

## General Education Course Proposal

Proposed Course: ANTH 30 CRITICAL THINKING IN ANTHROPOLOGY Units 3  
Prefix No. Title

Department: ANTHROPOLOGY School: SOCIAL SCIENCES

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

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

Existing Course \_\_\_; Revised Course X; New Course \_\_\_

Course Included in Current GE Program YES

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) Distinguish belief v. knowledge and fact v. opinion; examine relationship between language/logic; use inductive/deductive reasoning; recognize informal/formal fallacies; appreciate socio-cultural context of critical thinking. These skills applied to topics of race/intelligence, religion/values, and social policy. Skills demonstrated/assessed through oral and written performance. AREA A(3), Critical Thinking.

Enrollment limit per section: 050

Expected number of sections per semester – Year 1 5-7; Year 3 5-7

### 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] 2/25/98  
Department Chair Date

[Signature] 2/26/98  
School Dean Date

[Signature] 12/22/98  
Associate Provost Date

[Signature] 2/25/98  
School Curriculum Committee Date

[Signature] 12/15/98  
General Education Subcommittee Date

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

2/5/98

FEB 27 1998

# Attachment #2

## Common Content

All sections of Anthropology 30 will have the same format and 90% of the same material as described below and in the accompanying syllabus (Attachment #3). There is some room provided for variation among individual instructors in terms of time spent on topics, selection of supplementary materials, and content of writing assignments.

### Course Requirements

1. You will be given two diagnostic examinations during the semester, one at the beginning and the other on the last day of class. The purpose of these exams will be to measure your progress during the semester; they will not count towards your final grade.
2. You will also be given three examinations that do count ( total of 50% of grade or **500 points**) towards your class grade. The first exam, given after week 6, will be worth **150 points**; the second exam, given after week 10, will also be worth **150 points**. The final exam, a comprehensive examination, will be given on the day of scheduled for your final and it will be worth **200 points**.
3. The writing requirement for this class will be a minimum of 2,500 words or approximately 10 typed pages, and will represent 50% (or **500 points**) of your class grade. The assignments consist of the following: a six-page paper, worth **200 points**, will be based on articles in the *Anthropological 30 Readings*, and will be due in the latter part of the semester; the other four pages will be assigned a page at a time and will require you to integrate topics covered in both the lecture and readings. These single page papers will be worth **50 points** a piece for a total of **200 points**.
4. The remaining writing requirement is the notebook, which will be worth **100 points**. Your grade will be determined by the completeness of your notebook, which is to include your lecture notes and class assignments.

### Short Essays

Throughout the semester, you will be asked to write four, one-page essays. The specific assignments listed below will be explained further in class.

### Topics

1. **Appropriate and Inappropriate Uses of Vagueness**  
Integrate the subject matter of lecture with the topics covered in the Thomsen and Murphy articles through the use of essay and discussion.  
This exercise addresses objectives numbers 1, 2, 3, and 4 from Section 1.

2. **Mechanisms of Diversion in the Kalahari**  
Integrate the subject matter of lecture with the topics covered in the Lee and Tannen articles through the use of essay and discussion.  
This exercise addresses objectives numbers 1 through 6 of Section 2.
3. **Folk and Scientific Explanation of Home Heat Control**  
Integrate the subject matter of lecture with the topics covered in the Kempton article through the use of essay and discussion.  
This exercise addresses objectives numbers 6 and 7 in Section 3.
4. **Western Moral and Aesthetic Responses to the Sacred Cow**  
Integrate the subject matter of lecture with the topics covered in the Harris article through the use of essay and discussion.  
This exercise addresses objectives numbers 1 through 7 in Section 4.

#### Paper

This six-page paper will be discussed in class, allowing you the opportunity to clarify the assignment. The topic for this paper will be:

**Compare American folk explanations of unfortunate events with the Zande explanation given the Evans-Pritchard article; contrast with the Tuareg perspective presented in Murphy.**

This paper addresses objective 3, Section 1; objective 6, Section 2; and objectives 3, 5, and 7, Section 3.

#### Writing Evaluation/Assessment

The paper and essay assignments (*supra*) require students to integrate critical thinking concepts, as outlined in the course objectives, with assigned readings. This makes students demonstrate that they understand the issues, evidence, conclusions, and the significance of the articles they have read. Each essay assignment is focused on particular set of related critical thinking concepts, so that students do not become overwhelmed, looking at too many things at once. The major paper, on the other hand, demands that they examine several approaches to the same topic as developed in several different readings. This real life comparison and evaluation of arguments requires that they utilize a wide range of their newly acquired critical thinking skills to complete the essay assignment. For example, in the final paper, we require students to understand the logic underlying folk explanations in three widely different contexts.

Writing will be evaluated in terms of the usual mechanical categories, including grammar, syntax, spelling, and punctuation; however, the content, organization, completeness, and cogency of the argument will be paramount. Critical thinking errors will be sanctioned, and successful completion of the course will depend upon students' satisfactory (C or better) demonstration of these of writing skills. These are summarized in Item 8 and discussed at length in Item 4 (*supra*). Written material will be prepared according to the style of the American Anthropological Association, the recognized standard format in our discipline.

### Style and Format of Papers

Written material will be prepared according to the style of the American Anthropological Association, the recognized standard format in our discipline. A copy of this style sheet will be distributed in class.

### Notebook

The notebook will be due at the end of the semester. It will contain class notes, some exercises that will be assigned in class, and some self-test exercises from the textbook (assigned as we begin each chapter).

### Participation

Anthropology 30 courses are by their nature as critical thinking classes both active and interactive in their presentation. Although there will be lectures in class, the bulk of class time will be devoted to individual and group participation in practicing and mastering basic critical thinking skills. Please come prepared so that we can engage in active discussion.

### Text and Other Materials

All instructors will use the same critical thinking textbook, in this case the Moore and Parker *Critical Thinking* (5<sup>th</sup> edition), and we will complete the book during the term. All instructors also will use the book of readings compiled by La Jeunesse and Ludwig. Audiovisual selections may vary among instructors.

### Optional Materials

Interactive computer program and workbook are available. They are optional for this course

### University Policies

In this course the guidelines set forward in the University Policy Manual will be followed, particularly in regard to student disabilities, plagiarism and cheating, and classroom conduct.

## **Section 1: Comprehension/Cultural Context of Meaning and Understanding (22.5% of the total course)**

1. Definition and value of critical thinking
2. Distinguishing fact from opinion and belief from knowledge
3. Evaluating written sources and expert opinions
4. Cross-cultural applications of critical thinking

Section Objectives:

1. Develop an understanding of critical thinking and its value to your education, life, and future employment.
2. Understand the role of critical thinking in oral and written communication.
3. Distinguish fact from opinion and belief from knowledge, and extend the distinctions to cross-cultural examples.
4. Examine the role of critical thinking in evaluating written sources and "expert" opinions.
5. Apply these principles to the cross-cultural topics in the Thomsen, Murphy, and Kay articles.

Readings:     **M/P** Chapters 1-3  
                  **L/L** 1. *Sapir-Whorf Hypothesis: Worlds Shaped by Words*, David S. Thomsen  
                          2. *Social Distance and the Veil*, Robert F. Murphy  
                          3. *Synchronic Variability and Diachronic Change in Basic Color Terms*, Paul Kay

Audiovisual: Video "Still Killing Us Softly"; discussion of the image of women (and men) in American advertising; evaluation of claims; content of images.

Essay I

**1. Appropriate and Inappropriate Uses of Vagueness**

Integrate the subject matter of lecture with the topics covered in the Thomsen and Murphy articles through the use of essay and discussion. This exercise addresses objectives numbers 1, 2, 3, and 4 from Section 1 (*supra.*). This paper is due the third week of the semester

Text Assignments and Objectives Covered in Section I

**Week # 1**

Exercise 1-1, 20 questions, in class assignment: these questions focus on the distinctions between fact and opinion and belief and knowledge.

Exercise 1-2, 10 questions, homework assignment: the students are required in this exercise to identify the primary issue discussed in each passage and to make explicit the criteria used to make this identification.

Exercise 1-3, 10 questions, in class assignment: students are required to distinguish between matters of fact and opinion.

Exercise 1-4, 20 questions, homework assignment: students are required to determine whether or not passages contain arguments.

Exercise 1-5, 10 questions, in class assignment: these items re-inforce the skills developed in Exercises 1-2 and 1-3.

Exercise 1-6, 15 questions, homework assignment: the students are required to evaluate the comments of two different speaker and determine whether they are talking about the same subject matter.

Exercise 1-7, 5 questions, in class assignment: a continuation of the skills developed by Exercise 1-6.

Exercise 1-8, 10 questions, homework assignment: students are asked to determine whether these statements, drawn from newspapers, are statements of fact or opinion.

## **Week #2**

Exercise 2-1, in class assignment: students are required to determine paragraph divisions in a descriptive essay.

Exercise 2-2, homework assignment: the objective of this exercise is for the student to determine the narrative order in a report in which the sentences have been scrambled.

Exercise 2-3, in class assignment: students get more practice at the kind of problem presented in Exercise 2-2.

Exercise 2-4, 40 questions, homework assignment: students are required to recognize different kinds of ambiguities.

Exercise 2-5, 15 questions, in class assignment: students are asked to determine whether the reference made is to an individual or a group.

Exercise 2-6, 5 questions, homework assignment: students are asked to determine the relative vagueness of various claims.

Exercise 2-7, 15 questions, in class assignment: students are asked to compare claims and to determine their relative vagueness.

Exercise 2-8, 10 questions, homework assignment: students are asked to determine whether a claim is vague given the context in which it occurs.

Exercise 2-9, 12 prompts, in class assignment: the objective is to determine whether the 12 phrases or words used in a paragraph are vague or not in the particular context shown.

Exercise 2-10, 9 prompts, in class assignment: same objective as Exercise 2-9.

Exercise 2-11, 10 questions, homework assignment: the student is asked to evaluate the adequacy of the comparative claim contained in each item.

Exercise 2-12, 10 questions, homework assignment: same objective as Exercise 2-11.

Exercise 2-13, in class assignment: the objective of this exercise is for the student to recognize faulty comparisons they may encounter in advertisements, news articles, and to explain to the group why the comparison is inadequate.

Exercise 2-14, 30 questions, homework assignment: the objective is to help students translate claims about gender into gender-neutral language.

### **Week #3**

Exercise 3-1, 10 questions, in class assignment: the objective in this exercise to help students recognize their own awareness of their surroundings.

Exercise 3-2, an in class discussion topic; the objective of which is to help students think about why people are willing to attribute certain phenomena to supernatural causes.

Exercise 3-3, 5 items, in class discussion: the objective is to help students determine which observers in a set would be most credible while at the same time having the least amount of bias.

Exercise 3-4, essay topic, homework: the objective is for students to critically assess the credibility of a claim and to defend their assessment.

Exercise 3-5, 5 items, in class assignment: the objective is to help students determine which observers in a set would be most credible under the specified condition, which least credible, and why.

Exercise 3-7, 2 items, homework: the objective is for students to read a biography of a person and use it as evidence to assess that person's credibility and authority in relation to a set of nine different issues.

Exercise 3-8, homework: the objective is to help students isolate factors that Americans may mistake for signs of a speaker's credibility.

Exercise 3-9, homework: the objective is for students to write about what criteria they used to determine which of two debaters was more convincing and to evaluate the nature of those criteria.

Exercise 3-13, 20 items, in class assignment: the objective of this exercise is to help students decide whether to accept, reject, or suspend judgement about a claim based on all the critical elements discussed in Chapters 1 through 3.

## **Section 2: Informal Fallacies/Cultural Distractions and Diversions (22.5% of the total course)**

1. Connotation in language
2. Fallacies
3. Informal fallacies and persuasive language as distractions
4. Cultural context of language and world view

### Section Objectives:

1. Understand the role of connotation in language and the way it affects our judgment about claims.
2. Examine the nature of fallacies, why are they so deceptive, and how they undermine critical thinking.
3. Recognize fallacies in advertising, political discussions, and everyday life.
4. Understand how informal fallacies and persuasive language distract us in argumentation.
5. Evaluate the cultural context of language and its effect on our "view" of the world.
6. Consider the extent to which the model of "Western" reasoning is universal?

Readings:     M/P   Chapters 4-6  
                  L/L    1. *Eating Christmas in the Kalahari*, Richard Lee  
                          2. *Conversation Style: Talking on the Job*, Deborah Tannen

### Essay II

#### **Mechanisms of Diversion in the Kalahari**

Integrate the subject matter of lecture with the topics covered in the Lee and Tannen articles through the use of essay and discussion. This exercise addresses objectives numbers 1 through 6 of Section 2.

### Examination I (150 points/essay and objective questions)

At the end of Week #6, Examination I will be given, covering the material in Chapters 1 through 3 and the content of the assigned readings.

### Text Assignments and Objectives Covered

#### **Week #4**

Exercises 4-1, 4-2, 4-3, homework and in class assignments: each exercise consists of a paragraph containing a commentary on an issue. Emotive words and



phrases are italicized (6 in each paragraph). Students are to identify the emotive force of the italicized

Exercise 4-4, 10 items, in class assignment: each statement contains a persuasive device. Each student who responds find the device and discusses its overall role in affecting meaning.

Exercise 4-5, 10 items, in class assignment: this is a continuation of the practice required in Exercise 4-4.

Exercise 4-6, in class assignment: the student is presented with a category of person and are asked to construct a stereotype for it. Fifteen categories are included in the exercise; we usually go through four or five in class. We answer questions asked in the instruction, e.g., which stereotypes are positive, which negative; do they evoke the same images for everyone; is there any truth to them, etc..

Exercise 4-7, homework assignment: each student makes two lists, one of positive and one of negative stereotypes. We discuss whether we have more in the positive or the negative column and why.

Exercise 4-8, in class assignment: each student writes two short paragraphs on the same topic, one as neutral as possible, the other using language designed to clearly slant it in a positive or negative direction.

Exercise 4-9, homework: students write a short paragraph explaining the difference between a weaseler and a downplayer using an illustration of each from the newspaper.

They must then find in the newspaper and example of weaseling or downplaying word or phrase that is used appropriately, explaining why.

Exercise 4-10, homework: students are required to write a short essay explaining the differences among persuasive definition, persuasive comparisons, and persuasive explanations, using an illustration of each from a newspaper, magazine or other source.

Handouts are also used by us, to give the students a look at persuasive devices in longer essays such as editorial. We usually use two or three of these, read and discussed in class. We are able to tie these in to questions raised in earlier chapters, e.g., what is the issue, what is the argument, is the evidence presented as fact or opinion, are definitions of terms clear, are there ambiguities, etc..

Exercises 4-11, 4-12, 4-13, in class and homework assignments: these exercises are designed to look at the way information is presented in the news. In Exercise 4-11, students are required to compare news coverage in two different sources in terms of the stories covered, the time spent on them, the detail presented, and slant on controversial issues. In Exercise 4-12, they look at news stories in terms of their source, wire service, news release, etc.. In Exercise 4-13, they compare the coverage of a major story on network news and in a national newspaper. Students write a short essay for each exercise and discuss their news items in class.

## **Week #5**

Exercises 5.1 through 5.6, in class and homework assignments: these exercises are designed to help students identify informal fallacies by labeling them correctly and explaining how the fallacy affects the understanding of the issue under discussion.

The exercises are designed to become more complicated, with Exercise 5.1 fairly obvious, Exercise 5.6 being harder to define. Students are asked to identify the issue, the fallacy and its consequences for every item. They are also asked to generate a similar example for some items or asked about contexts where they may have encountered a particular fallacy. Exercises 5.1 through 5.5 contain 10 items each; exercise 5.6 contains 19 items.

Exercise 5.7, in class assignment: this is a discussion exercise involving an advertisement and four letters that were sent to the publication in which the advertisement appeared. Questions raised in the discussion include the identification of the elements in the ad, the central issue addressed in each letter (are they all about the same issue), what emotions are expressed by the writers and the relevance of the emotion, evidence presented by the writers, and whether one or more fallacies are present.

Handout Exercises, in class and homework assignments: current articles from newspapers or magazines are especially useful for the identification of fallacious reasoning, as are letters to the editor.

Students are given two or three articles or editorials and responses and discuss them in terms of concepts from all the previous Chapters, 1 through 5. We stress the impact of the fallacies on the quality of the argument and we look at how several kinds of devices can be used together in persuasive statements.

We also go back to at least two written exercises we discussed in relation to earlier chapters to see whether students now spot devices they did not recognize when they read the passage earlier in the term.

Review Exercise, in class assignment: as a review at the end of Chapter 6, the second chapter on informal fallacies, the students are asked to generate examples of pseudoreasoning. Although learn to spot such errors is important, the experience of trying to generate them seems to help students tell one kind of error from another and understand that fallacies may arise from sloppiness, but also from purposeful distortion.

## **Week #6**

Exercise 6.1, 12 items, in class assignment: the objective is to help students recognize informal fallacies and their implications.

Exercise 6.2, 16 items, homework assignment: the objective is to identify pseudoreasoning, label it, defend your assertion that it is present, and outline its consequences.

Exercise 6.3, 10 items, homework assignment: the objective is to present more difficult instance of pseudoreasoning, which students are asked to identify.

Exercise 6.4, 10 items, in class assignment: the objective is do more work on complex examples of informal fallacies.

Exercise 6.5, 10 items, homework assignment: the objective is to state the nature of a fallacy, if present, label it, discuss how it was identified, and discuss its implication.

Exercise 6.6, in class assignment and homework assignment: ad analysis from the Sacramento Bee; homework and discussion; the objective is to find fallacies and nonargumentative persuasion in the passage.

Exercise 6.7, 10 items, homework assignment: objective is to find instances of pseudoreasoning and their implications.

Exercise 6.8, homework assignment: the objective is to help students identify pseudoreasoning their own reading in newspapers, magazines, etc..

Exercise 6.9, homework assignment: the objective is to help students recognize pseudoreasoning in new broadcasts and commentaries.

Exercise 6.10, 18 items, in class assignment: the objective is to identify informal fallacies (and nonargumentative persuasion) from this and previous chapters.

Exercise 6.11, 10 items, homework assignment: same objectives as in Exercise 6.10

### **Section 3: Explanation and Science/Alternative Empirical Worlds (22.5% of the total course)**

1. Structure of arguments and explanations
2. Theory, hypothesis, and validation
3. Inductive arguments
4. Causal explanations/Folk interpretations

#### Objectives:

1. Understand the structure of arguments and explanations.
2. Examine the relationship of theory, hypothesis, and validation in "knowing" the world.
3. Consider examples of non-Western reasoning used to explain events in other cultures.
4. Understand the structure of inductive arguments and their role in modern science and social policy.
5. Evaluate the relationship between cause and effect in the "macroscopic world" and its application to everyday life. Assess its universal applicability.
6. Examine the role of science in explaining phenomena, contrasted with alternative views derived from other cultures.
7. Understand the distinction between "folk" and scientific views of the world and their roles in everyday life.

- Readings:     **M/P** Chapters 7, 11, and 12  
                  **L/L** 1. *The Marriage of Skepticism and Wonder*, Carl Sagan  
                          2. *Witchcraft Explains Unfortunate Events*, E.E. Evans-Pritchard  
                          3. *Two Theories of Home Heat Control*, Willett Kempton

Audiovisual: Video "Private Universe"; explores the persistence of "folk interpretations of scientific phenomena in spite of the efforts of high school and college instructors.

Examination II (150 points/essay and objective questions)

A the end of Week #10, Examination II will be given, covering the material in Chapters 3 through 6 and Chapters 7, 11, and 12. The test will also cover the subject matter of the assigned readings.

Essay III

**Folk and Scientific Explanation of Home Heat Control**

Integrate the subject matter of lecture with the topics covered in the Kempton article through the use of essay and discussion.

This exercise addresses objectives numbers 6 and 7 in Section 3.

Paper

Compare American folk explanations of Unfortunate Events with the Zande explanation given in the Evans-Pritchard article; contrast with the Tuareg perspective presented in Murphy. This paper addresses Objective 3, Section 1; Objective 6, Section 2; and Objectives 3, 5, and 7, Section 3. Paper assigned at the end of week 8; to be due during week 12.

Text Assignments and Objectives Covered

**Week #7**

Exercise 7-1, 10 questions, page 205, homework assignment: the objective of this exercise is to distinguish between the structure of arguments and explanations, and to learn how to recognize both in written and spoken forms.

Exercise 7-2, 26 questions, page 206, in class exercise: the objective of this exercise is to further re-inforce the differences between argument and explanation, and introduce the notion of a justification, which can be either.

Exercise 7-3, 16 questions, page 216, homework assignment: the objective of this exercise to delineate the differences between functional, psychological, and physical explanations.

Exercise 7-4, 15 questions, page 229, homework assignment: this exercise recapitulates earlier material on the subject of functional, psychological, and physical explanations, as well as the manner in which we evaluate them.

Exercise 7-6, 21 questions, page 229-30, in class exercise: the students are asked to critically evaluate the explanations offered in this section, using the eight criteria discussed on pages 218-225. The objective of this exercise is to learn how to spot weak explanations, and understand something about the scientific method, involving hypothesis formulation and testing.

Exercise 7-8, 5 questions, pages 233-34, homework assignment: the objective of this exercise is to apply the concepts developed in this chapter to alternative explanations of physical phenomena. Exercise is completed after a short discussion of astronomical phenomenon in question.

Exercise 7-9, 6 questions, pages 237-38, in class assignment: this set of questions is similar to the ones in Exercise 7-8 and also requires the student to develop an understanding of the process of evaluating competing hypotheses.

### **Week # 8**

Exercise 11-1, 4 questions, in class assignment: students learn to evaluate analogical arguments and assess their strengths.

Exercise 11-2, 10 questions, homework assignment: students practice the application of criteria by which analogical arguments are evaluated as to their strengths and weaknesses.

Exercise 11-3, 10 questions, in class assignment: students get more practice in the assessment of analogical arguments.

Exercise 11-5, 4 questions, in class assignment: discussion of the methods used to evaluate inductive generalizations, using statistical methods.

Exercise 11-6, 10 questions, homework assignment: application of statistical reasoning in order to determine the strength of an inductive generalization.

Exercise 11-11, 7 questions, homework assignment: application of statistical reasoning to an inductive argument, involving the students understanding the relationship between sample size and confidence intervals.

Exercise 11-13, 15 questions, homework assignment: identification of the fallacies associated with inductive generalizations.

### **Week # 9**

Exercise 12-1, 6 questions, in class assignment: students learn to evaluate causal arguments, identifying the central issue, whether they can be accounted for by differences of common factors, and any examples of fallacies associated with this kind of argument.

Exercise 12-2, 17 questions, homework assignment: students get practice in identifying fallacies associated with causal arguments, including post hoc, ergo propter hoc, ignoring a common cause, assuming a common cause, and reversing causation.

Exercise 12-5, 20 questions, in class assignment: students are asked to identify causal statements that relate to either specific occurrences or to claims about causal factors involving populations.

Exercise 12-7, 17 questions, homework assignment: students are asked to evaluate scientific studies, which involve the use of control and experimental groups to reach their conclusions.

## **Section 4: Argument and Moral Reasoning/Culture and Conviction (22.5% of the total course)**

1. Patterns of deductive logic
2. Categorical syllogisms and Class Logic
3. Truth functional logic and natural language
4. Direct and Indirect Proofs
5. Western and non-Western perspectives on moral reasoning
6. Criteria of aesthetic value and their cultural variation

### Section Objectives:

1. Recognize patterns of deductive logic, including *modus ponens*, *modus tollens*, and categorical syllogisms.
2. Understand the logic of classes, the use of Venn diagrams and their application to categorical syllogisms.
3. Relate propositional logic and to natural language, including logical connectives and their translation into symbolic form.
4. Practice the application of direct and indirect proofs (RAA) as means of determining validity.
5. Recognize moral claims and "Western" perspectives of moral reasoning.
6. Appreciate the use of moral and legal reasoning in "Western" and "non-Western" contexts.
7. Understand criteria of aesthetic value and their cultural variation.

Readings:     **M/P** Chapters 8, 9, 10, and 13  
                  **L/L** 1. *Shakespeare in the Bush*, Laura Bohannon  
                      2. *India's Sacred Cow*, Marvin Harris

Audiovisual: Video "To Make the Balance"; legal reasoning in a Zapotec local court; comparisons of claims, arguments, and underlying principles in American and Zapotec law.

### Essay IV

#### **Western Moral and Aesthetic Responses to the Sacred Cow**

Integrate the subject matter of lecture with the topics covered in the Harris article through the use of essay and discussion.

This exercise addresses objectives numbers 1 through 7 in Section 4.

### Exam III (200 points)

At the end of the course Exam III will be given. It will be comprehensive but will stress the material covered in Chapters 8, 9, 10, and 13. Fifty percent of the questions for the comprehensive will be drawn from a collective question bank contributed to by all those instructors who offer critical thinking courses at CSUF.

### Text Assignments and Objectives Covered

#### **Week # 10**

Exercise 8-2, 10 questions, in class exercise: the purpose of this in class exercise to distinguish between premise(s), explicit and implicit, and the conclusion of an argument.

Exercise 8-3, 10 questions, homework assignment: the objective of this exercise is to re-inforce the distinction between premise(s) and conclusion. Also, this exercise introduces the different types of inductive and deductive arguments the students will encounter in future discussions, including Modus Ponens and Tollens, analogical comparisons, and statistical arguments.

Exercise 8-4, 10 questions, in class exercise: this exercise is designed to give the students practice in understanding the relationship between premises by recognizing those that support one another (dependent) and those that directly support the conclusion (independent).

Exercise 8-5, 10 questions, homework assignment: this exercise is a continuation of the objectives for Exercise 8-4.

Exercise 8-6, 12 questions, in class exercise: this exercise focuses on classification of inductive and deductive arguments, with a further understanding of the properties of each, including a definition of validity and when valid arguments are sound. Inductive arguments are evaluated with a probabilistic model, distinguishing between weak and strong.

Exercise 8-7, 12 questions, homework assignment: this exercise is intended to examine the degree of support provided by premises for a conclusion.

Exercise 8-8, 10 questions, in class exercise: the objective of this exercise is for the students to examine what is necessary to make an argument valid, by examining a variety of assumptions or unstated premises.

Exercise 8-11, 10 questions, homework assignment: the student, in this exercise, is expected to supply the unstated premises that will make each argument valid. A continuation of the practice first seen in exercise 8-8.

Exercise 8-13, 5 questions, homework assignment: students learn a method of diagramming the structure of an argument and determining the relationship between the various premises, whether they are independent or dependent.

## Week # 11

Exercise 9-1, 20 questions, in class exercise: students learn to put categorical statements in their canonical form.

Exercise 9-4, 10 questions, homework assignment: students learn to convert, obvert, and contrapose categorical statements.

Exercise 9-6, 5 questions, in class assignment: students get more practice in working with categorical statements by the rules of conversion, obversion, and contraposition.

Exercise 9-7, 4 questions, in class assignment: practice in identification of standard categorical claims.

Exercise 9-9, 10 problems, homework assignment: practice in the use of immediate inference involving categorical statements.

Exercise 9-10, 10 problems, in class assignment: practice in determining the validity of categorical syllogisms, using Venn diagrams.

Exercise 9-11, 10 questions, homework assignment: practice in determining the validity of categorical syllogisms, using Venn diagrams.

## Week # 12

Exercise 10-1, 5 problems, in class exercise: practice in the translation of natural language into symbolic form of the conditional and bi-conditional logical operators.

Exercise 10-2, 20 problems, homework assignment: practice in the translation of natural language into symbolic form of truth functional propositions involving the use of the conjunction, disjunction, conditional, and the use of negation.

Exercise 10-4, 10 problems, in class assignments: practice in using indirect proofs with symbolic arguments in order to determine validity.

Exercise 10-6, 5 problems, homework assignment: further practice in using the indirect method for proving validity with arguments in symbolic form.

Exercise 10-11, 9 problems, in class assignment: students learn to translate truth-functional arguments and determine their validity, using an indirect proof.

Exercise 10-15, 15 problems, homework assignment: students get more practice in translation of arguments into truth-functional form and then determining validity using an indirect proof.

## Week #13

Exercise 13.1, 10 items, in class assignment: the objective is to distinguish descriptive from prescriptive claims.

Exercise 13.2, 10 items, homework assignment: the objective is make distinctions among claims expressing moral values, non-moral values or no values.



Exercise 13.3, 10 items, homework assignment: the objective is to complete arguments by providing a missing premise containing a moral principle.

Exercise 13.4, 12 items, in class assignment: the objective is to consider arguments in terms of their consistency and fairness.

Exercise 13.5, 12 items, in class assignment: the objective is to help students recognize or apply to a situation major perspectives in moral reasoning discussed in the text.

Exercise 13.6, 12 items, homework assignment: the objective is to help students recognize principles of justification associated with particular kinds of laws in the U.S..

Exercise 13.7, homework assignment: short essay; the objective is to help students clarify a law about vehicle use of park paths.

Exercise 13.8, in class and homework assignment: in class discussion of a short essay students have written at home; the objective is to help students talk about a particular example of legal language and its implications.

Exercise 13.9, 4 items, in class assignment: objective is to help students identify principles underlying paired aesthetic claims.

Exercise 13.10, 7 items, homework assignment: the objective is to help students determine the relevance of particular aesthetic principles in given context.

Exercise 13.11, homework assignment and in class discussion: the objective is to use the eight aesthetic principles to determine the aesthetic value of a painting by a chimpanzee.

#### **Week #14**

Further applications of the material in Chapter 13. For example, a discussion of moral dimensions in the assignments for Essay #4 and for the Paper.

#### **Week #15**

Review of materials and preparation for the comprehensive final examination.

**The remainder to be determined by individual instructors  
(10% of total course).**

# Attachment #3

## Syllabus Anthropology 30 Critical Thinking



Instructor: Dr. Mary A. Ludwig  
Time(s): T/Th, 9:45-11:00  
Text(s) *Critical Thinking* (5th Edition), Moore and Parker (M/P)  
*Anthropology 30 Readings* La Jeunesse and Ludwig (L/L)  
Office: Peters Building, Room 256  
Office Hours: T/Th 2-3 p.m.; M/W 2-3 p.m.

### Course Description: ANTH 030 Critical Thinking in Anthropology (3)

Distinguish belief v. knowledge and fact v. opinion; examine relationship between language/logic; use inductive/deductive reasoning; recognize informal/formal fallacies; appreciate socio-cultural context of critical thinking. These skills applied to topics of race/intelligence, religion/values, and social policy. Skills demonstrated/assessed through oral and written performance. AREA A(3), Critical Thinking.

### Course Calendar

First Exam	6 <sup>th</sup> week of the semester.
Second Exam	10 <sup>th</sup> week of the semeste
Major paper	12 <sup>th</sup> week of the semester.
Brief papers	3 <sup>rd</sup> , 6 <sup>th</sup> , 8 <sup>th</sup> , and 11 <sup>th</sup> weeks of the semester..
Course notebooks	Last day of instruction.
Final Exam	Day scheduled

### Exam/Course Grades

#### 1. Exam grades

135-150	A
120-134	B
105-119	C
83-104	D

#### 2. Course Grades

900-1000	A
800-899	B
700-799	C
550-699	D

**N.B.** A student must complete this course with "C" or better to receive General Education credit.



## Section 1: Comprehension/Cultural Context of Meaning and Understanding

Readings:     **M/P** Chapters 1-3  
                  **L/L** 1. *Sapir-Whorf Hypothesis: Worlds Shaped by Words*, David S. Thomsen  
                          2. *Social Distance and the Veil*, Robert F. Murphy  
                          3. *Synchronic Variability and Diachronic Change in Basic Color Terms*, Paul Kay

Audiovisual: Video "Still Killing Us Softly"; discussion of the image of women (and men) in American advertising; evaluation of claims; content of images.

### Section Objectives:

1. Develop an understanding of critical thinking and its value to your education, life, and future employment.
2. Understand the role of critical thinking in oral and written communication.
3. Distinguish fact from opinion and belief from knowledge, and extend the distinctions to cross-cultural examples.
4. Examine the role of critical thinking in evaluating written sources and "expert" opinions.
5. Apply these principles to the cross-cultural topics in Thomsen's, Murphy's, and Kay's articles.

### Text Assignments and Objectives Covered

#### **Week # 1**

Exercise 1-1, 20 questions, in class assignment: these questions focus on the distinctions between fact and opinion and belief and knowledge.

Exercise 1-2, 10 questions, homework assignment: the students are required in this exercise to identify the primary issue discussed in each passage and to make explicit the criteria used to make this identification.

Exercise 1-3, 10 questions, in class assignment: students are required to distinguish between matters of fact and opinion.

Exercise 1-4, 20 questions, homework assignment: students are required to determine whether or not passages contain arguments.

Exercise 1-5, 10 questions, in class assignment: these items re-inforce the skills developed in Exercises 1-2 and 1-3.

Exercise 1-6, 15 questions, homework assignment: the students are required to evaluate the comments of two different speaker and determine whether they are talking about the same subject matter.

Exercise 1-7, 5 questions, in class assignment: a continuation of the skills developed by Exercise 1-6.

Exercise 1-8, 10 questions, homework assignment: students are asked to determine whether these statements, drawn from newspapers, are statements of fact or opinion.

## **Week #2**

Exercise 2-1, in class assignment: students are required to determine paragraph divisions in a descriptive essay.

Exercise 2-2, homework assignment: the objective of this exercise is for the student to determine the narrative order in a report in which the sentences have been scrambled.

Exercise 2-3, in class assignment: students get more practice at the kind of problem presented in Exercise 2-2.

Exercise 2-4, 40 questions, homework assignment: students are required to recognize different kinds of ambiguities.

Exercise 2-5, 15 questions, in class assignment: students are asked to determine whether the reference made is to an individual or a group.

Exercise 2-6, 5 questions, homework assignment: students are asked to determine the relative vagueness of various claims.

Exercise 2-7, 15 questions, in class assignment: students are asked to compare claims and to determine their relative vagueness.

Exercise 2-8, 10 questions, homework assignment: students are asked to determine whether a claim is vague given the context in which it occurs.

Exercise 2-9, 12 prompts, in class assignment: the objective is to determine whether the 12 phrases or words used in a paragraph are vague or not in the particular context shown.

Exercise 2-10, 9 prompts, in class assignment: same objective as Exercise 2-9.

Exercise 2-11, 10 questions, homework assignment: the student is asked to evaluate the adequacy of the comparative claim contained in each item.

Exercise 2-12, 10 questions, homework assignment: same objective as Exercise 2-11.

Exercise 2-13, in class assignment: the objective of this exercise is for the student to recognize faulty comparisons they may encounter in advertisements, news articles, and to explain to the group why the comparison is inadequate.

Exercise 2-14, 30 questions, homework assignment: the objective is to help students translate claims about gender into gender-neutral language.

### Week #3

Exercise 3-1, 10 questions, in class assignment: the objective in this exercise to help students recognize their own awareness of their surroundings.

Exercise 3-2, an in class discussion topic; the objective of which is to help students think about why people are willing to attribute certain phenomena to supernatural causes.

Exercise 3-3, 5 items, in class discussion: the objective is to help students determine which observers in a set would be most credible while at the same time having the least amount of bias.

Exercise 3-4, essay topic, homework: the objective is for students to critically assess the credibility of a claim and to defend their assessment.

Exercise 3-5, 5 items, in class assignment: the objective is to help students determine which observers in a set would be most credible under the specified condition, which least credible, and why.

Exercise 3-7, 2 items, homework: the objective is for students to read a biography of a person and use it as evidence to assess that person's credibility and authority in relation to a set of nine different issues.

Exercise 3-8, homework: the objective is to help students isolate factors that Americans may mistake for signs of a speaker's credibility.

Exercise 3-9, homework: the objective is for students to write about what criteria they used to determine which of two debaters was more convincing and to evaluate the nature of those criteria.

Exercise 3-13, 20 items, in class assignment: the objective of this exercise is to help students decide whether to accept, reject, or suspend judgement about a claim based on all the critical elements discussed in Chapters 1 through 3.



## Section 2: Informal Fallacies/Cultural Distractions and Diversions

Readings:     **M/P** Chapters 4-6  
                  **L/L** 1. *Eating Christmas in the Kalahari*, Richard Lee  
                          2. *Conversation Style: Talking on the Job*, Deborah Tannen

### Objectives:

1. Understand the role of connotation in language and the way it affects our judgment about claims.
2. Examine the nature of fallacies, why are they so deceptive, and how they undermine critical thinking.
3. Recognize fallacies in advertising, political discussions, and everyday life.
4. Understand how informal fallacies and persuasive language distract us in argumentation.
5. Evaluate the cultural context of language and its effect on our "view" of the world.
6. Consider the extent to which the model of "Western" reasoning is universal?

### Text Assignments and Objectives Covered

#### **Week #4**

Exercises 4-1, 4-2, 4-3, homework and in class assignments: each exercise consists of a paragraph containing a commentary on an issue. Emotive words and phrases are italicized (6 in each paragraph). Students are to identify the emotive force of the italicized

Exercise 4-4, 10 items, in class assignment: each statement contains a persuasive device. Each student who responds find the device and discusses its overall role in affecting meaning.

Exercise 4-5, 10 items, in class assignment: this is a continuation of the practice required in Exercise 4-4.

Exercise 4-6, in class assignment: the student is presented with a category of person and are asked to construct a stereotype for it. Fifteen categories are included in the exercise; we usually go through four or five in class. We answer questions asked in the instruction, e.g., which stereotypes are positive, which negative; do they evoke the same images for everyone; is there any truth to them, etc..

Exercise 4-7, homework assignment: each student makes two lists, one of positive and one of negative stereotypes. We discuss whether we have more in the positive or the negative column and why.

Exercise 4-8, in class assignment: each student writes two short paragraphs on the same topic, one as neutral as possible, the other using language designed to clearly slant it in a positive or negative direction.

Exercise 4-9, homework: students write a short paragraph explaining the difference between a weaseler and a downplayer using an illustration of each from the newspaper.

They must then find in the newspaper an example of weaseling or downplaying word or phrase that is used appropriately, explaining why.

Exercise 4-10, homework: students are required to write a short essay explaining the differences among persuasive definition, persuasive comparisons, and persuasive explanations, using an illustration of each from a newspaper, magazine or other source.

Handouts are also used by us, to give the students a look at persuasive devices in longer essays such as editorial. We usually use two or three of these, read and discussed in class. We are able to tie these in to questions raised in earlier chapters, e.g., what is the issue, what is the argument, is the evidence presented as fact or opinion, are definitions of terms clear, are there ambiguities, etc..

Exercises 4-11, 4-12, 4-13, in class and homework assignments: these exercises are designed to look at the way information is presented in the news. In Exercise 4-11, students are required to compare news coverage in two different sources in terms of the stories covered, the time spent on them, the detail presented, and slant on controversial issues. In Exercise 4-12, they look at news stories in terms of their source, wire service, news release, etc.. In Exercise 4-13, they compare the coverage of a major story on network news and in a national newspaper. Students write a short essay for each exercise and discuss their news items in class.

## **Week #5**

Exercises 5.1 through 5.6, in class and homework assignments: these exercises are designed to help students identify informal fallacies by labeling them correctly and explaining how the fallacy affects the understanding of the issue under discussion. The exercises are designed to become more complicated, with Exercise 5.1 fairly obvious, Exercise 5.6 being harder to define. Students are asked to identify the issue, the fallacy and its consequences for every item. They are also asked to generate a similar example for some items or asked about contexts where they may have encountered a particular fallacy. Exercises 5.1 through 5.5 contain 10 items each; exercise 5.6 contains 19 items.

Exercise 5.7, in class assignment: this is a discussion exercise involving an advertisement and four letters that were sent to the publication in which the advertisement appeared. Questions raised in the discussion include the identification of the elements in the ad, the central issue addressed in each letter (are they all about the same issue), what emotions are expressed by the writers and the relevance of the emotion, evidence presented by the writers, and whether one or more fallacies are present.

Handout Exercises, in class and homework assignments: current articles from newspapers or magazines are especially useful for the identification of fallacious reasoning, as are letters to the editor.

Students are given two or three articles or editorials and responses and discuss them in terms of concepts from all the previous Chapters, 1 through 5. We stress the impact of the fallacies on the quality of the argument and we look at how several kinds of devices can be used together in persuasive statements.

We also go back to at least two written exercises we discussed in relation to earlier chapters to see whether students now spot devices they did not recognize when they read the passage earlier in the term.

Review Exercise, in class assignment: as a review at the end of Chapter 6, the second chapter on informal fallacies, the students are asked to generate examples of pseudoreasoning. Although learn to spot such errors is important, the experience of trying to generate them seems to help students tell one kind of error from another and understand that fallacies may arise from sloppiness, but also from purposeful distortion.

## **Week #6**

Exercise 6.1, 12 items, in class assignment: the objective is to help students recognize informal fallacies and their implications.

Exercise 6.2, 16 items, homework assignment: the objective is to identify pseudoreasoning, label it, defend your assertion that it is present, and outline its consequences.

Exercise 6.3, 10 items, homework assignment: the objective is to present more difficult instance of pseudoreasoning, which students are asked to identify.

Exercise 6.4, 10 items, in class assignment: the objective is do more work on complex examples of informal fallacies.

Exercise 6.5, 10 items, homework assignment: the objective is to state the nature of a fallacy, if present, label it, discuss how it was identified, and discuss its implication.

Exercise 6.6, in class assignment and homework assignment: ad analysis from the Sacramento Bee; homework and discussion; the objective is to find fallacies and nonargumentative persuasion in the passage.

Exercise 6.7, 10 items, homework assignment: objective is to find instances of pseudoreasoning and their implications.

Exercise 6.8, homework assignment: the objective is to help students identify pseudoreasoning their own reading in newspapers, magazines, etc..

Exercise 6.9, homework assignment: the objective is to help students recognize pseudoreasoning in new broadcasts and commentaries.

Exercise 6.10, 18 items, in class assignment: the objective is to identify informal fallacies (and nonargumentative persuasion) from this and previous chapters.



Exercise 6.11, 10 items, homework assignment: same objectives as in Exercise 6.10



### Section 3: Explanation and Science/Alternative Empirical Worlds

Readings:     **M/P** Chapters 7, 11, and 12  
                  **L/L** 1. *The Marriage of Skepticism and Wonder*, Carl Sagan  
                          2. *Witchcraft Explains Unfortunate Events*, E.E. Evans-Pritchard  
                          3. *Two Theories of Home Heat Control*, Willett Kempton

Audiovisual: Video "Private Universe"; explores the persistence of "folk interpretations of scientific phenomena in spite of the efforts of high school and college instructors.

#### Objectives:

1. Understand the structure of arguments and explanations.
2. Examine the relationship of theory, hypothesis, and validation in "knowing" the world.
3. Consider examples of non-Western reasoning used to explain events in other cultures.
4. Understand the structure of inductive arguments and their role in modern science and social policy.
5. Evaluate the relationship between cause and effect in the "macroscopic world" and its application to everyday life. Assess its universal applicability.
6. Examine the role of science in explaining phenomena, contrasted with alternative views derived from other cultures.
7. Understand the distinction between "folk" and scientific views of the world and their roles in everyday life.

#### Text Assignments and Objectives Covered

##### **Week #7**

Exercise 7-1, 10 questions, page 205, homework assignment: the objective of this exercise is to distinguish between the structure of arguments and explanations, and to learn how to recognize both in written and spoken forms.

Exercise 7-2, 26 questions, page 206, in class exercise: the objective of this exercise is to further re-inforce the differences between argument and explanation, and introduce the notion of a justification, which can be either.

Exercise 7-3, 16 questions, page 216, homework assignment: the objective of this exercise to delineate the differences between functional, psychological, and physical explanations.

Exercise 7-4, 15 questions, page 229, homework assignment: this exercise recapitulates earlier material on the subject of functional, psychological, and physical explanations, as well as the manner in which we evaluate them.

Exercise 7-6, 21 questions, page 229-30, in class exercise: the students are asked to critically evaluate the explanations offered in this section, using the eight criteria discussed on pages 218-225. The objective of this exercise is to learn how to spot weak explanations, and understand something about the scientific method, involving hypothesis formulation and testing.

Exercise 7-8, 5 questions, pages 233-34, homework assignment: the objective of this exercise is to apply the concepts developed in this chapter to alternative explanations of physical phenomena. Exercise is completed after a short discussion of astronomical phenomenon in question.

Exercise 7-9, 6 questions, pages 237-38, in class assignment: this set of questions is similar to the ones in Exercise 7-8 and also requires the student to develop an understanding of the process of evaluating competing hypotheses.

### **Week # 8**

Exercise 11-1, 4 questions, in class assignment: students learn to evaluate analogical arguments and assess their strengths.

Exercise 11-2, 10 questions, homework assignment: students practice the application of criteria by which analogical arguments are evaluated as to their strengths and weaknesses.

Exercise 11-3, 10 questions, in class assignment: students get more practice in the assessment of analogical arguments.

Exercise 11-5, 4 questions, in class assignment: discussion of the methods used to evaluate inductive generalizations, using statistical methods.

Exercise 11-6, 10 questions, homework assignment: application of statistical reasoning in order to determine the strength of an inductive generalization.

Exercise 11-11, 7 questions, homework assignment: application of statistical reasoning to an inductive argument, involving the students understanding the relationship between sample size and confidence intervals.

Exercise 11-13, 15 questions, homework assignment: identification of the fallacies associated with inductive generalizations.

### **Week # 9**

Exercise 12-1, 6 questions, in class assignment: students learn to evaluate causal arguments, identifying the central issue, whether they can be accounted for by

differences of common factors, and any examples of fallacies associated with this kind of argument.

Exercise 12-2, 17 questions, homework assignment: students get practice in identifying fallacies associated with causal arguments, including post hoc, ergo propter hoc, ignoring a common cause, assuming a common cause, and reversing causation.

Exercise 12-5, 20 questions, in class assignment: students are asked to identify causal statements that relate to either specific occurrences or to claims about causal factors involving populations.

Exercise 12-7, 17 questions, homework assignment: students are asked to evaluate scientific studies, which involve the use of control and experimental groups to reach their conclusions.



#### Section 4: Argument and Moral Reasoning/Culture and Conviction

Readings:     **M/P** Chapters 8, 9, 10, and 13  
                  **L/L** 1. *Shakespeare in the Bush*, Laura Bohannon  
                      2. *India's Sacred Cow*, Marvin Harris

Audiovisual: Video "To Make the Balance"; legal reasoning in a Zapotec local court; comparisons of claims, arguments, and underlying principles in American and Zapotec law.

#### Objectives:

1. Recognize patterns of deductive logic, including *modus ponens*, *modus tollens*, and categorical syllogisms.
2. Understand the logic of classes, the use of Venn diagrams and their application to categorical syllogisms.
3. Relate propositional logic and to natural language, including logical connectives and their translation into symbolic form.
4. Practice the application of direct and indirect proofs (RAA) as means of determining validity.
5. Recognize moral claims and "Western" perspectives of moral reasoning.
6. Appreciate the use of moral and legal reasoning in "Western" and "non-Western" contexts.
7. Understand criteria of aesthetic value and their cultural variation.

## Text Assignments and Objectives Covered

### **Week # 10**

Exercise 8-2, 10 questions, in class exercise: the purpose of this in class exercise to distinguish between premise(s), explicit and implicit, and the conclusion of an argument.

Exercise 8-3, 10 questions, homework assignment: the objective of this exercise is to re-inforce the distinction between premise(s) and conclusion. Also, this exercise introduces the different types of inductive and deductive arguments the students will encounter in future discussions, including Modus Ponens and Tollens, analogical comparisons, and statistical arguments.

Exercise 8-4, 10 questions, in class exercise: this exercise is designed to give the students practice in understanding the relationship between premises by recognizing those that support one another (dependent) and those that directly support the conclusion (independent).

Exercise 8-5, 10 questions, homework assignment: this exercise is a continuation of the objectives for Exercise 8-4.

Exercise 8-6, 12 questions, in class exercise: this exercise focuses on classification of inductive and deductive arguments, with a further understanding of the properties of each, including a definition of validity and when valid arguments are sound. Inductive arguments are evaluated with a probabilistic model, distinguishing between weak and strong.

Exercise 8-7, 12 questions, homework assignment: this exercise is intended to examine the degree of support provided by premises for a conclusion.

Exercise 8-8, 10 questions, in class exercise: the objective of this exercise is for the students to examine what is necessary to make an argument valid, by examining a variety of assumptions or unstated premises.

Exercise 8-11, 10 questions, homework assignment: the student, in this exercise, is expected to supply the unstated premises that will make each argument valid. A continuation of the practice first seen in exercise 8-8.

Exercise 8-13, 5 questions, homework assignment: students learn a method of diagramming the structure of an argument and determining the relationship between the various premises, whether they are independent or dependent.

### **Week # 11**

Exercise 9-1, 20 questions, in class exercise: students learn to put categorical statements in their canonical form.

Exercise 9-4, 10 questions, homework assignment: students learn to convert, obvert, and contrapose categorical statements.

Exercise 9-6, 5 questions, in class assignment: students get more practice in working with categorical statements by the rules of conversion, obversion, and contraposition.

Exercise 9-7, 4 questions, in class assignment: practice in identification of standard categorical claims.

Exercise 9-9, 10 problems, homework assignment: practice in the use of immediate inference involving categorical statements.

Exercise 9-10, 10 problems, in class assignment: practice in determining the validity of categorical syllogisms, using Venn diagrams.

Exercise 9-11, 10 questions, homework assignment: practice in determining the validity of categorical syllogisms, using Venn diagrams.

### **Week # 12**

Exercise 10-1, 5 problems, in class exercise: practice in the translation of natural language into symbolic form of the conditional and bi-conditional logical operators.

Exercise 10-2, 20 problems, homework assignment: practice in the translation of natural language into symbolic form of truth functional propositions involving the use of the conjunction, disjunction, conditional, and the use of negation.

Exercise 10-4, 10 problems, in class assignments: practice in using indirect proofs with symbolic arguments in order to determine validity.

Exercise 10-6, 5 problems, homework assignment: further practice in using the indirect method for proving validity with arguments in symbolic form.

Exercise 10-11, 9 problems, in class assignment: students learn to translate truth-functional arguments and determine their validity, using an indirect proof.

Exercise 10-15, 15 problems, homework assignment: students get more practice in translation of arguments into truth-functional form and then determining validity using an indirect proof.

### **Week #13**

Exercise 13.1, 10 items, in class assignment: the objective is to distinguish descriptive from prescriptive claims.

Exercise 13.2, 10 items, homework assignment: the objective is make distinctions among claims expressing moral values, non-moral values or no values.

Exercise 13.3, 10 items, homework assignment: the objective is to complete arguments by providing a missing premise containing a moral principle.

Exercise 13.4, 12 items, in class assignment: the objective is to consider arguments in terms of their consistency and fairness.

Exercise 13.5, 12 items, in class assignment: the objective is to help students recognize or apply to a situation major perspectives in moral reasoning discussed in the text.

Exercise 13.6, 12 items, homework assignment: the objective is to help students recognize principles of justification associated with particular kinds of laws in the U.S..

Exercise 13.7, homework assignment: short essay; the objective is to help students clarify a law about vehicle use of park paths.

Exercise 13.8, in class and homework assignment: in class discussion of a short essay students have written at home; the objective is to help students talk about a particular example of legal language and its implications.

Exercise 13.9, 4 items, in class assignment: objective is to help students identify principles underlying paired aesthetic claims.

Exercise 13.10, 7 items, homework assignment: the objective is to help students determine the relevance of particular aesthetic principles in given context.

Exercise 13.11, homework assignment and in class discussion: the objective is to use the eight aesthetic principles to determine the aesthetic value of a painting by a chimpanzee.



## Course Requirements

1. You will be given two diagnostic examinations during the semester, one at the beginning and the other on the last day of class. The purpose of these exams will be to measure your progress during the semester; they will not count towards your final grade.
2. You will also be given three examinations that do count ( total of 50%) towards your class grade. These equally weighted tests will be given after the completion of Sections 1, 3, and 4.
3. The writing requirement for this class will be a minimum of 2,500 words or approximately 10 typed pages, and will represent 25% of your final grade. The assignments will be of two types. A six-page paper, based on articles in the *Anthropological 30 Readings*, will be due in the middle of the semester. This assignment and a discussion of the paper's style will be given in class. The other four pages will be assigned a page at a time and will require you to integrate a topic covered in the lecture and readings.
4. The remaining 25% of your grade will be based on the completeness of your course notebook, which is to include your lecture notes and class assignments.



## Course Assignments

### In Class Practice

Critical thinking is a skill requiring practice. To this end, you will be asked to participate in a number of activities involving both oral and written

responses to selected exercise. Some of these will be taken from the textbooks, while others will be given to you as hand outs. In these activities you will be required to identify, evaluate, and discuss appropriate responses to both good and bad claims, arguments, and explanations, which means that you must recognize what has been said, what is wrong with it or not, and what remedies and responses are appropriate. Many of these exercises will require oral responses and in a normal class period we will cover about 40 of these examples. Once a week you will be asked to write a response to a longer argument taken from a text or a handout (examples are drawn from publications such as the *New York Times*, *Manchester Guardian Weekly*, and *Science*). Some of this written work will be submitted for evaluation immediately, while the remainder will be included in your class notebook.

### Exams

As mentioned above, you will be given two 150 point exams

### Final Exam

There will be a comprehensive final given on the day scheduled. One-half of these will be drawn from a critical thinking question bank, used by all instructors who offer a course in Area A (3) of General Education.

### Essays

Throughout the semester, you will be asked to write four, one-page essays. The specific assignments listed below will be explained further in class.

### Topics

1. **Appropriate and Inappropriate Uses of Vagueness**  
Integrate the subject matter of lecture with the topics covered in the Thomsen and Murphy articles through the use of essay and discussion. This exercise addresses objectives numbers 1, 2, 3, and 4 from Section 1. Due the third week of the semester.
2. **Mechanisms of Diversion in the Kalahari**  
Integrate the subject matter of lecture with the topics covered in the Lee and Tannen articles through the use of essay and discussion. This exercise addresses objectives numbers 1 through 6 of Section 2. Due the sixth week of the semester.
3. **Folk and Scientific Explanation of Home Heat Control**  
Integrate the subject matter of lecture with the topics covered in the Kempton article through the use of essay and discussion. This exercise addresses objectives numbers 6 and 7 in Section 3. Due the eight week of the semester.
4. **Western Moral and Aesthetic Responses to the Sacred Cow**  
Integrate the subject matter of lecture with the topics covered in the Harris article through the use of essay and discussion.

This exercise addresses objectives numbers 1 through 7 in Section 4.  
Due the eleventh week of the semester.

### Paper

This six-page paper will be discussed in class, allowing you the opportunity to clarify the assignment. The topic for this paper will be:

**Compare American folk explanations of unfortunate events with the Zande explanation given the Evans-Pritchard article; contrast with the Tuareg perspective presented in Murphy.**

This paper addresses objective 3, Section 1; objective 6, Section 2; and objectives 3, 5, and 7, Section 3.

Due the twelfth week of the semester.

### Writing Evaluation/Assessment

The paper and essay assignments (*supra*) require students to integrate critical thinking concepts, as outlined in the course objectives, with assigned readings. This makes students demonstrate that they understand the issues, evidence, conclusions, and the significance of the articles they have read. Each essay assignment is focused on particular set of related critical thinking concepts, so that students do not become overwhelmed, looking at too many things at once. The major paper, on the other hand, demands that they examine several approaches to the same topic as developed in several different readings. This real life comparison and evaluation of arguments requires that they utilize a wide range of their newly acquired critical thinking skills to complete the essay assignment. For example, in the final paper, we require students to understand the logic underlying folk explanations in three widely different contexts.

Writing will be evaluated in terms of the usual mechanical categories, including grammar, syntax, spelling, and punctuation; however, the content, organization, completeness, and cogency of the argument will be paramount. Critical thinking errors will be sanctioned, and successful completion of the course will depend upon students' satisfactory (C or better) demonstration of these of writing skills. These are summarized in Item 8 and discussed at length in Item 4 (*supra*). Written material will be prepared according to the style of the American Anthropological Association, the recognized standard format in our discipline.

### Style and Format of Papers

Written material will be prepared according to the style of the American Anthropological Association, the recognized standard format in our discipline.

### Notebook

The notebook will be due at the end of the semester. It will contain class notes, some exercises that will be assigned in class, and some self-test exercises from the textbook (assigned as we begin each chapter).



### Participation

Anthropology 30 courses are by their nature as critical thinking classes both active and interactive in their presentation. Although there will be lectures in class, the bulk of class time will be devoted to individual and group participation in practicing and mastering basic critical thinking skills. Please come prepared so that we can engage in active discussion.

### Text and Other Materials

All instructors will use the same critical thinking textbook, in this case the Moore and Parker *Critical Thinking* (5<sup>th</sup> edition), and we will complete the book during the term. All instructors also will use the book of readings compiled by La Jeunesse and Ludwig. Audiovisual selections may vary among instructors.

### Optional Materials

Interactive computer program and workbook are available. They are optional for this course

### University Policies

In this course the guidelines set forward in the University Policy Manual will be followed, particularly in regard to student disabilities, plagiarism and cheating, and classroom conduct.

