

## CRITICAL THINKING & METHODS OF INQUIRY LDST 250-01: SPRING 2024

MON./WEDS. 3.00-4.15PM JEPSON HALL 120

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This statement acknowledges the traditional, ancestral, unceded territory of the Pamunkey nation on which we will be learning and working throughout our time at the University of Richmond. It is important to acknowledge this land because of a legacy of silence and exploitation of indigenous peoples on the part of the United States and US Institutions, and it is our responsibility to help mitigate that history here and around the world where indigenous peoples are oppressed.

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Office: Jepson Hall 135

Sign up for a meeting/chat with Dr. Bezio at <https://10to8.com/book/qxkxch-free/>

(Meetings can be requested either in-person or via Zoom)

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### COURSE DESCRIPTION

The goal of this course is to help students develop critical thinking skills and provide an introduction to methods of research inquiry. In a society inundated with information from modern media – television, radio, movies, news, and the internet – it is crucial that we as responsible citizens be able to distinguish the good information from the bad, the truth from falsehood. Leaders are frequently required to make judgments about topics and in situations they know little about – critical thinking skills help them to assess what information they have in order to make good judgments about people, information, and ideas. It is also important for us – whether we are leaders, followers, or both – to be able to view the information and opinions with which we are presented from multiple standpoints, and to be able to assess and judge what we see and hear in context and with regard to our own ethics and mores. As members of a university, national, and global community, it is our responsibility to question not only what appears in the media, but the ideals and ideologies we already hold; as critical thinkers, it is important for us to bring these critical skills to bear not only in our examination of leadership and on the leaders we have chosen to follow, but also in our efforts to maintain life-long learning.

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## COURSE OBJECTIVES

In this course, students will learn the following skills:

- How to critically read, listen, and observe
- How to evaluate information and locate bias
- How to analyze arguments and systems
- How to anticipate problems and counterarguments
- How to construct an analytical and well-researched argument in writing and in speech
- How to reflect on their own views and biases

## REQUIRED TEXTS

There are no *books* required for this course. Instead, you will be given access to a variety of articles and chapters through Perusall on BlackBoard. (BlackBoard links directly to Perusall, where you can read and comment on (highlight, etc.) each reading. Students are encouraged to use Perusall's commenting feature to ask questions and make discussion points (see "Discussions" below).

**Content Warning:** Some of the materials for this course may discuss potentially traumatic events: abuse, violence, sexual assault, racism, homophobia, and sexism. Some works may be historically dated and contain offensive materials, while others use difficult content to make specific arguments. If you are concerned about course materials, please feel free to contact Dr. Bezio via email or Slack (or make an appointment).

## REQUIRED TECHNOLOGY

Slack (Slack is free to use) [https://join.slack.com/t/slack-vja2716/shared\\_invite/zt-2a5tnrc03-3q0ZdsKhmoY4nNT0cx0DhA](https://join.slack.com/t/slack-vja2716/shared_invite/zt-2a5tnrc03-3q0ZdsKhmoY4nNT0cx0DhA)

Students will be able to use Slack as a mode of gaining participation, but it will also be the principal platform for the class Reacting Game and general class communication. If a student wishes not to use their "real" name in Slack, they should choose something that is identifiable as them (first name only, for instance) or let Dr. Bezio know what name they've chosen so that they receive points. (If a student wishes *not* to use Slack, they will need to work out an alternate method of engaging in discussion posts and participation, and should contact Dr. Bezio during the first week of classes in order to do so.)

## ACCESSIBILITY

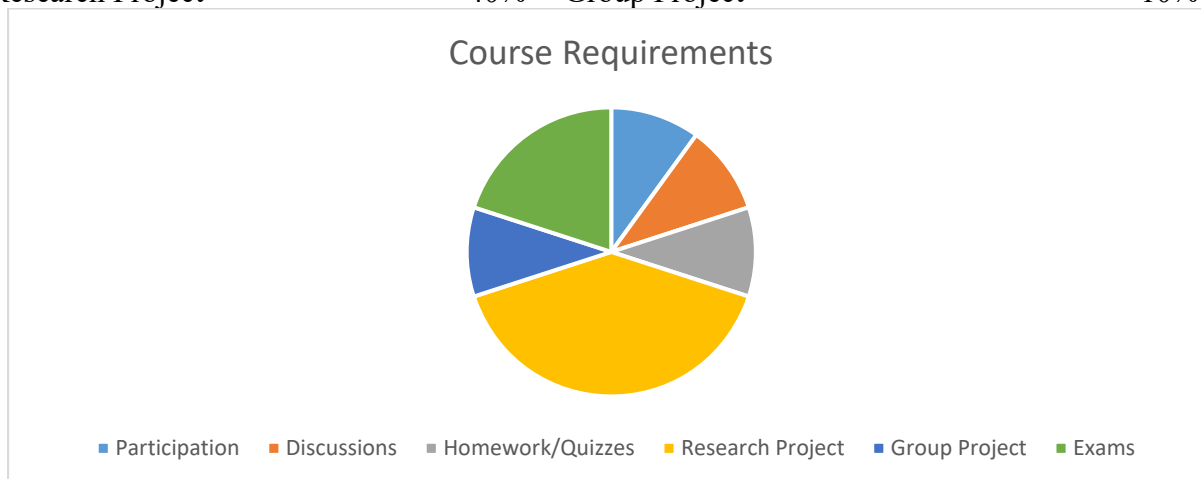
Students who need to use screen readers can request Word versions of all assignments (and the syllabus/course schedule) from Dr. Bezio. Students who need transcripts for audio files (podcasts) can request transcripts from Dr. Bezio. Students who record lectures *may not* distribute them or post them (per UR policy). Any students who have exam or assignment accommodations should send their DANs to Dr. Bezio as soon as possible.

All our exams will be administered via BlackBoard. Students needing extra time must get their DAN in to Dr. Bezio, and that time will be built into the "timing" function using BlackBoard. Students in need of a distraction-free environment who do not have access to one at "home" should contact either Disability Services or Michele Bedsaul ([mbedsaul@richmond.edu](mailto:mbedsaul@richmond.edu)) in Jepson.

Students who are concerned that they may *need* accommodations (either temporary or long-term) are encouraged to contact Student Disability Services (contact information at the end of the syllabus packet, on page 7 and page 9).

### COURSE REQUIREMENTS

Participation	10%	Discussions	10%
Exams	20%	Homework Assignments & Quizzes	10%
Research Project	40%	Group Project	10%



#### Class Participation (10%)

All students are expected to contribute to class discussions. Frequent absences will impact a student's ability to participate in discussion, but absences will not specifically count against a student's grade. If students are uncomfortable participating out loud during class discussions for any reason, they have the following additional options:

- sending a 300+ word email or private Slack response to the day's discussion to Dr. Bezio before 11.59pm on the day of the discussion in exchange for participation credit (via email or Slack private message).
- engaging in discussion of the course materials (or topics related to course materials) with other students on Slack in the #participation-chat thread.

Participation is straightforward—an "instance" of participation, whether on Slack, via email, on BlackBoard, or in class, should move the conversation about the class materials or topics forward, whether in the form of comments or questions. Each "instance" earns a point. (Longer written responses, such as the 300+ word email, may earn more than one point.) On average, each class day is worth 3-4 points.

#### Homework Assignments & Quizzes (10%)

There will be periodic short assignments to accompany the daily readings which ask students to fill out "quizzes" online or to diagram arguments as preparation for class discussion. These are mostly loaded in the front half of the semester. When we transition to content-based readings, the "Discussions" section (below) becomes more relevant.

#### Discussions (10%)

Discussions are tied to the specific assignments for the day *when the readings are on content rather than argument structure*, and can be earned three ways, for a total of 8 points per day. (Students can choose all one type, mix and match, etc., but can only earn up to 8 points per day.)

- Providing commentary (1 point for every thoughtful comment) on Perusall when there is an assigned reading.
- Posting a 200+ word response on Slack in the #discussions thread on something relevant to the day's materials (for up to 3 points).
- Commenting on *at least* five other posts (if possible) in the #discussions thread (for five points).

### Research Project (40%)

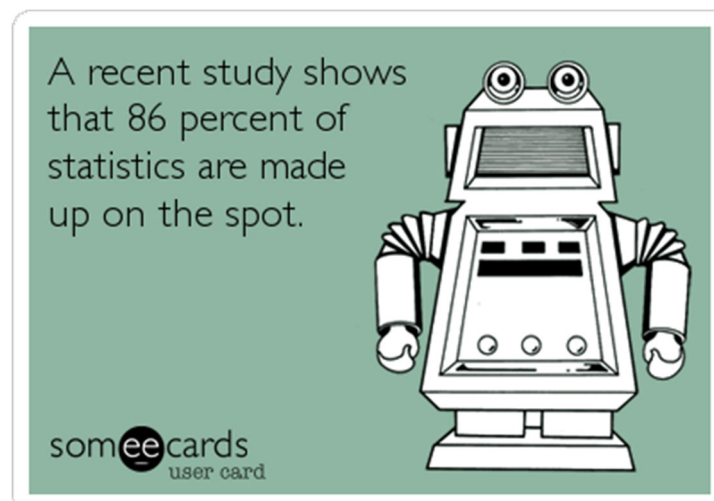
There will be a long research project in this course which will contain several short papers, and will culminate in one longer paper OR creative project. All papers and assignments are expected to be the students' original work and follow the guidelines of the Honor Code. Papers should contain correct, formal language and a complete works consulted bibliography. Papers should be turned in on BlackBoard (papers must be received by the due date and time *and open properly* to be considered acceptable). Papers will be graded using the Microsoft Word Reviewing tool and uploaded along with the grading rubrics to BlackBoard's GradeCenter. **Papers must be turned in as .docx files in order to receive comprehensive comments and be gradable by Dr. Bezio.**

### Group Project (10%)

There will be a group GivingGames project in this course which consists of a group research paper and occasional check-ins. Students will be assigned to a group and tasked with researching the ethics and effectiveness of a chosen charity; over the course of the semester, students will research their charities, then write a group analysis of that charity with a recommendation for or against it. Papers will be circulated to the whole class for evaluation of the charities. **Papers must be turned in as .docx files in order to receive comprehensive comments and be gradable by Dr. Bezio.**

### Exams (20%)

There will be two take-home midterms and a final exam. The second midterm will be **optional**. Students who elect not to take the second exam will have their first score doubled. Students who do take the second exam will have both scores contribute to their grade. Exams will be a combination of short- and long-answer and essay questions. All exams will be available on BlackBoard. Those needing accommodations should provide documentation to Dr. Bezio so that appropriate adjustments can be made.



## GRADE SCALE

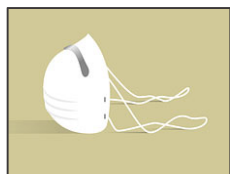
The points in this course are distributed to allow for a 5% scale between each letter grade (although students can expect letter grades to be awarded for similar quality work in other Jepson courses). The course as a whole is graded out of 2,000 points.

Grades will not be “rounded.” Students must reach the threshold for each grade in order to earn that grade (an A falls between 1900 and 1999.999, for instance). Some assignments will be graded with partial points. Grades for individual assignments can be determined by dividing by the total number of points for the assignment, with 5% between each grade (an A is 95% to 99.999%, an A- 90% to 94.999%, etc.).

A+	2000
A	1900
A-	1800
B+	1700
B	1600
B-	1500
C+	1400
C	1300
C-	1200
D+	1100
D	1000
D-	900

Grades (and comments when appropriate) will be made available to students on BlackBoard when the assignment has been graded for the whole class (both sections). Feedback (when appropriate) will be provided via pdf attachments for papers and in BlackBoard’s comment sections for smaller assignments, exams, and quizzes. Blog and participation grades will be updated at the end of the semester on BlackBoard, but students may inquire with Dr. Bezio to find out where they stand at any point in the semester.

## CLASSROOM POLICIES



Dr. Bezio has an autoimmune condition that increases her risk of severe illness—some of your classmates may be in the same situation—so please **wear a mask or do not come to class if you have symptoms of an illness**. Be sure to see student health and/or take a COVID test if you have an illness and abide by the University’s continued COVID policies.

## Laptops

Laptops are permitted in class for the purpose of facilitating discussion and taking notes, including the use of Slack as appropriate. Students should *not* be using laptops to surf the internet or use social media during class. Please make sure all cell phones are silenced or turned off. Classes will not be recorded, although chats through Slack and on BlackBoard will remain available to students throughout the semester for repeated reference. Students are also welcome to meet with Dr. Bezio in person or on Zoom to go over any missed material with which they want assistance.

## Due Dates, Late Policies, & Honor Code

All written work is expected on time (barring significant contingencies or accommodations, which need to be discussed with Dr. Bezio). Late papers and assignments will be penalized up to a full grade step for each 24 hours they are late (A to A-). Technical problems (computer or email) are not an acceptable excuse for lateness: back up files on Google Drive, Box, Dropbox, and/or an external jump drive, and save often. **Students are responsible for knowing how to turn in files on Blackboard and must turn in all files as .doc or .docx files** (.pages, .pdf, and links to Google Docs are not acceptable formats for assignments).

**All students will receive a 24 hour extension they can cash in on any assignment.** For every 24 hours a student turns in a major paper *early*, they can earn an additional 24 hours for a later assignment. (Note: No papers can be accepted after May 3<sup>rd</sup> at the end of the semester to meet grading deadlines.)

All assignments are expected to be the student's original work. The Jepson School follows the provisions of the Honor System as outlined by the School of Arts and Sciences. This means that no student is to use, rely on or turn in work that was paid-for, copied, excessively summarized without citation, created in collaboration (without permission), produced or edited by AI, or is otherwise not the original work of the student for the specific assignment (without explicit permission). The use of any of the above without **explicit** permission is a violation of the University Honor Code and will be treated as such. (Software such as Grammarly or Word/Google's grammar check are acceptable—ChatGPT or similar software is not.)

### **Emergencies**

If emergency circumstances inhibit a student from attending class or completing an assignment, the professor should be notified as soon as possible (preferably before class or the due date of the assignment). Extensions and make-ups are given at the discretion of the professor. Exams cannot be made up except under the most extenuating of circumstances. Students needing accommodations should speak to the professor.

Students are expected to make safe, healthy decisions on behalf of themselves and their classmates. Students are **strongly encouraged** to contact Dr. Bezio if they are experiencing symptoms of illness (COVID or otherwise) if they wish to discuss missed materials or have questions once they are recovered. Students experiencing symptoms of COVID or who have a positive test result **should not come to class** and should immediately contact their respective dean (Richmond or Westhampton) and student health.

### **COVID-19 POLICIES (OFFICIAL UR POLICY)**

We are facing a challenging situation in which all of us are called on to make a good faith effort to be flexible and to make decisions in the best interest of the community, including staying home when sick. Students who are sick should stay home/in their dorm, will not be required to provide formal documentation from a health care provider, and will not be penalized for absences. However, students must:

- Notify instructors in advance of the absence if possible.
- Contact the Student Health Center if sick.
- Keep up with classwork if they are able to do so.
- Submit assignments digitally on time when possible.
- Work with their instructors to try to reschedule any missed assignments.
- Stay in close communication with their instructors.

This policy requires that faculty and instructors trust the word of their students when they say they are ill, and it requires that students report the reason for their absence truthfully. Falsely reporting a reason for an absence is an honor code violation.

Students shall not:

- Disclose, share, trade, or sell class recordings with/to any other person, organization, business, or institution; and/or

- Post/store these recordings in a location accessible by anyone other than the student, including but not limited to social media accounts.

Students must also comply with any instructions or directions from their faculty regarding the use of such recordings. Students are required to destroy any recordings that were made when they are no longer needed for the student's academic work. Failure to abide by this policy will be a violation of the Standards of Student Conduct; such issues will be sent to the appropriate University Conduct Officer.

### FOR STUDENTS STRUGGLING TO COMPLETE WORK...

If you have trouble getting your assignments in on time, starting your assignments at a reasonable hour, or focusing while doing your work OR if you are currently experiencing an illness or injury (or the aftereffects of one), you may want to seek support from *both* the Academic Skills Center **and** Student Disability Services, and talk to Dr. Bezio.

There are a *lot* of people with invisible, undiagnosed, and underdiagnosed temporary and permanent disabilities in the United States, particularly students from lower income households, communities of color, and blue collar backgrounds. Disabilities, in this context, include neurodiversity that might cause a student's brain to work in a pattern that doesn't mesh well with "traditional" higher education models; a physical impairment (like migraines) that occasionally causes challenges completing assignments; a mental illness (like anxiety or depression); or another condition that isn't *explicitly* classified as a "learning disability" or a "visible disability." Disabilities might also include long COVID, a concussion, a broken arm, or a number of other conditions that are temporary, but require support for a few weeks or a few months.



If you think—based on the above descriptions—that you might qualify for support from Disability Services, please contact them ASAP, even if you've never felt you "needed" accommodations. The University of Richmond's office of Disability Services strives to ensure that students with disabilities and/or temporary conditions (i.e., concussions & injuries) are provided opportunity for full participation and equal access. Students who are approved for academic accommodations must complete the following steps in order to implement their accommodations in each class:

- 1) Submit their Disability Accommodation Notice (DAN) to each of their professors via the Disability Services Student Portal available at this link: [sl.richmond.edu/be](http://sl.richmond.edu/be).
- 2) Request a meeting with each professor to create an accommodation implementation plan. Disability Services is available to assist, as needed.

It is important to complete these steps as soon as possible because accommodations are never retroactive, and professors are permitted a reasonable amount of time for implementation. Students who are experiencing a barrier to access due to a disability and/or temporary condition are encouraged to apply for accommodations by visiting [disability.richmond.edu](http://disability.richmond.edu). Disability Services can be reached at [disability@richmond.edu](mailto:disability@richmond.edu) or 804-662-500.

Jepson School of Leadership Studies

## Common Syllabus Insert

### Awarding of Credit

To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities.

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

### Disability Accommodations

Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.

[disability.richmond.edu/](https://disability.richmond.edu/)

### Honor System

The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: "I pledge that I have neither received nor given unauthorized assistance during the completion of this work."

[studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html](https://studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html)

### Religious Observance

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

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

### Addressing Microaggressions on Campus

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.<sup>1</sup> Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups.<sup>2</sup> Furthermore, both students and faculty that are exposed to microaggressions more often are more likely to have depressive symptoms and negative affect (a negative view of the world).<sup>3</sup> A comfortable and productive environment where meaningful learning happens can be collectively created through actions, words, or environmental cues that promote the inclusion and success of marginalized members, recognizing their embodied identity, validating their realities, resisting sexism, ableism, and racism.<sup>4</sup>

The University of Richmond is committed to building an inclusive community. To this end, the Student Center for Equity and Inclusion (SCEI) was created in 2021 and offers ongoing support and assistance for a diverse student body.<sup>5</sup> With this in mind, as a community member at the University of Richmond, I pledge to address microaggressions in the classroom by holding myself, other students, and faculty accountable for what is said and being receptive to criticism when perpetuating these slights, snubs, or insults.

<sup>1</sup>Sue, S., Zane, N., Nagayama Hall, G. C., & Berger, L. K. (2009). The Case for Cultural Competency in Psychotherapeutic Interventions. *Annual Review of Psychology*, 60(1), 525–548. <https://doi.org/10.1146/annurev.psych.60.110707.163651>

<sup>2</sup>Bergom, I., Wright, M.C., Brown, M.K. and Brooks, M. (2011), Promoting college student development through collaborative learning: A case study of *hevruta*. *About Campus*, 15: 19-25. <https://doi.org/10.1002/abc.20044>

<sup>3</sup>Nadal, K. L., Griffin, K. E., Wong, Y., Hamit, S., & Rasmus, M. (2014). The Impact of Racial Microaggressions on Mental Health: Counseling Implications for Clients of Color. *Journal of Counseling & Development*, 92(1), 57–66. <https://doi.org/10.1002/j.1556-6676.2014.00130.x>

<sup>4</sup>Rolón-Dow, R. (2019). Stories of Microaggressions and Microaffirmation: A Framework for Understanding Campus Racial Climate. *NCID Currents*, 1(1). <http://dx.doi.org/10.3998/currents.17387731.0001.106>

<sup>5</sup> <https://inclusion.richmond.edu/>



If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.

**Academic Skills Center** ([asc.richmond.edu](http://asc.richmond.edu)): Academic coaches assist students in assessing and developing their academic and life-skills (e.g., critical reading and thinking, information conceptualization, concentration, test preparation, time management, stress management, etc.). Peer tutors offer assistance in specific subject areas (e.g., calculus, chemistry, accounting, etc.) and will be available for appointments in-person and virtually. Peer tutors are listed on the ASC website. Email [Roger Mancastropa \(rmancast@richmond.edu\)](mailto:rmancast@richmond.edu) and [Hope Walton \(hw Walton@richmond.edu\)](mailto:hw Walton@richmond.edu) for coaching appointments in academic and life skills.

**Boatwright Library Research Librarians:** ([library.richmond.edu/help/ask/](http://library.richmond.edu/help/ask/) or 289-8876): Research librarians help students with all steps of their research, from identifying or narrowing a topic, to locating, accessing, evaluating, and citing information resources. Librarians support students in their classes across the curriculum and provide individual appointments, class library instruction, tutorials, and [research guides \(libguides.richmond.edu\)](http://libguides.richmond.edu). Students can [contact an individual librarian \(library.richmond.edu/help/liaison-librarians.html\)](http://library.richmond.edu/help/liaison-librarians.html) or ASK a librarian for help via email ([library@richmond.edu](mailto:library@richmond.edu)), text (804-277-9ASK), or [chat \(library.richmond.edu/chat.html\)](http://library.richmond.edu/chat.html).

**Career Services:** ([careerservices.richmond.edu](http://careerservices.richmond.edu) or 289-8547): Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.

**Counseling and Psychological Services** ([caps.richmond.edu](http://caps.richmond.edu) or 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

**Disability Services** ([disability.richmond.edu](http://disability.richmond.edu)) The Office of Disability Services works to ensure that qualified students with a disability (whether incoming or current) are provided with reasonable accommodations that enable students to participate fully in activities, programs, services and benefits provided to all students. Please let your professors know as soon as possible if you have an accommodation that requires academic coordination and planning.

**Speech Center** ([speech.richmond.edu](http://speech.richmond.edu) or 287-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations. Remote practice sessions can be arranged; we look forward to meeting your public speaking needs.

**Writing Center** ([writing.richmond.edu](http://writing.richmond.edu) or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work.



## COURSE SCHEDULE, LDST 250-01

Readings listed under a particular day are **due that day**.

Readings/Media to read/watch/listen

BlackBoard Assignments/Quizzes

Exams

GivingGames Assignments

Research Project Assignments

Discussion Assignments

### UNIT I: HOW DO ARGUMENTS WORK?

**Wed., Jan. 17**

Welcome to Critical Thinking and Methods of Inquiry  
Semester-Long Research Project

**Mon., Jan. 22**

Introduction to GivingGames  
Thinking about Big Ideas and Why We Do Research  
Reading: Badke 1-23; *Craft* 49-64  
Assignment: BlackBoard Exercise

**Weds., Jan 24**

Effective Altruism & the GivingGames Project  
Reading: *DGB* 1-42, 103-127

**GG Project: Have your group selected by today.** (Any remaining non-groups will be grouped by Dr. Bezio.)

**Fri., Jan. 26 by 11.59pm**

Research Project: Five Big Ideas (Step 1)

**Mon., Jan. 29—bring laptops/tablets**

Digging Through the Archives (using research databases)

Reading: Badke 69-91; Turabian 89-103

Assignment: BlackBoard Sources Quiz

Research Project: One topic/question; keywords; databases (Steps 2-4)

**Weds., Jan. 31**

Arguments, Part I

Reading: Warren Ch. 1 1-22, “Example 5” 48-64

Assignment: BlackBoard Exercise on Warren Chap. 1

Research Project: Step of choice

**GG Project: Submit your group’s TOP THREE charity choices.** Dr. Bezio will eliminate any that a) do not qualify for a donation from UR or b) duplicate with another group.



**Mon., Feb. 5**

Arguments, Part II

Reading: Warren Ch. 2 1-34, “Example 8” 44-56, “Constructing Arguments” 78-83

**Assignment:** BlackBoard Exercise on Warren Chap. 2

**GG Project:** Each group **must** have a charity chosen for the project by today (if you had a choice).

**Wed., Feb. 7**

How to deal with logic

Reading: *UA* 141-178

**Assignment:** BlackBoard Exercise on UA (Logic)

**Research Project:** Step

**Mon., Feb. 12**

Arguments, Part IIIa

Reading: Warren Ch. 3 1-47

**Assignment:** BlackBoard Exercise on Warren Chap. 3a  
UA Logic Extra Credit (optional)

**GG Project:** Choose sections with your group and start researching!

**Weds., Feb. 14**

Arguments, Part IIIb

Reading: Warren Ch. 3 58-83, 110 (starting with “Example 15”)-120

**Assignment:** BlackBoard Exercise on Warren Chap. 3b

**Research Project:** Step

**Mon., Feb. 19**

Arguments, Part IV (and a little bit of Ethics)

Reading: Warren Ch. 4 1-52, “Real Life” 76-79, “Constructing Arguments” 84-92

**Assignment:** BlackBoard Exercise Warren Chap. 4

**Weds., Feb. 21**

Midterm One Review

**Research Project:** Step

**Thurs., Feb. 22-Sun., Feb. 25**

**BlackBoard Midterm:** Between 2pm Thursday and 9am Sunday, take the midterm on BlackBoard (open book, open note).



## UNIT II: ARGUMENTS IN PRACTICE

**Mon., Feb. 26**

Arguments, Part V

Reading: Warren Ch. 5 1-45, “Constructing Arguments” 95-102

**Assignment:** BlackBoard Exercise on Warren Chap. 5

**Weds., Feb. 28**

Ethical Reasoning

Listen: CT Podcast Episode 1

Reading: *CTAA* 342-372

**Research Project:** Step

**Assignment:** Discussions assignments go into effect starting today!

**Sun., Mar. 3 by 11.59pm on BlackBoard and Box Folder**

**GG Project:** Group Paper Due (to Dr. Bezio on BlackBoard **AND** to the class GivingGames Box Folder to share)

**Mon., Mar. 4**

Implicit Bias

Listen: CT Podcast Episode 2

Reading: *Blind* 3-31, 94-122, 145-187

**Assignment:** Discussions

**Assignment:**

<https://implicit.harvard.edu/implicit/>

(link on BlackBoard) - Take any test and write up a paragraph on the blog (**in addition** to a Discussions post/comment—this one counts toward Homework) about whether or not your results were what you expected (and what you think about that). You do **not** have to state which test you took (but you can if you wish).



**Weds., Mar. 6**

What is Right?

Listen: CT Podcast Episode 3

Reading: Flanigan 579-586; Hidalgo 1-22

**Research Project:** Step

**Assignment:** Discussions

**Fri., Mar. 8 by 11.59pm on BlackBoard and in the Box Folder**

**GG Project:** Short Rebuttal Papers (to Dr. Bezio on BlackBoard **AND** to the class GivingGames Box Folder to share)

**Mon., Mar. 18**

GG Debate & Vote Today

**GG Project:** Read GivingGames **AND** Rebuttal Papers from ALL groups in your class.

**Weds., Mar. 20**

Putting Together History

Listen: CT Podcast Episode 4

Reading: Henley (medium.com – read on Perusall)

**Assignment:** Discussions

**GG Project:** Write up your post-GG response

**Fri., Mar. 22 by 11.59pm on BlackBoard**

**Research Project:** “Background” section



### **UNIT III: THE BIG PICTURE**

**Mon., Mar. 25**

Fallacies & Logic in the Wild: Advertising I

Listen: CT Podcast Episode 5

Reading: Huff 13-28, 39-67, 89-101, 124-144

**Assignment:** Submit a favorite *chart* & why to Slack Discussions (in addition to Discussions posts)

**Assignment:** Discussions

**Weds., Mar. 27**

Fallacies & Logic in the Wild: Advertising II

Listen: CT Podcast Episode 6

Reading: Teays 475-519

**Assignment:** Submit a favorite ad & why to Slack Discussions (in addition to Discussions posts)

**Assignment:** Discussions

**Thurs., Mar. 28-Sun. Mar. 31**

**BlackBoard Optional Midterm:** If you so choose, between 2pm Thursday and 9am Sunday, take the midterm on BlackBoard (open book, open note). Students who do not take the exam will have their first midterm score doubled.

### **Mon., Apr. 1**

#### Politics, Leadership, and Media: Living Room Candidate

Listen: CT Podcast Episode 7

Watch/Assignment: Selected Year (& data input) <http://www.livingroomcandidate.org/> by 10am

Assignment: Post title & year of favorite ad and why to Slack Discussions (in addition to Discussions posts)

### **Weds., Apr. 3—Meet at Harnett Museum (in the Modlin Center)**

#### Art as Argument

Listen: CT Podcast Episode 8

Reading: [Brooks, “The Power of Art in a Political Age”](#)

Edelman, “The Cardinal Political Role of Art”

Visit: The Harnett Museum of Art and choose 1-2 pieces from the exhibit for us to write about for Discussions.

Assignment: Discussions

### **Mon., Apr. 8**

#### Storytelling and Leadership

Listen: CT Podcast Episode 9

Reading: Harvey 199-229; Bezio 1-7

Assignment: Discussions

### **Weds., Apr. 10**

#### Leadership on the Silver Screen

Listen: CT Podcast Episode 10

Watch: *Truman Show* ([Streaming on Swank](#))

*Get Out* ([Streaming on Swank](#))

Assignment: Discussions



### **Mon., Apr. 15—bring laptop/tablet**

#### [Research Project Work Day](#)

Research Project: Work with your peer group

### **Weds., Apr. 17**

#### Music as Argument

Listen: CT Podcast Episode 11

Watch: [Beyoncé, “Formation”](#)

[Childish Gambino, “This is America”](#)

[Lil Naz X, “Montero”](#)

Reading: Ford, “Beysthetics: ‘Formation’ and the Politics of Style”

Osman, “Slaying New Black Notions”

Assignment: Discussions

### **Mon., Apr. 22**

#### Can Leadership Fix What We’ve Broken?

Listen: CT Podcast Episode 12

Reading: *Impossible* 47-55, 63-72, 169-171

Assignment: Discussions

**Weds., Apr. 24**

Final Exam Review & Wrap-Up

**Sun., Apr. 28 by 11.59pm on BlackBoard**

**Research Project:** Final Research Project

**Thurs., May 2 at 9am on BlackBoard**

**Research Project:** Reflection

**Final Exam**

**9am May 2-10pm May 3** (class slot is “officially” 9am-12pm on May 2)

Per University policy (<https://registrar.richmond.edu/planning/schedule/exam.html>), students must receive written approval from the dean in order to reschedule their exam for another time. Students needing accommodations should inform Dr. Bezio well in advance.

