Welcome to Carleton! It is great to have you here, joining our community!

This course is an Argument and Inquiry (A & I) seminar, occupying a special place in the Carleton College curriculum. The on-line college catalog states that A&I seminars:

“...share certain structural elements and a set of common goals. AI courses are small, discussion-based seminars, and carry the WR (writing rich) designation. Designed to foster students’ intellectual independence, these courses develop habits of critical thinking, clarify how scholars ask questions, and teach students how to find and evaluate information in reading and research and to use it effectively and ethically in constructing arguments. Encouraging students to become collaborative learners and active members of Carleton’s learning and living community, AI seminars strengthen students’ habits of cooperation with peers and offer opportunities and tools for critical reading, deliberative discussion, and effective college-level writing.” (Source: https://apps.carleton.edu/campus/registrar/catalog/current/academicprograms/ accessed September 7, 2015).

What does this mean for you? There are no exams! Your grade will be based on papers, attendance, and participation. That puts a premium on being in class having done the assigned reading carefully and thoughtfully and being ready to discuss it. You will do a lot of writing and a fair amount of reading in this course.

Our focus will be on decision making—how it works, when it works, what makes it better, etc. We’ll consider various styles of decision making, and you’ll get the chance to reflect on your own decision making. We’ll begin by considering the broader idea of thinking and what makes it good and not-so-good. We’ll also consider broader “styles” of thinking that might be guiding your assumptions about your learning and your capabilities. I hope you will find that the study of this topic helps you develop your own critical thinking skills, which are fundamental to a liberal arts education.

There are three books that will comprise the bulk of your reading for the course. Copies have been ordered for you to purchase at the bookstore.


There will also be some chapters or articles assigned that I’ve placed on e(lectronic) reserve at the library. These are indicated below with the symbol “(ER).” To access these, click on Gould Library from the main page of the Carleton website, find the link for electronic reserves, find the link for this course, type in the password (CGSC), and download the article. There will also be two books we’ll read quite a bit of. I’ve ordered copies in the bookstore, or you can physically go to the library and check out its single copy on CLOSED reserve (indicated with the symbol (CR) below.

There will be four short papers due on dates indicated on the calendar. All together, these will account for 60% of your grade—although the exact weight of each paper will vary a little bit (earlier papers will count less). There will be a final essay, worth 20% and due during final period (no final exam—yay!). In addition, small teams of 2-3 students will be responsible for leading one class session toward the end of the term. This will be graded and will count 10% of the final grade. And, (consciously awake) attendance and (thoughtful, relevant) participation will also be counted 10%. In short: show up, be on time, be prepared by doing the readings, stay awake, and participate—don’t free associate or ‘wing it’—(it’s usually painfully obvious when you are doing this!)

We will have a writing assistant for our course. We’ll talk much more in class about what her role is, and how she will be available to assist you in this course.

I assume each of you will have read and become familiar with the Carleton website “Academic Honesty”. A handbook is available at this url: [http://apps.carleton.edu/campus/doc/integrity/assets/Academic_Integrity_Booklet.pdf](http://apps.carleton.edu/campus/doc/integrity/assets/Academic_Integrity_Booklet.pdf). We’ll talk about this topic in class as well—it’s really important that you understand that plagiarism goes beyond “copying.”

Please don’t force me to bring an academic dishonesty case!

I’m excited about the seminar, and hope you will be, too. I invite you to make use of office hours to visit to discuss course material, or other topics of mutual interest. Also, I’m available to meet you for lunch in the dining hall, and it doesn’t cost you a cent!
Calendar

Note: We will almost certainly adjust this calendar as the course progresses—stay tuned!

**Week 1:**
Mon Sept 14  Introductions/Class Overview
  Due next class: 2-page description of how you chose Carleton

Wed Sept 16  Anatomy of a Decision (Yours)
  What is Good Thinking, and How Can We Tell?
  Read: Ruggiero, Chs. 1,2
  **DUE: Short narrative paper (1-3 pages)**

Fri Sept 18  Reasoning and Critical Thinking
  Truth, Knowledge, Opinions, Evidence and Arguments
  Read: Ruggiero, Chs. 3-7

**Week 2:**

Mon Sept 21: Errors of and in Reasoning
  Read: Ruggiero, Chs. 8-13
  Lecture: Deductive and Inductive Reasoning

Wed Sept 23: Strategies for Improving Thinking
  Read: Ruggiero, Chs. 14-19
  **Group Paper assigned**

Fri Sept 25:  **A & I Convo: Professor Cliff Clark**
  “My Freshman Year and Yours: Politics, Technological Change, and the Future of the Liberal Arts”
  **Attendance Mandatory**
  **Class: Time to start work on Group Papers**
  (Kathie out of town)

**Week 3:**

Mon Sept 28: Other Models of Decision-Making: Blink
  Read: Gladwell, Introduction and chs. 1-2

Wed Sept 30: Blink discussion, continued
  Read Gladwell, chs. 3-5
Fri Oct 2: Blink discussion and models of mind  
Read: Gladwell, chs. 6, 7, and Afterward

**Week 4:**

Mon Oct 5: Citations in College Papers (brief discussion)  
Read: *Academic Integrity in the Writing of Essays and Other Papers*  
available at: http://apps.carleton.edu/campus/doc/integrity/  
Writing day: Groups convene—bring working drafts to class

Wed Oct 7 Studying Real-Life Decision Making (Lecture)  
Read: Galotti (2002, chs. 1-5; ER) Galotti (2007, ER)  
**DUE: Evaluation of convo paper**  
(approx 5 pages; GROUP paper)  
**Revision of First Paper Assigned**

Fri Oct 9 Rationality and Intuition in Decision Making  
Read: Dawes [ER], Arkes [ER]

**Week 5:**

Mon Oct 12 Individual Differences in Goal Setting: Mindsets  
Read: Dweck, chs. 1-3; 7,8 [CR]

Wed Oct 14 Individual Differences in Self Control: The Marshmallow Test  
Read: Mischel Chs. 1-8 [CR]

Fri Oct 16 Catch up day  
Read: Catch up if you need to  
**DUE: Revision of College Decision-Making Paper**  
(5 pages)

**Week 6:**

Mon Oct 19 MIDTERM BREAK  
Go ahead, take the day off!

Wed Oct 21 Writing planning day: Meet to work on Group Papers  
**Second Group Paper Assigned**
Fri Oct 23  Another writing day/meetings with Kathie

**Week 7:**

Mon Oct 26  Student-Led Discussion 1:  
*Thinking Fast and Slow: Two Systems*  
Read: Kahneman, Introduction and Chapters 1-3

Wed Oct 28  Student-Led Discussion 2:  
*Thinking Fast and Slow: Two Systems*  
Read: Kahneman, Introduction and Chapters 4-9

Fri Oct 30  GROUP PAPER DUE: How Well do Gladwell and Dweck’s /Mischel’s Ideas Cohere? (5 pages)

**Week 8:**

Mon Nov 2  Student-Led Discussion 3:  
*Thinking Fast and Slow: Heuristics and Biases*  
Read: Kahneman, chs. 10-14

Wed Nov 4  Student-Led Discussion 4:  
*Thinking Fast and Slow: Heuristics and Biases*  
Read: Kahneman, chs. 15-18

Fri Nov 6  Student-Led Discussion 5:  
*Thinking Fast and Slow: Overconfidence*  
Read: Kahneman, chs. 19-24

**Week 9:**

Mon Nov 9  Student-Led Discussion 6:  
*Thinking Fast and Slow: Choices*  
Read: Kahneman, chs. 25-34

Wed Nov 11  Student-Led Discussion 7:  
*Thinking Fast and Slow: Two Selves*  
Read: Kahneman, chs. 35-38 and Conclusions
Fri Nov 13   Topic tba

**Week 10:**

Mon Nov 18   Final Paper Assignment: Discussion and Clarifications
              Dual Processing Theory: Exposition of the Theory
              Read: Evans & Stanovich  [ER]

Wed Nov 20   Wrapping Up: Assessing What You’ve Learned

**Final papers due by the end of finals period, Monday Nov. 25**

**Course Bibliography (*/= primary text for course  # = recommended text)*


