

Fall 2020
Integrated Liberal Studies 200:
Critical Thinking and Expressionj
Lecture 001: Tuesdays, 2:25-3:15



3 credits

All sections meet Comm B requirements

For Fall 2020, lectures are online only: discussion sections may be online, or a mix of online and in-person instruction

Instructor Information

Instructor: Professor Mike Vanden Heuvel, CANES, ITS, ILS

Email: mvandenh@wisc.edu

Office: 202 Meiklejohn House

Office Hours (remote only): M 1-2:30 (via Canvas Chat and Blackboard Collaborate) and by appointment

Teaching Assistant Information

Teaching Assistants: Zoe Cohen (zcohen@wisc.edu)

Emily Cole (eacole2@wisc.edu)

Steffen Silvis (ssilvis@wisc.edu)

Each teaching assistant will provide their students with a Discussion syllabus indicating contact information, office hours, policies, and a course calendar for sections.

Class Information

Course Description:

AEFIS course description: The three modes of argument and expression: verbal, visual, numerical. Critical thinking about how these modes are structured and used. Practice in, and interpretation of, the three modes.

Requisites: Satisfied Communications A requirement

Credits: 3

Level: Elementary

Breadth: Humanities

L&S Credit Type: Counts as LAS credit (L&S) General Education: Communication Part B

Instructor course description: What does it mean to think? Is it a biological impulse or a social one? What does it mean to think critically? Simply to find fault? Or to employ intellectual rigor? Can we imagine a method of critical thought with the potential to change the world?

This course takes the definition of “critical thought” seriously in order to expand our idea of what critical communication is and has the potential to be. Getting beyond the standard connotation of “critical” thought as “finding fault with others’ ideas,” we will explore other definitions of the word, including:

1. constituting a crisis;
2. involving grave uncertainty or risk;
3. crucial or essential; and
4. constituting a turning point.

Taking these definitions as versions of what critical thinking is or can do, we will examine critical pieces of writing and other forms of expression from Western experience, asking ourselves what part the simple act of thinking critically has had in our history while honing our own writing, speaking, and thinking skills along the way. We’ll explore how the expression of thought—through writing, speaking, performance, and rhetoric—reinforces and affects how we think, how we respond to others, and how we respond to our environment.

The course is split into two broad methods that one might use to communicate one’s critical views: argumentation and activism. In the former we will discuss topics like animal rights and conspiracy theories while using tools like the Socratic Method, logic, rhetoric, and debate. For the latter, we will analyze literature, visual art, performance, television, and video games as forms of expressive critical thinking. Through a semester of careful investigation of the power of critical thinking, students will be asked to broaden their own ideas of what their own writing and thinking have the capacity to do in the world.

In an 1894 report defending the freedom of professor Richard Ely to promote a Socialist agenda on campus, then-President of UW-Madison, Charles Kendall Adams, wrote: “Whatever may be the limitations which trammel inquiry elsewhere, we believe the great state University of Wisconsin should ever encourage that *continual and fearless sifting and winnowing* by which alone the truth can be found.” The aim of this course is to continue this Wisconsin tradition of “sifting and winnowing,” an excellent metaphor for critical thought, both by scrutinizing the arguments of others and by producing our own. Students should be prepared to address controversial ideas, question their own positions on important issues, and remain tolerant and open-minded with those whose opinions and arguments differ from their own.

The course fulfills the Communications B requirement.

Course Skills: These include, but are not limited to:

1. An ability to think critically and analytically and to understand how these contribute to critical thinking and expression.
2. Competence in expressing critical and analytical thought in writing and orally.
3. The confidence and skills to better understand, analyze, evaluate, and respond to information and arguments presented in a variety of modes.

4. An understanding of different modes of critical thinking and expression, ranging across conventional arguments to forms of art and entertainment.
5. Proficiency in locating and evaluating critical thought across many different modes of expression.

Developing skills in critical thinking and expression will help students grow in all four areas of the Wisconsin Experience: empathy and humility, relentless curiosity, intellectual confidence, and purposeful action.

Meeting credit hours: The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (at least 45 hours per credit), which include regularly scheduled instructor/student meeting times (one fifty-minute lecture per week and two 50-minute discussion sections per week), reading, writing, problem sets, studio time, labs, field trips, and other student work as described in the syllabus.

Course Website: <https://canvas.wisc.edu/courses/209695>

Lectures: Tuesday from 2:25 pm to 3:15 pm. Most of these will be delivered asynchronously, meaning that they will be available beginning with the assigned lecture time and thereafter accessible via the Canvas page. Normally these will take the form of a recorded Powerpoint. Owing to technological limitations on uploading recorded material, the lectures may be broken up into several shorter units, but students are responsible for viewing the entire lecture.

It's very important that you view the lectures before the second discussion section of the week, as you will often be asked to respond to the content.

Occasionally, and only with advance notice given to students, there may be lectures held via Blackboard Collaborate during regular class hours that could involve some student interaction. We recognize that students attending in different time zones or with different levels of connectivity may not be able to attend the synchronous lectures, and so for that reason these will be recorded and available via the Canvas page.

[Students should be aware that Professor Vanden Heuvel lives in a rural area with limited wifi service and data caps: it will not always be possible to upload material quickly.]

Discussion Sections: Given the situation of the pandemic, we have assigned two sections that meet completely online (to accommodate distance learners), while the remaining four sections are designated “in-person” (the amount of face-to-face instruction will vary depending on the current pandemic situation). Students who signed up for an in-person section must be able to attend face-face-meetings when they are held: we are not expected to provide all-online instruction for students enrolled for in-person instruction. Students cannot switch into the online-only sections if they are at capacity. Naturally, if a student is ill or quarantined, we will make exceptions, but that must be done on a case-by-case basis and normal procedures governing absences will apply. Students who enrolled in an online-only section should be prepared to attend class virtually during the assigned time. Accommodation may be available if you are working in a remote time zone but must be requested in advance.

1. #301 – Monday/Wednesday from 9:55-10:45 am (online only): Cohen
2. #302 – Monday/Wednesday from 11:00 am to 11:55 am (online only): Cohen
3. #303 – Tuesday/Thursday from 5:40 pm to 6:30 pm (113 Brogden Psychology): Silvis
4. #304 – Tuesday/Thursday from 6:45 pm to 7:30 pm (113 Brogden Psychology): Silvis
5. #305 – Tuesday/Thursday 1:20 pm to 2:10 pm (1295 Grainger): Cole
6. #306 – Tuesday/Thursday 12:05 pm to 12:55 pm (1221 Computer Science): Cole

Books:

Topping, Ryan N.S., *The Elements of Rhetoric: How to Write and Speak Clearly & Persuasively*. (Angelico Press, 2016). ISBN: 978-1621381969

Recommended: Struck, William Jr. & White, E.B., *The Elements of Style, 4th Edition*. (Pearson Education, 2000). ISBN: 978-0205309023. Pdf available through class website.

Responsibilities and Policies

Recorded Power Point Slides: The lecture Power Points will be available on Canvas as part of the asynchronous recorded lectures and recorded synchronous lectures.

Usage of Audio Recorded Lectures Statement: Lecture materials and recordings for ILS 200 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Online Etiquette: All electronic equipment not directly related to class must be turned off for the duration of any synchronous lectures and online discussion activities. "Multitasking" is a perfidious myth and even though we're not able to "see" you doing it, your work in the course will suffer when you allow yourself to believe you can text or respond to emails during synchronous class activities. Your teaching assistant may set additional electronics policies for your sections.

Grading Questions: Please contact your TA for any questions about your grade or grading in general. You may contact your instructor about these matters only after a discussion with your

TA. Note that faculty and instructional staff are not allowed to discuss grades over email, per FERPA rules.

Exceptions: To keep the course as fair as possible, there are no exceptions to any of the course policies or due dates and times, and there will be no extra credit.

Academic Integrity: Students must take responsibility for reviewing and understanding UW policies on plagiarism, cheating, and other violations of academic integrity. See <http://www.students.wisc.edu/doso/academic-integrity> to review all academic integrity policies. The consequences of academic misconduct might range, depending on the case, from a mandatory resubmission of the work to being reported to the university and removed from the class.

McBurney VISAs: The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform staff of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Course staff will work either directly with the student or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

If you have a VISA from the McBurney Disability Resource Center, please present it to your teaching assistant. It is best to do so at the beginning of the course. Accommodations will be made as necessary.

DIVERSITY & INCLUSION STATEMENT

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

SPECIFIC COURSE POLICIES

Attendance: Students are expected to attend all synchronous lectures and discussion sections. In the case of a religious or mandatory university-sanctioned commitment, proper arrangements must be made in advance. Emergency situations will be handled individually should they arise.

Late Work: Late work will be penalized. A letter grade will be deducted from late work for each 24- hour period after the due date. Emergency situations will be handled individually should they arise.

UW-Madison [Face Covering Guidelines](#)

While on campus all employees and students are required to [wear appropriate and properly fitting](#) face coverings while present in any campus building unless working alone in a laboratory or office space.

Face Coverings During In-person Instruction Statement (COVID-19)

Individuals are expected to wear a face covering while inside any university building. Face coverings must be [worn correctly](#) (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

Quarantine or Isolation Due to COVID-19

Students should continually monitor themselves for COVID-19 [symptoms](#) and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

Grading Policy

Course Work:

HOW TO SUCCEED IN THIS COURSE: Your grade will be based on your demonstrated understanding of the course material and ability to use the course tools.

1. **Preparation and Participation:** Students are expected to complete all readings thoroughly and thoughtfully before each lecture and to actively participate in discussion sections. Lecture and discussions will seek to understand the readings more thoroughly

through analysis and conversation, rather than summary. Students will be best able to engage in these activities if they come to class prepared with ideas, questions, and opinions about the assigned readings.

2. **The Writing Center:** The Writing Center helps students working on any writing project at any stage of the process. The Center offers appointments and drop-in services at locations across campus, online instruction through Skype and email, and workshops on writing techniques. I encourage you to take advantage of this free resource! More information is available online: <https://writing.wisc.edu/>

Assigned Work

To fulfill Comm B requirements, there are participation, written and oral assignments.

Participation and Assignments: This combines your participation in all aspects of the course (in person and online) along with the required weekly reading/lecture responses and/or quizzes.

Given that some courses will be in-person (with some online components) and others online only, rubrics for participation will differ between sections. Your teaching assistant will outline expectations and rubrics in your initial meeting and in your assignments.

Total: 250/1000 points (25%)

Written work:

1. Weekly reading and lecture responses (as above)
2. One short analytical paper: Topic and rubric provided in assignment.
 - a. **Total: 150/1000 points (15%)**
3. A creative-critical final project that will include a written component but may also utilize digital formats: Topic selected by student; prompt and rubrics provided in assignment.
 - a. **Total: 300/1000 points (30%)**

Oral presentations:

1. Two oral presentations
 - a. One 2-minute elevator pitch (topic and rubric provided in assignment)
 - i. **Total: 100/1000 points (10%)**
 - b. Online debate (logistics, topics and rubric provided in assignment)
 - i. **Total: 200/1000 points (20%)**

Specific instructions and rubrics for each assignment will be provided by your teaching assistant.

Throughout the semester the semester instructors may assign additional small writing and discussion projects that will be assigned and completed in class. These points fall under the Participation grade.

Grading Scale: The total points available in this course will be 1000. The percentage of the points you receive translate to letter grades as follows:

Grade	% Attained
A	100-93
AB	92.99-88
B	87.99-83
BC	82.99-78
C	77.99-70
D	69.99-60
F	59.99-below

Course Schedule and Calendar: I reserve the right to make alterations to the course calendar if needed. We will follow the schedule below unless I announce otherwise. This is the only part of the syllabus that could change.

Recorded lectures will be available on on Tuesdays at the assigned class time. Any synchronous lectures will be advertised in advance and will be recorded for those unable to attend. Lectures will introduce topics and themes and touch upon the week's readings.

Each week, students attend one discussion section that meets before the lecture on Monday or Tuesday (designated below as "A") and another section that meets after the lecture on Wednesdays or Thursdays ("B"). Discussion "A" will often build upon the previous week's readings, while Discussion "B" will often build on the current week's readings.

Each week, all students will have four consecutive days with no class meetings. Especially given the online component of the lectures, manage this time wisely and effectively: use the time away to thoroughly complete all readings and assignments by their deadline.

Sept. 2-3: Welcome [short week]

Lecture date and topic: No lecture (please view brief introductory video in Canvas)

Assigned reading for lecture: Topping, "Introduction"

Discussion section A: Not held.

Discussion section B 9/2 & 3: Course overview and expectations

Sept. 7-10:

Lecture date and topic: 9/8. **The Basics of Critical Thinking and Expression (CTE)**

Assigned reading for lecture: selection from Plato, *Republic* ("The Cave"); "Overview of Paul-Elder Critical Thinking Framework" (pdf); from Paolo Freire, *Pedagogy of the Oppressed* (pdf)

Discussion section A 9/7 & 8: tour Canvas site; discussion of course assignments

Discussion section B 9/9 & 10: Lecture response. Critical thinking and critical expression.

Sept. 14-17:

Lecture date and topic: 9/15. **Forming and Evaluating Arguments: Logos**

Assigned reading for lecture: Topping, Ch. 1; Klumpp, "Taking Social Argument Seriously" (pdf); "Boal and Theatre of the Oppressed" (online)

Discussion section A 9/14 & 15: Respond to Plato, Paul-Elder, and Freire. Begin structures of logic and argumentation

Discussion section B 9/16 & 17: Lecture response; argumentation

Sept. 21-24:

Lecture date and topic: 9/22. **Faulty Reasoning: Fallacies, Biases, and Conspiracies**
Assigned reading for lecture: *An Illustrated Book of Bad Arguments*; “Confirmation Bias”
Discussion section A 9/21 & 22: Response to Klumpp, Boal; argumentation, continued
Discussion section B 9/23 & 24: Response to lecture; material on QAnon
Recommended reading: *The Conspiracy Theory Handbook*

Sept. 28-Oct. 1:

Lecture date and topic: 9/28. **Rhetoric: Persuasive Speech and Writing (Pathos and Ethos)**
Assigned reading for lecture: Read: Topping, Ch. 2, 3; Pericles, “Funeral Oration” (online);
Lincoln, “Gettysburg Address” (online)
Discussion section A 9/28 & 29: Respond to faulty reasoning readings, conspiracy theories.
Discussion section B 9/30, 10/1: Lecture response. Pathos and Ethos.
Note: First Presidential Debate, Tuesday Sept. 29

Oct. 5-8:

Lecture date and topic: 10/6. **Pathos & Ethos, continued: The Purpose and Nature of Debate**
Assigned reading for lecture: Topping, chapters 4, 5; Thucydides, “Mytilenean Debate” (online)
Discussion section A: Respond to Topping 2, 3; Pericles, Lincoln
Discussion section B: Lecture response; discuss nature of debate
Note: VP debate, Thursday Oct. 7

Oct. 12-15:

Presidential Debate 2, Thursday Oct 15

Lecture date and topic: 10/13. **Moral Reasoning**
Assigned reading for lecture: Frankena, “Morality and Moral Philosophy” (pdf); Singer,
“Speciesism” (pdf)
Discussion section A 10/12 & 13: Respond to Topping 4, 5 and Mytilenean Debate
Discussion section B 10/14 & 15: Lecture response; Socratic Method.

Oct. 19-22:

Lecture date and topic: 10/20. **CTE and Public Activism: Nonfiction**
Assigned reading for lecture: Douglass, “What to the Slave is the 4th of July?” (pdf); de
Beauvoir, Introduction to “The Second Sex” (pdf); Marinetti, “The Founding Manifesto of
Futurism” (pdf)
Discussion section A 10/19 & 20: Respond to Frankena and Singer. Speciesism debate.
Discussion section B 10/21 & 22: Lecture response. Public activism through writing (public
letters, op-eds, etc.)

Oct. 26-29:

Lecture date and topic: 10/27. **CTE and Public Activism: Digital Literacy**

Assigned reading for lecture: “1619 Online Project” (as assigned); “The Fight Over the 1619 Project Is Not about the Facts” (pdf)

Discussion section A 10/26 & 27: Respond to nonfiction readings

Discussion section B 10/28 & 29: Lecture response; digital literacy.

Nov. 2-5:

Lecture date and topic: 11/3. **CTE and Public Activism: Visual Culture**

Assigned reading for lecture: Butler, “The Value of Being Disturbed” (pdf); Klein from *No Logo* (“Culture Jamming”) (pdf)

Discussion section A 11/2 & 3: 1619 project and backlash.

Discussion section B 11/4 & 5: Lecture response. Discuss public art debates.

Nov. 9-12:

Lecture date and topic: 11/10. **CTE and Public Activism: Television**

Assigned reading for lecture: Watch “White Bear” episode of *Black Mirror* (Netflix); Sola & Martínez-Lucena, “Screen Technologies and the Imaginary of Punishment: A Reading of *Black Mirror*’s ‘White Bear’” (pdf)

Discussion section A 11/9 & 10: Respond to Klein/hactivism.

Discussion section B 11/11 & 12: Lecture response. Television and CTE.

Nov. 16-19:

Lecture date and topic: 11/17. **CTE and Public Activism: Performance**

Assigned reading for lecture: Giannachi, *Politics of the New Media Body* (“Body”) (pdf);

Discussion section A 11/16 & 17: Discuss “White Bear”

Discussion section B 11/18 & 19: Lecture response. Performance and CTE.

Nov. 23-25 (short week, no TH sections)

Lecture date and topic: 11/24): **CTE and Public Activism: Gaming**

Assigned reading for lecture: “Meet the Gamers”; Squire. “Video-Game Literacy”

Discussion section A 11/23: Discuss Giannachi

Discussion section B: Excused for holiday break

Nov. 30-Dec. 10 (online-only)

November 30-Dec 3:

Lecture date and topic: 12/1. **Final project instructions**

Assigned reading for lecture: None.

Discussion section A 11/30: Online discussion of Squire; final project preparations.

Discussion section B 12/2 & 3: Continue final project preparations

Dec. 7-10:

Lecture date and topic: 12/8. **Course wrap**

Assigned reading for lecture: None

Discussion section A 12/7 & 8: Continue final project preparations

Discussion section B 12/9/10: Final discussion section.