arguments 420***

Causation Among Specific Events	420
Only-Relevant-Difference Reasoning	421
Only-Relevant-Common-Thread Reasoning	424
Common Mistakes Found in Causal Reasoning	425
Possible Mistakes in Relevant-Difference Reasoning	425
Possible Mistakes in Common-Thread Reasoning	427
Post Hoc, Ergo Propter Hoc	429
Overlooking the Possibility of Coincidence	430
Questions to Ask About Causal Reasoning	432
Causation in Populations	443
Controlled Cause-to-Effect Experiments	443
Nonexperimental Cause-to-Effect Studies	447
Nonexperimental Effect-to-Cause Studies	449
Appeal to Anecdotal Evidence	451

### ***Chapter 13. Moral, Legal, and Aesthetic Reasoning 467***

Moral Reasoning	467
Descriptive and Prescriptive Moral Claims	467
Consistency and Fairness	473
Major Perspectives in Moral Reasoning	476
Moral Deliberation	482
Legal Reasoning	485
Legal Reasoning and Moral Reasoning Compared	485
Two Types of Legal Studies: Justifying Laws and Interpreting Laws	486
The Role of Precedent in Legal Reasoning	487
Aesthetic Reasoning	489
Eight Aesthetic Principles	489
Using Aesthetic Principles to Judge Aesthetic Value	492
Evaluating Aesthetic Criticism: Relevance and Truth	493
Why Reason Aesthetically?	495

### ***Appendix 1. Conflicting Claims 503***

### ***Appendix 2. Analytic Claims 509***

### ***Appendix 3. Some Common Patterns of Deductive Arguments 513***

*Glossary G-1*

*Answers, Suggestions, and Tips for Triangle Exercises A-1*

*Essays for Analysis E-1*

- Selection 1:* CYNTHIA TUCKER, Death Penalty Has No Place in U.S. E-2  
*Selection 2:* RICHARD PARKER, Hetero by Choice? E-4  
*Selection 3:* Bonnie and Clyde E-5  
*Selection 4:* EDWARD C. KRUG, Will Ozone Blob Devour the Earth? E-6  
*Selections 5a and 5b:* USA TODAY, Equal Treatment Is Real Issue—Not  
Marriage E-7 THE REV. LOUIS P. SHELDON, Gay Marriage “Unnatural” E-9  
*Selections 6a and 6b:* USA TODAY, Latest Ruling Is Good Scout  
Model E-10 LARRY P. ARNN, Decision Assaults Freedom E-11  
*Selection 7:* *Enterprise Record*, Is God Part of Integrity? E-12  
*Selection 8:* DON EDWARDS, Shorten Federal Jail Time E-14  
*Selections 9a and 9b:* USA TODAY, Clean Needles Benefit Society E-15  
PETER B. GEMMA, JR., Programs Don’t Make Sense E-16  
*Selections 10a and 10b:* USA TODAY, Make Fast Food Smoke-Free E-17  
BRENNAN M. DAWSON, Don’t Overreact to Smoke E-18  
*Selections 11a and 11b:* USA TODAY, Buying Notes Makes Sense at Lost-in-Crowd  
Campuses E-19 Buying or Selling Notes Is Wrong E-20  
*Selections 12a and 12b:* USA TODAY, Next, Comprehensive Reform of Gun  
Laws E-21 ALAN M. GOTTLIEB, Gun Laws Are No Answer E-22  
*Selections 13a and 13b:* USA TODAY, How Can School Prayer Possibly Hurt?  
Here’s How E-23 ARMSTRONG WILLIAMS, We Need More Prayer E-24  
*Selection 14:* BARBARA EHRENREICH, Planet of the White Guys E-25  
*Selection 15:* JOANNE JACOBS, Do Women Really Need Affirmative Action? E-26  
*Selection 16:* FOCUS ON THE FAMILY, In Defense of a Little Virginity E-28

Credits C-1

Index I-1



Home

Ordering

Contact Us

Search

Site Map

Opinion Assessment Pretest

**TAKING SIDES : Clashing Views on Controversial Issues in Race and Ethnicity , Fourth Edition**

Issue	YES	NO
	(agree)	(disagree)
ISSUE 1. Should Outsider and Insider Researchers Be Expected to Get Similar Findings?		
ISSUE 2. Are Blacks "Natural Born" Athletes?		
ISSUE 3. Do Industrialization and Capitalism Cause Racial and Ethnic Inequalities?		
ISSUE 4. Have Scholars Ignored the Willing Participation of Germans in Killing Jews During the Holocaust?		
ISSUE 5. Do the Identities of Blacks Lie in Africa?		
ISSUE 6. Are Hispanics Making Significant Progress?		
ISSUE 7. Do Cultural Differences Between Home and School Explain the High Dropout Rates for American Indian Students?		
ISSUE 8. Does Rap Music Contribute to Violent Crime?		
ISSUE 9. Does Bilingual Education Harm Hispanic and Other Children?		
ISSUE 10. Are Arabs and Other Muslims Portrayed Unfairly in American Films?		
ISSUE 11. Is Racial Segregation Necessarily Bad?		
ISSUE 12. Is Immigration a Problem in the United States?		
ISSUE 13. Does Environmental Racism Exist?		
ISSUE 14. Are Black Leaders Part of the Problem?		
ISSUE 15. Should Standardized Tests Be Eliminated From Applicant Processes?		
ISSUE 16. Should Inner-City Blacks and Hispanics Be Relocated?		
ISSUE 17. Should Race Be a Consideration in College		



Admissions?		
ISSUE 18. Are Reparations a Good Idea?		
ISSUE 19. Is Israel the Aggressor in the Israeli-Palestinian Conflict?		
ISSUE 20. Are African Leaders Misguided in Their Fight Against AIDS?		
ISSUE 21. Is the Drug War Harming Blacks?		

[Back to the top of this page](#)

[Home](#) [Ordering](#) [Contact Us](#) [Search](#) [Site Map](#)

**The McGraw-Hill Companies**

Copyright ©2003 The McGraw-Hill Companies. All rights reserved. Any use is subject to the [Terms of Use](#) and [Privacy Policy](#).  
McGraw-Hill/Dushkin is a unit of [McGraw-Hill Higher Education](#) and is one of the many fine businesses of The McGraw-Hill Companies.  
For further information about this site, contact [dushkin\\_webmaster@mcgraw-hill.com](mailto:dushkin_webmaster@mcgraw-hill.com).



Home

Ordering

Contact Us

Search

Site Map

## Using Taking Sides: Preparing for a Formal Debate

---

Each issue will be debated by a panel of six students: three "pro" and three "con." Each team thus has three persons, each with a primary responsibility, as follows:

The *stater*. This person will be primarily responsible for stating the position taken by the group. He or she will bring up, point by point, the issues inherent in each part of the argument. A prepared written outline may be quite helpful, but direct reading of a prepared statement will not be appropriate. A conversational presentation of the position in the stater's own words will be much more acceptable. The stater will also be responsible for watching the flow of the arguments. At the end, the stater will summarize, recap, and state which of the points made can be salvaged to ultimately support the team's position.

The *prover*. The prover will be responsible for citing relevant research to back up any of the statements given by the stater. He or she must have intimate knowledge of the empirical content of the positions taken and should understand the research supporting the side chosen. The prover can do well by looking up outside sources in order to strengthen the stater's arguments. He or she can support points by using survey data gathered in class or outside. Any effort (short of murder) is legitimate for generating support for a position. However, the prover will be "attacked" at some length by the opposition--so he or she had better be able to back up his or her supporting data. It should be empirical and responsible.

The *attacker*. The attacker will be responsible for probing the opposite team for weaknesses in their arguments. He or she may question data, disprove, counter, and use any *rational* method to discredit the opposition's position or data. An appreciation for research design and data analysis may help the attacker. It is also strongly suggested that the attacker be very familiar with the articles and materials being used by the opposing team. Unless role-playing is extremely good, personal attacks are considered in poor taste. The questioner may insult one of the authors but should refrain from attacking the student who supports that position.

A given debate might consist of the following points:

Pro--the pro stater makes his or her points.

Con--the con stater defines his or her counterpoints.

Pro--the pro prover brings on his or her evidence.

Con--the con prover delivers his or her data.

Pro--the pro attacker can move in.

Con--the con attacker can respond in kind.

Pro--the pro stater salvages all the undamaged arguments he or she has left and makes a summary.

Con--the con stater salvages all the intact arguments he or she has left and makes a concluding statement.

Other team formats are possible. For example, it would be feasible for the stater and the prover to work together, with each statement being supported by research as it is made. The questioners (pro and con) should restrain themselves until this procedure is over. Each team may lay out its "attack" plan in advance. Members should stick as close to their formats as possible unless it becomes cumbersome when they are rebutted.

The *audience*. The students not involved in a debate are still a part of the situation. They will get special points for participation (and it will be noted by the professor). Two kinds of audience participation can be expected: clarification and question.

*Clarification* --If a student is uncertain of a point, counterpoint, interpretation of data, a study, or any other portion of a presentation, the students in the audience can ask for clarification. Whoever is explaining the concept or supporting members on the team should clear the problem up for the student as a teacher would do in any class. Clarification questions should be asked at any time (interruptions are fine).

*Question* --This kind of audience participation can come after a position is clarified and the research is in. Questioning is appropriate when a student is disturbed by an answer or has data to counter or expand upon a position taken by the panel. Students should be reminded that the panel (pro and con) is primarily responsible for this sort of question, and the audience should wait and see if the panel will develop the response before they question too deeply. Other kinds of audience participation and general discussion will be discouraged after the attackers have completed their jobs.

You will know you are doing a good job if I [the professor] don't have to lead you by the nose to each point. I want *you* to do this work. My philosophy of education says that students learn by applying their own efforts. I cannot "give" you this kind of knowledge; you must learn these things by thinking and arguing them out for yourselves. There are no correct answers--no blacks and no whites. There are only mixtures of grays. The important point of this course is to find out how *you* view those gray areas.



[Back to the top of this page](#)

[Home](#) [Ordering](#) [Contact Us](#) [Search](#) [Site Map](#)

Copyright ©2003 The McGraw-Hill Companies. All rights reserved. Any use is subject to the [Terms of Use](#) and [Privacy Policy](#).

McGraw-Hill/Dushkin is a unit of [McGraw-Hill Higher Education](#) and is one of the many fine businesses of The McGraw-Hill Companies.

For further information about this site, contact [dushkin\\_webmaster@mcgraw-hill.com](mailto:dushkin_webmaster@mcgraw-hill.com).




[Home](#)
[Ordering](#)
[Contact Us](#)
[Search](#)
[Site Map](#)

## Using Taking Sides: Role Description for Informal Debates

---

All presentations should be brief, not exceeding 30 seconds. Say what needs to be said as concisely as possible. All members should help each other. Depending on the issue, some roles are easier to play than others. To make the 10-minute time limit, all should pitch in. It helps to take a few notes. This does not mean that statements need to be written out completely. Your statements should be informal and conversational.

*Introducer*--Is the leader and organizer of the group. The introducer's primary responsibility is to make sure progress is being made by each member on the objective. The introducer also states the point-counterpoint in general, using his or her own words, and gives a "lead-in" for the point-counterpoint by describing the topic in the text to which this particular issue is relevant.

*Summarizer*--Describes the specific point or counterpoint to which he or she has been assigned. The summarizer may give a brief statement on the background of the specific controversy and any other important information needed to understand the point-counterpoint.

*Illustrator*--Has the important responsibility of making the point-counterpoint relevant to the other students through examples, graphs, or in-class "experiments." How is the point-counterpoint important to the people in the class and what is a good way of illustrating the point?

*Researcher*--Reports any studies having some bearing on the particular side of the point-counterpoint to which he or she has been assigned. Some description of the research is appropriate, but mainly the studies' findings and conclusions should be presented. The researcher should also note important limitations or criticisms of the research.

*Fielders*--Answer any questions regarding the group's assigned point-counterpoint or the members' presentations. Fielders are also responsible for any important material omitted by a group member. Because fielders can be asked questions about members' presentations, it is a good idea to know what the other members are going to say.

[HOME](#)
[NEXT SECTION](#)

[Back to the top of this page](#)

[Home](#) [Ordering](#) [Contact Us](#) [Search](#) [Site Map](#)

Copyright ©2003 The McGraw-Hill Companies. All rights reserved. Any use is subject to the [Terms of Use](#) and [Privacy Policy](#).

McGraw-Hill/Dushkin is a unit of [McGraw-Hill Higher Education](#) and is one of the many fine businesses of [The McGraw-Hill Companies](#).

For further information about this site, contact [dushkin](#) [webmaster@mcgraw-hill.com](mailto:webmaster@mcgraw-hill.com).