

- **Announcements**
 - Essay draft #2 due next week
 - Today – last 15 minutes of class – documentary movie crew will come to class and do a bit of filming.
 - Only a general view of the class, no zooming in on anyone.
 - If uncomfortable about this, feel free to not participate.
- **The plan for today**
 - How to read critically
 - Practicing critical reading on the articles you have read.

Critical thinking

- **Why important?**
 - Better citizen
 - Better in formulating your own arguments
 - Better students (reading, essays)

CLUES - a guide to critical thinking

- **C**onsider the source and the audience
- **L**ay out the argument and the underlying values and assumptions
- **U**ncover the evidence
- **E**valuate the conclusion
- **S**ort out the political implications

Consider the source and the audience

- **Example: Left-leaning v. right-leaning news source**
 - Each has different audience, receptive to different kinds of arguments
 - Author often adjusts the argumentation to the audience he/she is facing

Lay out the argument and the underlying values and assumptions

- Argument = a claim that has a logical structure, supported by evidence, and leading to a conclusion
- Assumption = sthg that is taken as given, something that you think is true although you have no definite proof
- Example
 - Argument: A law that prescribes wearing a seatbelt is redundant. People are rational and they see that wearing a seatbelt doesn't cost much and it can save their life. People will wear seatbelts even without a law.
 - Assumption: people are rational, they correctly calculate costs and benefits and act upon those calculations

Uncover the evidence

- Example:
 - The percentage of people using seatbelts is the same in countries that have a law prescribing it as in countries that don't have such law.
 - Some numbers from the real world that support the claim, examples, historical examples, quotes from experts, ...

Evaluate the conclusion

- Does the argument convince you?
- Is the evidence persuasive?
- Why, why not?
- Have the argument changed your beliefs?

Sort out the political implications

- Does this argument matter for politics?
- If it does, how? How does it affect who wins and who loses in a political process?
- *You can review the CLUES framework in the reading (pp. 20-21)*

Group discussion:

Is Torture Ever Justified? (The Economist)

- The Economist – international newsmagazine, usually a free-market, libertarian point of view
- - how may this affect an article about the U.S.?
- What is the argument made by those who blur the definition of torture?
- What value do those people put a priority on
- What argument is made by people who say that we cannot torture because of "who we are?" What value do they prioritize?

- What sorts of evidence does The Economist provide? What kind of evidence would you need to show that torture works?
- Does the "who we are" argument require any evidence?
- What conclusions do you draw based on what you have read? Is torture ever justified? Can we torture and remain true to ourselves?

- The U.S. has engaged in torture/activities bordering torture:
- How has that changed how we are viewed in the world?
- Does it make us stronger or weaker in the war on terror?
- Discussion question for all:
- Would you allow "advanced interrogation techniques"?
- Or would you call such techniques a torture and ban them?
- Does this debate have any implications for human rights law? Or is it a purely US domestic issue?

Next week

- Read the assigned readings
- **AND**
- Answer the CLUES questions at the end of each reading
 - Only President Obama's speech doesn't have CLUES questions – you will need to design the questions yourself and answer them.
- Submit the second draft of your essay to the IS
 - If you haven't submitted your first draft then your draft next week will still be your "second" draft.