



General Education Course Proposal

Proposed Course: CLS 30 Critical Thinking in Chicano and Latin American Studies **Units** 3
Prefix No. Title

Department: Chicano and Latin American Studies **School:** Social Sciences

GE Category (Indicate one category only):

Foundation: A1 ___; A2 ___; A3 ; B4 ___
Breath: 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) Distinguish between belief vs. knowledge and fact vs. opinion; examine the use of language and logic in structuring sound arguments; learn how to use deductive and inductive reasoning when examining an argument or statement; learn how to evaluate unsupported beliefs. These skills will be applied concretely to statements and arguments made by dominate media and pundits concerning Chicanos and Latin America. Skills demonstrated/assessed through oral and written performance.

Enrollment limit per section: ~~30-35~~ 25

Expected number of sections per semester-Year 1 1; **Year 3** 2

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

Luz Danyal 6-12-00
Department Chair Date

May Juliette 10/24/00
School Dean Date

J. Echeverria 12/1/00
Associate Provost Date

John Pujos 10/20/00
School Curriculum Committee Date

[Signature] 12/1/00
General Education Subcommittee Date

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

Syllabus
CLS 30
Critical Thinking

Attachment #2: General Syllabus

Proposed course: CLS 30 Critical Thinking in Chicano and Latin American Studies

Instructor: Name
Office: Instructor's Office
Office Hours: Instructor's office hours (minimum of five hours per week)
Phone/email: Instructor's office phone and email address
Dept. Office: Social Science, Room 211A; department hours: M-F, 8:00-5:00
Dept. Phone: 278-2848

CLS 30: Critical Thinking in Chicano and Latin American Studies

Course Description: In the United States we are constantly bombarded by media images of Latin America that present the instability of this region populated by stereotyped *bandidos*, mustachioed military leaders hiding behind dark glasses, human rights abusers, *macho* males and docile women, and colorful *indios* with their quaint customs. These stereotypes have come to influence the perception that the dominant Anglo-Saxon society has about Latinos in the U.S., which contributes to the conflict between these two groups. This course is designed to dispel these stereotypical images by fostering critical thinking skills so students can recognize faulty reasoning. As Stephan Thomas states: "*Critical thinking is the reliable, reasoned determination of whether to believe, disbelieve or suspend judgement about the truth of any statement.*"

Goals and Objectives:

Specific course goals and objectives:

1. Students will be introduced to the tools to help them distinguish between belief vs. knowledge and fact vs. opinion.
2. Students will examine the use of language and logic in structuring sound arguments.
3. Student will learn how to use deductive and inductive reasoning when examining an argument or statement.
4. Students will learn how to evaluate unsupported beliefs.
5. These skills will be applied concretely to statements and arguments made by the dominant media and pundits concerning Chicanos and Latin America.

6. Students will demonstrate their skills through oral presentations and written assignments.

Sample Texts:

- Robert Cogan. *Critical Thinking: Step by Step*. (Lanham, Maryland: University Press of America, 1998).
- Jorge J.E. Garcia. *Hispanic/Latino Identity: A Philosophical Perspective*. (Oxford: Blackwell Publishers, 2000).

Sample of Recommended Readings:

- Kenneth Brooks. *Cultural Diversity Without Prejudice: A Guide for Critical Thinking in the 21st Century*. Amper Publishing, 1995.
- S. Morris Engel. *With Good Reason: An Introduction to Informal Fallacies*. (New York: St. Martin's Press, 1990).
- Thomas Gilovich. *How we know what isn't so: the fallibility of human reason in everyday life*. New York: Free Press, 1991.
- Theodore Schick. *How to think about weird things: critical thinking for a new age*. Mountain View, Calif.: Mayfield Publishing Co., 1995.

Fees: There are no fees associated with this course

Students will be evaluated according to the following requirements:

1. **Attendance and Participation.** Students will have to have at least 90% attendance during the semester. Their attendance record and participation in class discussions will determine the percentage of weight of this component in the general grade. (10%)
2. **Exams.** Students will have to complete a midterm and a final that will demonstrate their application of the skills learned in the course by analyzing statements and arguments. The midterm is worth 20% of the final grade and the final is worth 30% of the final grade. (50%)
3. **Workbook.** Students will hand in their workbook periodically. (10%)
4. **Oral Presentation.** Students will be required to analyze articles, evaluate media, and judge statements and arguments on contemporary issues regarding Latin America and Latinos in the U.S. An oral presentation of their work will be required on a topic of their choice. (10%)
5. **Papers.** Students will write five short one page critical essays on contemporary controversial subjects regarding Latin America or Latinos in the U.S. Also, they will write a sustained five page paper critique on the argument presented in *Hispanic/Latino Identity: A Philosophical Perspective*. All of these assignments will be judged on the consistency of their argumentation and the support of their conclusion. (20%)

Grade distribution:

A= 100-90	D= 60-69
B= 80-89	F= 50-59
C= 70-79	

Course Topics:

I. ANALYSIS OF REASONING

Topic 1: **Introduction: Analysis of Reasoning I** (Approx. 1 week)

Definitions: *discourse, reasoning, conclusion, reasons, inference.*

Readings: *Critical Thinking: Step by Step.* Chapter 1. "Short, Simple Reasoning."

Topic 2: **Analysis of Reasoning II** (Approx. 1 week)

Definitions: *basic reason, intermediate conclusion, final conclusion, divergent reasoning, convergent reasoning.*

Readings: *Critical Thinking: Step by Step.* Chapter 2. "Longer, More Complex Discourses."

II. EVALUATION OF REASONING

Topic 3: **Basic Concepts** (Approx. 1 week)

Definitions: *soundness, truth, validity*

Readings: *Critical Thinking: Step by Step.* Chapter 3. "Basic Concepts of Evaluation."

Topic 4: **Degrees of Support** (Approx. 1 week)

Definitions: *deductive validity, inductive validity, invalid, moral reasoning.*

Readings: *Critical Thinking: Step by Step.* Chapter 4. "Degrees of Support Reasons Give to Conclusions."

Topic 5: **Judging Statements** (Approx. 1 week)

Definitions: *critical life decisions, ambiguity, vagueness, definition, drawing conclusion, missing assumptions.*

Readings: *Critical Thinking: Step by Step.* Chapter 5. "Critical Life Decisions: Complete Evaluation of Reasoning."

Topic 6: **Syllogistic Logic** (Approx. 1 weeks)

Definitions: *syllogism, categorical syllogism, categorical statement, quantity, quality, term, universe of discourse, complement, universal, particular.*

Readings: *Critical Thinking: Step by Step.* Chapter 6. "Syllogistic Logic."

Topic 7: **Reasoning with Statements** (Approx. 1 week)

Definitions: *conditional statements*

Readings: *Critical Thinking: Step by Step.* Chapter 7. "Reasoning with Statements."

Topic 8: Fallacies

(Approx. 1 week)

Definitions: *fallacy, appeal to authority, argument from ignorance, argumentum ad hominem, generalizations, slippery slope, analogical argument, causal argument, begging the question, outright fallacies (two wrongs make a right, irrelevant reason, appeal to force, tokenism, suppressed evidence, straw man, false dilemma, inconsistency, evading the issue).*

Readings: *Critical Thinking: Step by Step*. Chapter 8. "Moderate to Fallacious Reasoning."

III. EVALUATING UNSUPPORTED BELIEFS

Topic 9: Epistemology: What is Real and What is Not? (Approx. 1 week)

Definitions: *epistemology, justification, counterexample, internalism (foundationalism, coherentism), externalism (probabilism, reliabilism), internal justification, consistency, inconsistency, paradigm, reasoning, world view, wishful thinking, self-deception, warrant, probability*

Readings: *Critical Thinking: Step by Step*. Chapter 9. "Justification, Paradigms, and Reasoning."

Hispanic/Latino Identity: A Philosophical Perspective. Chapter 1. "What Should We Call Ourselves?"

Topic 10: Science vs. Belief

(Approx. 1 week)

Definitions: *science, belief, interpretation, fundamentalism, scientific method, theory, jargon, impossibility.*

Readings: *Critical Thinking: Step by Step*. Chapter 10. "Seeing, Reasoning and Scientific Justification."

Hispanic/Latino Identity: A Philosophical Perspective. Chapter 2. "What's in a Name? The Relation of Names to Identity and Ethnicity."

Topic 11: Law

(Approx. 1 week)

Definitions: *law, exclusionary rules, burden of proof, admissible, means of proof, authentication, preponderance of evidence, clear and convincing evidence, proof beyond a reasonable doubt, eyewitness testimony*

Readings: *Critical Thinking: Step by Step*. Chapter 11. "Justification in Law."

Hispanic/Latino Identity: A Philosophical Perspective. Chapter 3. "What's Makes Us Who We Are? The Key to Our Unity in Diversity."

Topic 12: Philosophy

(Approx. 1 week)

Definitions: *philosophy, dialectical, concept, logic, ethics, metaphysics, ontology, epistemology, axiology, free will vs. determinism, mind/body problem, schools of philosophical thought*

Readings: *Critical Thinking: Step by Step*. Chapter 12. "Philosophical Dialectic and High Justification."

Hispanic/Latino Identity: A Philosophical Perspective. Chapter 4. "An Illustration: Hispanic Philosophy."

Topic 13: Religion and Science (Approx. 1 weeks)

Definitions: *fundamentalism, religion, science, metaphysics*

Readings: *Critical Thinking: Step by Step*. Chapter 13. "Religion and Science."

Hispanic/Latino Identity: A Philosophical Perspective. Chapter 5. "Where Do We Come From? Encounters, Inventions, and *Mestizaje*."

Topic 14: Pseudoscience (Approx. 1 week)

Definitions: *pseudoscience, paranormal, astrology, extraterrestrials, UFO's, clairvoyance, millenarianism, New Age, poltergeists, ghosts, channeling, faith healing*

Readings: *Critical Thinking: Step by Step*. Chapter 14. "Pseudoscience as Unjustified Statements."

Hispanic/Latino Identity: A Philosophical Perspective. Chapter 6. "The Search for Identity: Latin America and Its Philosophy."

Topic 15: Government and the Economy (Approx. 1 week)

Definitions: *transnational corporations, GNP, GDP, labor, distribution of income, minorities, poverty, health care, environmental damage, growth vs. development, taxes, debt, David Korten thesis, global economy, alternatives*.

Readings: *Critical Thinking: Step by Step*. Chapter 15. "The United States and the Global Corporate Economy."

Hispanic/Latino Identity: A Philosophical Perspective. Chapter 7. "Foreigners in Our Own Land: Hispanics in American Philosophy" and "Conclusion."

General Information:

1. **Attendance policy.**
2. **Missed quizzes, make-up work, late paper policy.**
3. **Cheating and plagiarism:** Cheating and/or plagiarism will not be tolerated in this course. University policy defines "cheating" as "the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. 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 which are intended to gain an unearned academic advantage by fraudulent and deceptive means." University policy defines "plagiarism" as "a specific form of cheating which consists of the misuse of the published and/or unpublished work of another by representing the material so used as one's own work." Depending on the seriousness of the action, a student may be penalized by "F" on the assignment up to an "F" in the course and the filing of a Cheating/Plagiarism Report to be placed in the student's permanent academic record.

Information for disabled students: If you are disabled student, be sure to identify yourself to the University and the instructor so that reasonable accommodation for learning and evaluation within the course are made.

Classroom conduct - Students are responsible for following the University's policies regarding conduct of courses, including cheating, plagiarism, and classroom disruption. Policies can be found in the Catalog and the Schedule of Courses.

Dropping the class - As per university policy, students may withdraw from the class for any reason through the seventh day of instruction. After that time, students may drop a class only for "serious and compelling reasons." The difficulty of the class is not a serious and compelling reason to drop. The overscheduling of classes is not a serious and compelling reason to drop either; it is your responsibility, in consultation with your academic advisor, to register for an appropriate number of units. Medical reasons must be accompanied by a doctor's statement indicating inability to attend class. Similarly, a change in work schedule involving a continuing job obligation must be accompanied by a statement from the employer on company letterhead.

Scheduling Caveat: The above schedule and procedures for this course, accurate at the time of writing, are subject to change in the event of extenuating circumstances.

Attachment #3: Typical Syllabus

Syllabus CLS 30 Critical Thinking in Chicano and Latin American Studies

Instructor: Dr. Carlos Pérez
Office: Science 152
Office Hours: MWF, 12-2 p.m.
Phone/email: 278-8352/cperez@csufresno.edu
Dept. Office: Social Science, Room 211A; department hours: M-F, 8:00-5:00
Dept. Phone: 278-2848

Course Description: In the United States we are constantly bombarded by media images of Latin America that present the instability of this region populated by stereotyped *bandidos*, mustachioed military leaders hiding behind dark glasses, human rights abusers, *macho* males and docile women, and colorful *indios* with their quaint customs. These stereotypes have come to influence the perception that the dominant Anglo-Saxon society has about Latinos in the U.S., which contributes to the conflict between these two groups. This course is designed to dispel these stereotypical images by fostering critical thinking skills so students can recognize faulty reasoning. As Stephan Thomas states: "*Critical thinking is the reliable, reasoned determination of whether to believe, disbelieve or suspend judgement about the truth of any statement.*"

Goals and Objectives:

Specific course goals and objectives:

7. Students will be introduced to the tools to help them distinguish between belief vs. knowledge and fact vs. opinion.
8. Students will examine the use of language and logic in structuring sound arguments.
9. Student will learn how to use deductive and inductive reasoning when examining an argument or statement.
10. Students will learn how to evaluate unsupported beliefs.
11. These skills will be applied concretely to statements and arguments made by the dominant media and pundits concerning Chicanos and Latin America.
12. Students will demonstrate their skills through oral presentations and written assignments.

Required Texts:

- Robert Cogan. *Critical Thinking: Step by Step*. (Lanham, Maryland: University Press of America, 1998).
- Jorge J.E. Garcia. *Hispanic/Latino Identity: A Philosophical Perspective*. (Oxford: Blackwell Publishers, 2000).

Recommended Readings:

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- Theodore Schick. *How to think about weird things: critical thinking for a new age*. Mountain View, Calif.: Mayfield Publishing Co., 1995.

Students will be evaluated according to the following requirements:

6. **Attendance and Participation.** Students will have to have at least 90% attendance during the semester. Their attendance record and participation in class discussions will determine the percentage of weight of this component in the general grade. (5%)
7. **Exams.** Students will have to complete a midterm and a final that will demonstrate their application of the skills learned in the course by analyzing statements and arguments. The midterm is worth 15% of the final grade and the final is worth 25% of the final grade. (40%)
8. **Workbook.** Students will hand in their workbook periodically. (5%)
9. **Oral Presentation.** Students will be required to analyze articles, evaluate media, and judge statements and arguments on contemporary issues regarding Latin America and Latinos in the U.S. An oral presentation of their work will be required on a topic of their choice. (10%)
10. **Papers.** Students will write five short one page critical essays on contemporary controversial subjects regarding Latin America or Latinos in the U.S. Also, they will write a sustained five page paper critique on the argument presented in *Hispanic/Latino Identity: A Philosophical Perspective*. All of these assignments will be judged on the consistency of their argumentation and the support of their conclusion. (40%) *****Your papers will be judged on the writing, the level of critical thinking, and the overall presentation of a Chicano/Latin American Studies approach*** (SEE THE GUIDELINES AT THE END OF THE SYLLABUS)**

Grade distribution:

- A= 100-90
- B= 80-89
- C= 70-79
- D= 60-69
- F= 50-59

Course Topics:

II. ANALYSIS OF REASONING

Week 1 - (August 23, 25 and 27).

Topic 1: Introduction: Analysis of Reasoning I

Readings: *Critical Thinking: Step by Step*. Chapter 1. "Short, Simple Reasoning."

Section 1.1: Recognition of Reasoning: students are introduced to the concepts of *discourse, reasoning, conclusion, reasons, inference*.

Exercise 1: using the table on *inference indicators*, the student will do indicator sorting.

Section 1.2: Diagramming Reasoning: students will be introduced to the basic arrow diagram.

Exercise 2: students will make arrow diagrams.

Section 1.3: Bracketing Incomplete Thoughts: students will learn to recognize incomplete thoughts.

Exercise 3: students will make arrow diagrams for the simplest possible reasoning discourses. Also, students will diagram condensed forms.

Section 1.4: Bracketing Questions and Commands: students will learn how to transform interrogative and imperatives forms into indicative ones.

Section 1.5: Elements of Successful Reasoning: Arguments and Explanations: students will learn how to recognize successful reasoning.

Section 1.6: Order in Reasoning: students will learn the "*The So/Because Test*" for testing the order of reasoning.

Exercise 4: students will apply "*The So/Because Test*" to various sentences.

Week 2 - (August 30, September 1 & 3).

Topic 2: Analysis of Reasoning II

Readings: *Critical Thinking: Step by Step*. Chapter 2. "Longer, More Complex Discourses."

Section 2.1: Basic Reasons, Intermediate and Final Conclusions: students will be introduced to the concepts of *basic reason, intermediate conclusion, and final conclusion*.

Exercise 5: students will distinguish various statements as examples of *basic reason, intermediate conclusion, and final conclusion*.

Section 2.2: Four Basic Reasoning Patterns: students will be introduced to "*serial,*" "*divergent,*" "*linked,*" and "*convergent*" reasoning.

Section 2.3: Connective Words versus Indicators: students will learn how to use conjunctions.

Exercise 6: students will connect partial diagrams and diagram four basic argument structures.

Section 2.4: Dealing with Long Sentences or Passages with Old or Technical Words: students will learn how to apply analysis and diagramming of reasoning to longer and more complex passages.

Exercise 7: student will diagram longer passages.

II. EVALUATION OF REASONING

Week 3 – (September 8 & 10).

Topic 3: **Basic Concepts**

Readings: *Critical Thinking: Step by Step*. Chapter 3. "Basic Concepts of Evaluation."

Section 3.1: The Values of Critical Thinking: students will learn why critical thinking is not only important in the university but also in their daily lives.

Section 3.2: Soundness, Truth, and Validity: students will learn how to differentiate between "*sound reasoning*" and "*logically unsound*" reasoning.

Exercise 8: students will learn how to use evaluation adjectives.

Section 3.3: Analogies, Patterns, and Counter-Examples: student will learn the use of analogy, patterns, and counter-examples.

(September 6 – Labor Day)

Week 4 – (September 13, 15 & 17).

Topic 4: **Degrees of Support**

Readings: *Critical Thinking: Step by Step*. Chapter 4. "Degrees of Support Reasons Give to Conclusions."

Section 4.1: Deduction, Induction and Degrees of Support: students will learn the concepts of "*deductive validity*," "*moderate support*," "*weak support*," and "*nil support*."

Section 4.2: The Truth Pretense Method of Judging Degree of Support: student will learn a method for judging the degree of support.

Diagnostic Test: student will write out answer to diagnostic test on truth, validity and soundness.

Section 4.3: Formal Methods of Showing Arguments to be Invalid: students will learn the "*inconsistency method*" and "*the method of refutation by logical analogy*."

Exercise 9: students will evaluate the degree of support reasons give to a conclusion.

Section 4.4: Reasoning of Special Kinds: students will learn about "*causal arguments*," John Stuart Mill's Method of Agreement, Method of Difference, and Method of Residues, "*analogical argument*," and "*moral reasoning*."

Week 5- (September 20, 22 & 24).

Topic 5: **Judging Statements**

Readings: *Critical Thinking: Step by Step*. Chapter 5. "Critical Life Decisions: Complete Evaluation of Reasoning."

Section 5.1: Judgements on Statements and Epistemic Soundness: students will how to judge the truth of the reasons given for a conclusion.

Section 5.2: Ambiguity and Vagueness: students will learn about semantic clarification.

Section 5.3: Critical Thinking and Definitions: students will learn the use of definition.

Exercise 10: students will use the method of semantic clarification to translate statements which are ambiguous to statements where the word or phase are made clear.

Section 5.4: Drawing Conclusions and Finding Missing Assumptions: students will learn how to "*draw one's own conclusion*" and "*bringing out the unstated assumptions*."

Section 5.5: Soundness Verdicts on Reasoning Final Evaluation of Conclusions: students will learn how to judge the epistemic soundness of the argument in question.

Week 6 - (September 27, 29 & October 1).

Topic 6: Syllogistic Logic

Readings: *Critical Thinking: Step by Step*. Chapter 6. "Syllogistic Logic."

Section 6.1: Categorical Statements: students will learn about "*syllogism*," "*categorical syllogism*," and "*categorical statement*."

Section 6.2: Marking Terms and their Position: students will learn about "*term*."

Section 6.3: Distribution: students will learn about the concept of *distribution*.

Section 6.4: A Comparison of Aristotelian and Boolean Rules: students will learn about the difference between Aristotelian rules and Boolean rules.

Section 6.5: Determining Validity of Syllogisms: students will learn the Cross Hatch Method of Determining Validity.

Section 6.6: Ways of Expressing Quantification: students will learn about "*universal quantification*," "*predominant quantification*," "*majority quantification*," "*common quantification*," and "*common quantification*."

Exercise 11A: students will translate into categorical form.

Section 6.7: The Square of Opposition: students will be introduced to the square of opposition, which demonstrates logical relations among categorical statements.

Section 6.8: Immediate Inferences: the student will learn about an immediate inference, a valid argument from just one reason to one conclusion.

Exercise 11B, C, and D: the student will translate sentences into categorical form and utilize conversion, the operation of exchanging the subject and predicate.

Section 6.9: Reducing Terms in a Syllogism: students will learn how to put an argument into standard form.

Section 6.10: Other Translation Problems: students will learn about other problems with translations.

Exercise 12A: student will utilize the method of Extended Syllogistic Logic in determining the validity or invalidity of syllogisms.

Section 6.11: Supplying Missing Reasons and Conclusions: students will learn about an "*enthymeme*," a valid argument which is missing a reason or a conclusion.

Exercise 12B: students will work on drawing conclusions and supply missing reasons.

Midterm: October 1st

Week 7 - (October 4, 6 & 8).

Topic 7: Reasoning with Statements

Readings: *Critical Thinking: Step by Step*. Chapter 7. "Reasoning with Statements."

Section 7.1: Conditional Statements: students will learn about conditional statements.

Section 7.2: Symbolizing Conditional Arguments: students will learn how to symbolize a conditional argument.

Section 7.3: Some Valid and Invalid Patterns: students will learn how to distinguish between valid and invalid patterns in reasoning.

Exercise 13: students will determine the forms of conditional arguments.

Section 7.4: Supplying Missing Reasons and Conclusions: students will learn how to draw valid conclusion following the patterns of Affirming the Antecedent and Denying the Consequent.

Exercises 14 and 15: students will deduce missing conclusions in conditional arguments and supply missing assumptions in conditional arguments.

Section 7.5: Non-conditional Valid Patterns: students will learn about "*disjunction*."

Week 8 - (October 11, 13 & 15).

Topic 8: Fallacies

Readings: *Critical Thinking: Step by Step*. Chapter 8. "Moderate to Fallacious Reasoning."

Section 8.1: Presumption in Dialogue and Plausible Reasoning: students will learn about presumptions based on such as conventional wisdom, customs, fashions, cooperation, politeness, and routine ways of doing things.

Section 8.2: Fallacy and Procedure: students will learn about "*fallacy*."

Section 8.3: The Authority Family of Arguments: students will learn about the "*appeal to authority*" and "*traditional wisdom*."

Section 8.4: Appeals to Ignorance: students will learn about an "*argument from ignorance*."

Section 8.5: Argument and the Man: students will learn about the *argumentum ad hominem*.

Section 8.6: Generalization Arguments: students will learn about the problem of indefinite generalizations in evaluating an argument.

Section 8.7: Slippery Slopes: students will learn about the family of arguments that have causal, principle, and incremental forms.

Section 8.8: Questionable Analogies and Causes: students will learn the critical questions regarding analogical arguments and causal arguments.

Section 8.9: Question Begging: students will learn about "*begging the question*."

Section 8.10: Outright Fallacies: students will learn about the following: *two wrongs make a right, irrelevant reason, appeal to force, tokenism, suppressed evidence, straw man, false dilemma, inconsistency, evading the issue*.

Exercise 16: students will apply their understanding of fallacies to distinguish between a moderate, weak or fallacious argument.

III. EVALUATING UNSUPPORTED BELIEFS

Week 9 - (October 18, 20 & 22).

Topic 9: Epistemology: What is Real and What is Not?

Readings: *Critical Thinking: Step by Step*. Chapter 9. "Justification, Paradigms, and Reasoning."

Section 9.1: Belief, Truth and Justification: students will be introduced to basic ideas about epistemology.

Section 9.2: Paradigms of Highly Justified Beliefs: students will be introduced to the use of "*paradigms*."

Section 9.3: Reasoning as a Source of Conditional Justification: students will further refine their reasoning by learning about *conditional justification*.

Section 9.4: World Views, Wishful Thinking and Self-Deception: students will learn about how self-interest, self-deception, wishful thinking and editing prevent us from exercising rational action and thought.

Section 9.5: Warrant and Probability: students will learn about judging whether a statement is *warranted* and about *probability*.

Exercise 17: students will apply their knowledge about probability to statistical problems.

Hispanic/Latino Identity: A Philosophical Perspective. Chapter 1. "What Should We Call Ourselves?"

Week 10 – (October 25, 27 & 29).

Topic 10: Science vs. Belief

Readings: *Critical Thinking: Step by Step*. Chapter 10. "Seeing, Reasoning and Scientific Justification."

Section 10.1: Seeing, Believing and Science: students will learn the steps of the Scientific Method.

Section 10.2: Theoretical Terms and Scientific Explanation: students will learn about the development of theoretical terms and models for an understanding of reality.

Section 10.3: How We Know and Physical Impossibility: students will learn about *laws of permission* and *laws of denial*.

Exercise 18: students will find a news story that is an example of pseudo explanation of events. They will bring the story to class with a write-up containing a neutral description of the event, the pseudo explanation given, your criticism of it and what you think might be a more likely alternative explanation(s). (Write at least 200 words in clear, grammatically correct sentences.) You will give an oral presentation about your findings.

Hispanic/Latino Identity: A Philosophical Perspective. Chapter 2. "What's in a Name? The Relation of Names to Identity and Ethnicity."

Week 11 – (November 1, 3 & 5)

Topic 11: Law

Readings: *Critical Thinking: Step by Step*. Chapter 11. "Justification in Law."

Section 11.1: Legal Procedure and High Justification: students will learn about law as a system of justification.

Section 11.2: Evaluating Eyewitness Testimony: students will learn how to evaluate eyewitness testimony.

Section 11.3: students will learn how the law benefits certain groups in society.

Exercise 19: students will research the subject of *jury research* and write a 500 word essay defining and giving examples of *jury research*. They will summarize the arguments for and against it in its effect on the justification of jury verdicts.

Hispanic/Latino Identity: A Philosophical Perspective. Chapter 3. "What's Makes Us Who We Are? The Key to Our Unity in Diversity."

Week 12 – (November 8, 10 & 12)

Topic 12: Philosophy

Readings: *Critical Thinking: Step by Step*. Chapter 12. "Philosophical Dialectic and High Justification."

Section 12.1: Some Fundamentals of Philosophy: students will learn a basic vocabulary concerning the reading of philosophy.

Section 12.2: Basic Philosophical Ideas Behind Critical Thinking: students will learn about various schools of philosophical thought.

Exercise 20: write a philosophical paper entitled "Minds and Computers: Can Computers Think?" summarizing the arguments on both sides of the issue. (1,000 words.)

Hispanic/Latino Identity: A Philosophical Perspective. Chapter 4. "An Illustration: Hispanic Philosophy."

Week 13 – (November 15, 17 & 19)

Topic 13: Religion and Science

Readings: *Critical Thinking: Step by Step.* Chapter 13. "Religion and Science."

Section 13.1: Fundamentalism: students will learn about the concept of fundamentalism.

Section 13.2: Biblical Morality: students will learn about inconsistencies.

Section 13.3: Biblical Genocide: students will learn about *genocide*.

Section 13.4: Right Now, Wrong Later?: students will learn about inconsistencies in moral injunctions.

Section 13.5: Marriage, the Family and Homosexuality: students will learn how to think about questions of sexuality.

Section 13.6: Hell in Christianity and Islam: students will learn about *Theological Ethics*.

Section 13.7: Testable Statements in the Bible: students will learn about testable claims in the Bible.

Section 13.8: Religion Tries to Suppress Science: students will learn about the historical conflict between religion and science.

Section 13.9: Evolution and the Treatment of Humans: students will learn about the anti-scientific bias inherent in religious thought.

Section 13.10: Prayer-Never Known to Fail?: students will compare and contrast prayer with modern medicine.

Section 13.11: Contributions of Denominations versus Scientists: students will learn about scientific discoveries.

Section 13.12: More Wars, Costs versus Benefits in Religion: students will learn about the role of religion in wars.

Section 13.13: Two Objections and Answers: students will learn how to think about religious issues.

Section 13.14: A Look at Reincarnation: students will learn how to critique ideas about reincarnation.

Exercise 21: students will write a short 300 word essay regarding a controversial religious belief and the arguments given for it.

Hispanic/Latino Identity: A Philosophical Perspective. Chapter 5. "Where Do We Come From? Encounters, Inventions, and *Mestizaje*."

Week 14 – (November 22)

Topic 14: Pseudoscience

Readings: *Critical Thinking: Step by Step.* Chapter 14. "Pseudoscience as Unjustified Statements."

Section 14.1: The Nature of Pseudoscience and the Paranormal: students will learn about pseudosciences.

Section 14.2: Seeing Stars: students will learn about the pseudoscience of astrology.

Section 14.3: Tall Tales of Earlier Visits: students will learn how to use natural explanations to disprove pseudoscientific explanations.

Section 14.4: UFO's, ET's and Abductions: students will learn about the seven-fold improbability required for a belief in alien visitors.

Section 14.5: Media Promotion of UFO's: students will learn why the media promotes belief in UFO's.

Section 14.6: A Testable Theory of UFO's: students will learn the Tectonic Stress Theory for an explanation of UFO phenomena.

Section 14.7: Predicting the Future: students will learn why individuals believe in psychic powers.

Section 14.8: New Age Millenarianism: students will learn about millenarian beliefs.

Section 14.9: Does the Spirit Move You?: students will learn about beliefs in the after-life.

Section 14.10: Ethical Blather on the Ramtha Channel: students will learn about channeling.

Section 14.11: Faith Healing: students will learn how faith healing borders on the paranormal and quackery.

Section 14.12: Alternative, but is it Medicine?: students will learn about alternative medicine claims.

Section 14.13: A Body to Die(t) for: students will learn about the pseudoscientific claims regarding diet fads.

Section 14.14: The Example of Chiropractic: students will learn about the development of chiropractic.

Section 14.15: Freudian Psychology: students will learn about the pseudoscientific hypotheses that are the basis for Freudian psychology.

Section 14.16: Religions, Cults and Militias: students will learn the differences between religions, cults and militias.

Section 14.17: Scientology as a Therapy Cult: students will learn the pseudoscientific basis for Scientology.

Section 14.18: Parapsychology and Extrasensory Perception: students will learn about parapsychology.

Exercise 22: Minor Pseudosciences and Paranormal Claims: students will write a brief report (at least 300 words) describing an alleged paranormal phenomenon, the report given of its occurrence and why it is improbable that it ever occurred. (Students will give an oral presentation of their research.)

Hispanic/Latino Identity: A Philosophical Perspective. Chapter 6. "The Search for Identity: Latin America and Its Philosophy."

November 24 & 26: Thanksgiving Recess

Week 15 – (November 29 & December 1 & 3)

Topic 15: Government and the Economy

(Approx. 1 week)

Readings: *Critical Thinking: Step by Step*. Chapter 15. "The United States and the Global Corporate Economy."

Section 15.1: Wealth Rules!: students will learn about the U.S. economy and the inequitable distribution of wealth.

Section 15.2: Jukebox Government: students will learn about the relationship between wealth and government.

Section 15.3: Statistics on Working People's Incomes: students will learn about the deterioration of working people's income.

Section 15.4: Women in the Work Force: students will learn about women's role in the economy.

Section 15.5: Minorities: students will learn about the position of minorities in the U.S. economy.

Section 15.6: Poverty: students will learn about the social consequences of poverty.

Section 15.7: Health Care, or Care for Profit?: students will learn about the health care industry.

Section 15.8: The Grotesque National Product: students will learn about the Gross National Product, the Gross Domestic Product and the index of "sustainable economic welfare."

Section 15.9: Environmental Damage: students will learn about the environmental costs of industrial production.

Section 15.10: Some Statistics on Growth: students will learn the differences between economic growth and development.

Section 15.11: Taxes, Politics and Reality: students will learn about the role of taxes and *wealthfare*.

Section 15.12: Debt and Deterioration: students will learn about the role of the national debt.

Section 15.13: Korten on Development: students will learn about David Korten's theory regarding development.

Section 15.14: Growth and the Environment: students will learn about Korten's ideas about growth and the deterioration of the environment.

Section 15.15: Corporate Economic Mythology: students will learn about Korten's ideas regarding the ideology of the marketplace.

Section 15.16: The Creation of a Global Economy: students will learn about Korten's ideas on free trade and NAFTA.

Section 15.17: Size of Units and Market Operation: students will learn about Korten's ideas regarding the basic conditions for an effective market.

Section 15.18: No Conspiracy, but . . .: students will learn about conspiracy theories regarding the global economy.

Section 15.19: One Piece of the System-the Money Managers: students will learn about the international financial system.

Section 15.20: The New World Order Global Economic Government: students will learn about international financial institutions.

Section 15.21: Adjusting the Poor to the New World Order: students will learn about the role of the Third World and its people in the international labor market and the global economy.

Sections 15.22: Alternatives and What Can Be Done: students will learn about the alternatives proposed by various authors to the present economic order.

Exercise 23: Students will write an essay on one of the subjects presented in Chapter 15.

Exercise 24: Students will evaluate various statements as definitely or probable true or unwarranted utilizing the checklist in Appendix II.

Hispanic/Latino Identity: A Philosophical Perspective. Chapter 7. "Foreigners in Our Own Land: Hispanics in American Philosophy" and "Conclusion."

Week 16 – (December 6, 8 & 10)

Course Summary and Review

*******Paper due: December 6*******

Final: December 13, 3:30 – 5:30 pm

General Information:

1. **Attendance policy.**
2. **Missed quizzes, make-up work, late paper policy.**
3. **Cheating and plagiarism:** Cheating and/or plagiarism will not be tolerated in this course. University policy defines "cheating" as "the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. 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 which are intended to gain an unearned academic advantage by fraudulent and deceptive means." University policy defines "plagiarism" as "a specific form of cheating which consists of the misuse of the published and/or unpublished work of another by representing the material so used as one's own work." Depending on the seriousness of the action, a student may be penalized by "F" on the assignment up to an "F" in the course and the filing of a Cheating/Plagiarism Report to be placed in the student's permanent academic record.

Information for disabled students: If you are disabled student, be sure to identify yourself to the University and the instructor so that reasonable accommodation for learning and evaluation within the course are made.

Classroom conduct - Students are responsible for following the University's policies regarding conduct of courses, including cheating, plagiarism, and classroom disruption. Policies can be found in the Catalog and the Schedule of Courses.

Dropping the class - As per university policy, students may withdraw from the class for any reason through the seventh day of instruction. After that time, students may drop a class only for "serious and compelling reasons." The difficulty of the class is not a serious and compelling reason to drop. The overscheduling of classes is not a serious and compelling reason to drop either; it is your responsibility, in consultation with your academic advisor, to register for an appropriate number of units. Medical reasons must be accompanied by a doctor's statement indicating inability to attend class. Similarly, a change in work schedule involving a continuing job obligation must be accompanied by a statement from the employer on company letterhead.

Scheduling Caveat: The above schedule and procedures for this course, accurate at the time of writing, are subject to change in the event of extenuating circumstances.

Guidelines for Evaluating Writing:

The following letter grading system, and criteria, will be applied to all writing assignments:

"A" exam or paper is clearly excellent. There is specific and convincing detail, and ideas are developed with insight and maturity. It demonstrates clear, logical organization, a creative and varied use of language, mature sentence structure, and mastery of mechanics.

"B" exam or paper is more than adequate and has an organization of ideas, specific detail, and some insight. It demonstrates correct use of language, some sentence variety, and few mechanical errors.

"C" exam or paper is adequate, but it is less mature in thought or less well-handled in terms of organization, supporting detail, sentence structure, word choice, or mechanics. Also, it may ramble and the organization is weak, lacks supporting detail and sentence variety. Mechanical errors may occasionally obscure meaning.

"D" exam or paper has almost no redeeming qualities. It lacks organization, clarity, and supportive detail. Serious defects in sentence structure and mechanics frequently obscure meaning.

"F" exam or paper is one that either the response is off the topic, the response is minimal (a few sentences), or is mechanically deficient it is unreadable.

Students should note that a solid research paper or essay exam:

1. Integrates as much information from the greatest variety of sources possible.
2. Is well written. It has a thesis and includes an introduction, a discussion of specific evidence, and a conclusion. Avoid misspellings, typos, and grammatical errors.
3. Includes evidence of originality and creativity. It should reflect your own thoughts; **PLAGIARISM WILL NOT BE TOLERATED**. PLAGIARISM is defined by the 1999-2000 CSU-Fresno General Catalog as "a specific form of cheating that consists of the misuse of the published and/or unpublished works of others by misrepresenting the material so used as one's own work." (p. 480.) Examples of plagiarism are: Failure to use appropriate referencing when using the words or ideas of other persons. Altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own. I will apply this definition on all written assignments. Also, see p. 480 in the General Catalog for the definition of Cheating. If there are any cases of suspected cheating or plagiarism, you will

- receive an automatic "F" for the course and you will be reported to the competent university authorities.
4. If you use another author's words, be sure to indicate this by employing quotation marks and citing the author and page number. **AVOID, AT ALL POSSIBLE COSTS, RELYING HEAVILY ON QUOTES.**
 5. Develops points completely, but does not include irrelevant data.

Guidelines for Evaluating Critical Thinking:

"A": Consistently does all or almost all of the following:

- Accurately interprets evidence, statements, graphics, questions, etc.
- Identifies the salient arguments (reasons and claims) pro and con.
- Thoughtfully analyzes and evaluates major alternative points of view.
- Draws warranted, judicious, non-fallacious conclusions.
- Justifies key results and procedures, explains assumptions and reasons.
- Fair-mindedly follows where evidence and reasons lead.

"B": Does most of the following:

- Accurately interprets evidence, statements, graphics, questions, etc.
- Identifies relevant arguments (reasons and claims) pro and con.
- Offers analyses and evaluations of obvious alternative points of view.
- Draws warranted, non-fallacious conclusions.
- Justifies some results or procedures, explains reasons.
- Fair-mindedly follows where evidence and reasons lead.

"C": Does most or many of the following:

- Misinterprets evidence, statements, graphics, questions, etc.
- Fails to identify strong, relevant counter-arguments.
- Ignores or superficially evaluates obvious alternative points of view.
- Draws unwarranted or fallacious conclusions.
- Justifies few results or procedures, seldom explains reasons.
- Regardless of the evidence or reasons, maintains or defend views based on self-interest or preconceptions.

"D": Consistently does all or almost all of the following:

- Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others.
- Fails to identify or hastily dismisses strong, relevant counter-arguments.
- Ignores or superficially evaluates obvious alternative points of view.
- Argues using fallacious or irrelevant reasons, and unwarranted claims.
- Does not justify results or procedures, nor explains reasons.
- Regardless of the evidence or reasons, maintains or defends views
Based on self-interest or preconceptions.
- Exhibits close-mindedness or hostility to reason.

**Guidelines for Evaluating
Chicano/Latin American Studies Approach:**

1. Recognition that societal forces have created certain categories of people who, on multiple dimensions, experience disadvantage.

Excellent: demonstrates all or most of the following characteristics:

- explicitly describes multiple ways in which societal forces create disadvantage
- provides integrated analysis of causal mechanisms by which categories of people who experience disadvantage are created
- identifies multiple dimensions of disadvantage
- describes mechanisms by which categories of people acquire social identities (e.g. how "stereotypical" characteristics become attributed to them)
- describes mechanisms by which social identities are constructed with positive or negative valence

Adequate: demonstrates some or all of the following characteristics:

- may acknowledge in general terms that societal forces create disadvantage
- may identify specific societal forces or causal mechanisms by which categories of people who experience disadvantage, with little or no analysis
- may identify one or more dimensions of disadvantage
- may identify ways in which categories of people acquire social identities (how "stereotypical" characteristics become attributed to them)
- refers in a general way to mechanisms by which social identities are constructed with positive or negative valence.

Inadequate: demonstrates some or all of the following characteristics:

- may show limited or no awareness that societal forces create disadvantage
- may demonstrate little or no awareness of societal mechanisms by which categories of people who experience disadvantage are created
- may attribute disadvantage to a single factor, or offer simplistic analysis of causes of disadvantage
- may identify only a single dimension of disadvantage
- may imply or state that people who experience disadvantage are solely or primarily responsible for their situation

Not Applicable: Does not address issues of disadvantage or social inclusiveness.

2. Acquisition of a sense of responsibility to promote an inclusive society.

Strong: A paper with a "STRONG" sense of responsibility to promote an inclusive society demonstrates all or most of the following characteristics:

- affirms the value of an inclusive society
- clearly recognizes that current society is not inclusive
- clearly recognizes that to achieve an inclusive society means change is necessary

-indicates recognition that structural change is necessary
affirms the value of a concerted effort to create an inclusive society

Moderate: A paper with a "MODERATE" sense of responsibility to promote an inclusive society has some or all of the following characteristics:

- affirms the value of an inclusive society
- may indicate general awareness that current society is not inclusive
- may indicate some change is needed
- may indicate some awareness of need for structural change
- may imply or state that simple individual effort or vague external forces will be sufficient to create an inclusive society

Weak: A paper with a "WEAK" sense of responsibility to promote an inclusive society has some or all of the following characteristics:

- may not recognize or affirm the value of an inclusive society
- may suggest that current society is adequately inclusive or would be so with minor changes
- may actively affirm the status quo; indicates no need for change
- may advocate a simplistic, one-dimensional, non-structural solution to problems identified
- may actively promote or express destructive views of relations between cultural groups

Not Applicable: Does not address issues of disadvantage or social inclusiveness.