

TENTH
EDITION

The background is a complex collage of various textures and colors. A prominent feature is a silhouette of a human head in profile, facing left, filled with a textured orange-brown color. This silhouette is set against a dark blue-grey background. Below the silhouette, there are horizontal bands of light grey, white, and teal. The overall aesthetic is modern and artistic.

THINKING CRITICALLY

JOHN CHAFFEE

TENTH EDITION

Thinking Critically

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City University of New York



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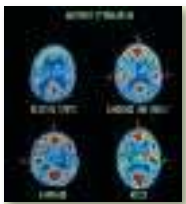
For Jessie and Joshua

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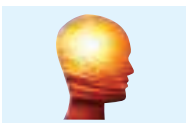
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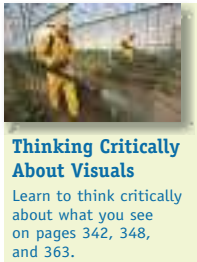


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Preface

Features

This book has a number of distinctive characteristics that make it an effective tool for both instructors and students. *Thinking Critically*

- ***teaches the fundamental thinking, reasoning, and language abilities that students need for academic success.*** By focusing on the major thinking and language abilities needed in all disciplines, and by including a wide variety of readings, the text helps students perform more successfully in other courses.
- ***stimulates and guides students to think clearly about complex, controversial issues.*** The many diverse readings provide in-depth perspectives on significant social issues. More important, the text helps students develop the thinking and language abilities necessary to understand and discuss intelligently these complex issues.

New to the Tenth Edition

New “Thinking Critically About New Media” Sections. It is important that we stay attuned to the evolving ways in which people are communicating and how these advances pose unique dilemmas and opportunities for critical thinking. To this end, each chapter includes a “Thinking Critically About New Media” section that gives students the opportunity to explore and critically analyze some aspect of *new media*. In addition, *new media* is highlighted in other areas of the book, such as in extended readings and the photo program.

New “Evaluating Your Thinking Abilities” Assessments. There are three self-assessment tests in the appendix that provide an opportunity for students to evaluate their critical and creative thinking abilities, as well as how thoughtful and enlightened their choices are. In addition to embodying the learning outcomes in these areas, the assessments also provide students with practical suggestions for improving their thinking abilities.

New Visuals. New “Thinking Critically About Visuals” activities were created to tie into the new themes in the chapter and reading topics. In addition, new chapter-opening photos draw students into the chapter topics and provoke critical thinking from the first page of the chapter.

New Chapter-Closing Summaries and Suggested Films. Each chapter concludes with a new design that incorporates a bulleted “Chapter Summary” section and a “Suggested Films” section that help students review what they have learned and provide the opportunity to explore the chapter’s topics further through other media, in this case films.

New Readings. This tenth edition has added a number of timely and provocative new readings written by a variety of noteworthy authors, including the following:

- “Revenge of the Right Brain” by Daniel Pink
- “Will the Web Kill Colleges?” by Zephyr Teachout
- “Is Google Making Us Stupid?” by Nicholas Carr
- “The Solution to World Hunger” by Peter Singer
- “Playing God in the Garden” by Michael Pollen
- “Why We Must Ration Health Care” by Peter Singer
- “Suffering,” an article on the earthquake in Haiti by George Packard
- “The Hidden Problem with Twitter” by Carin Ford
- “Thinking Literally: The Surprising Ways that Metaphors Shape Your World” by Drake Bennett

In addition to the new readings, we have also kept those readings that have earned consistently high praise from users of the book, including the following:

- “Critical Thinking and Obedience to Authority” by John Sabini and Maury Silver
- “The Disparity Between Intellect and Character” by Robert Coles
- “Accounts of the Assassination of Malcolm X”

Supplements for Instructors and Students

ENGLISH COURSEMATE

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ENHANCED INSITE FOR COMPOSITION*

Easily create, assign, and grade writing assignments with **Enhanced InSite™ for *Thinking Critically Tenth Edition***. From a single, easy-to-navigate site, instructors and students can manage the flow of papers online, check for originality, and conduct peer reviews. Students can access a multimedia eBook with text-specific workbook, private tutoring options, and resources for writers that include anti-plagiarism tutorials and downloadable grammar podcasts. **Enhanced InSite™** provides the tools and resources you need *plus* the training and support you want. Learn more at www.cengage.com/insite.

APLIA FOR CRITICAL THINKING

Aplia is a learning solution that increases student effort and engagement, enabling instructors to concentrate on the important work of teaching and interacting with students. Features include Customizable, auto-graded homework assignments with randomized questions; Assessment analytics that track student participation, progress, and performance in real-time graphical reports; Flexible gradebook tools compatible with other learning management systems; Convenient course communication resources, offering a discussion board, e-mail, document uploads, and more; An industry-leading support team.

ONLINE INSTRUCTOR'S MANUAL

Available for download on the book's companion site, the Instructor's Manual is designed to help instructors tailor *Thinking Critically* to their own courses. The manual includes both a comprehensive bibliography of critical and creative thinking resources and a bibliography of suggested fiction, nonfiction readings, and films relating to the themes of the text.

QUICK COACH GUIDE TO CRITICAL THINKING

Part of the *Quick Coach Guide* series, this is a brief paperback intended to help students focus on key concepts in critical thinking, with explanations, practice exercises, and cases to help students develop their critical thinking skills. (Instructors may contact their local sales representative for information about bundling options.)

Acknowledgments

Many persons from a variety of disciplines have contributed to this book at various stages of its development over the past editions, and I thank my colleagues for their thorough scrutiny of the manuscript and their incisive and creative comments. In addition, I offer my deepest gratitude to the faculty members at LaGuardia who have participated with such dedication and enthusiasm in the Critical Thinking program, and to the countless students whose commitment to learning is the soul of this text.

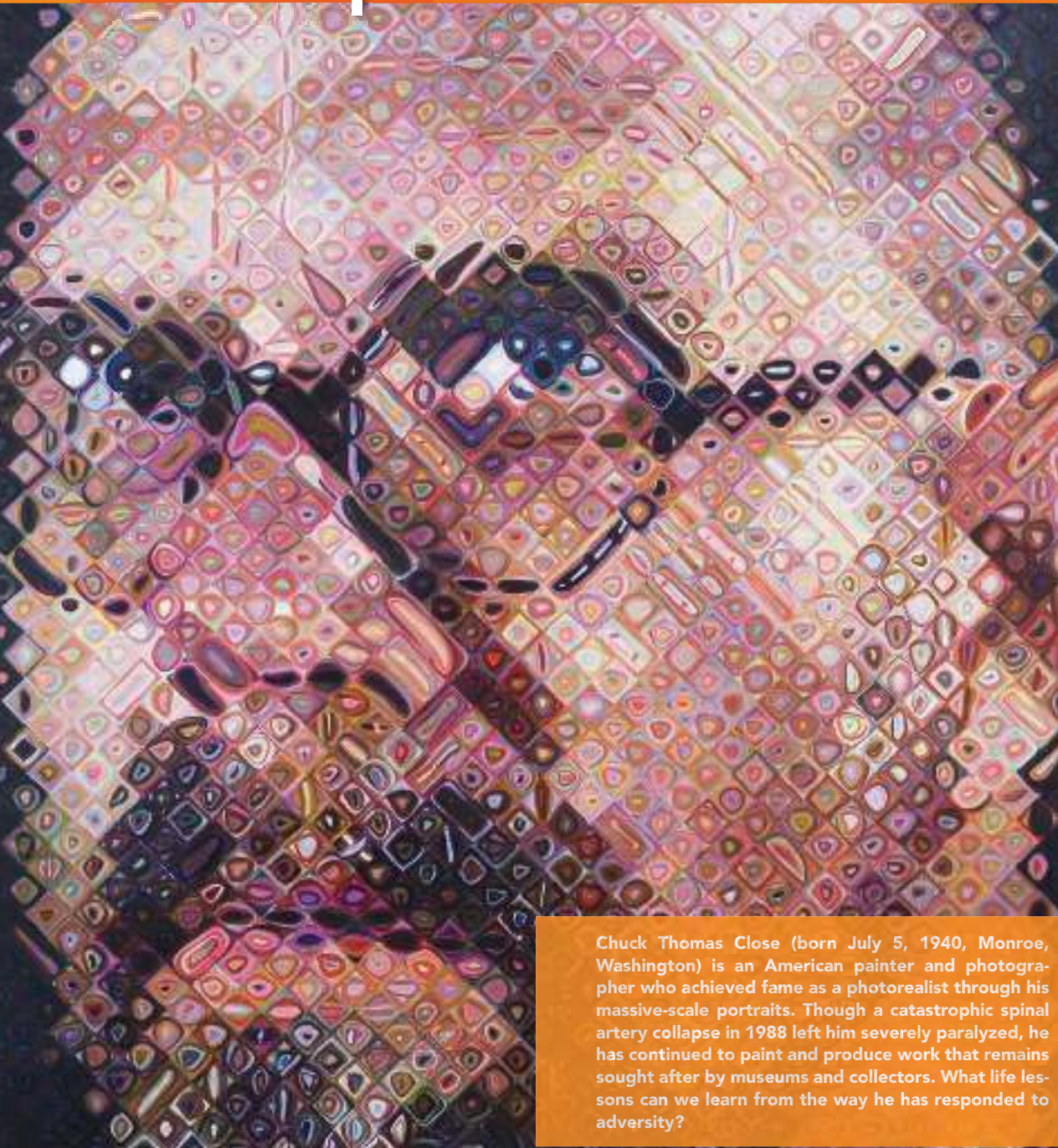
The Critical Thinker's Guide to Reasoning



A modified version of a schema originally designed by Ralph H. Johnson.

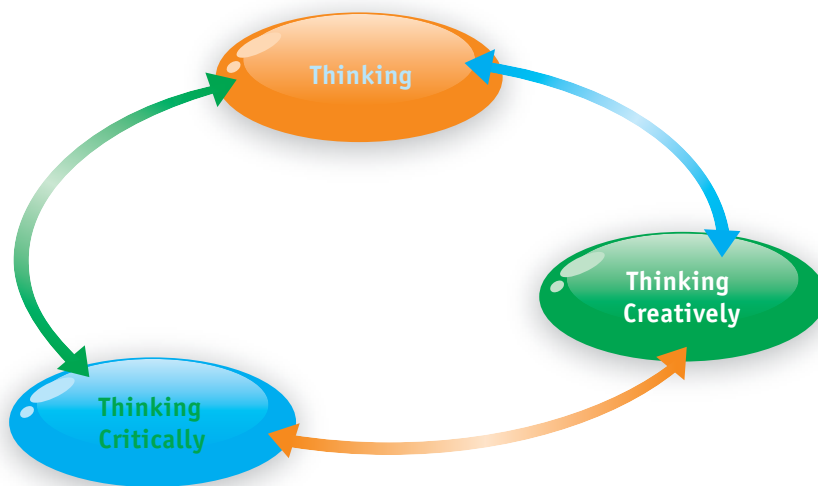
CHAPTER

1



Chuck Thomas Close (born July 5, 1940, Monroe, Washington) is an American painter and photographer who achieved fame as a photorealist through his massive-scale portraits. Though a catastrophic spinal artery collapse in 1988 left him severely paralyzed, he has continued to paint and produce work that remains sought after by museums and collectors. What life lessons can we learn from the way he has responded to adversity?

Thinking



Thinking can be developed and improved by

- **becoming aware of** the thinking process.
- carefully **examining** the thinking process.
- **practicing** the thinking process.

Thinking is the extraordinary process we use every waking moment to make sense of our world and our lives. Successful thinking enables us to solve the problems we are continually confronted with, to make intelligent decisions, and to achieve the goals that give our lives purpose and fulfillment. It is an activity that is crucial for living in a meaningful way.

This book is designed to help you understand the complex, incredible process of thinking. You might think of this text as a map to guide you in exploring the way your mind operates. This book is also founded on the conviction that you can improve your thinking abilities by carefully examining your thinking process and working systematically through challenging activities. Thinking is an active process, and you learn to do it better by becoming aware of and actually using the thought process, not simply by reading about it. By participating in the thinking activities contained in the text and applying these ideas to your own experiences, you will find that your thinking—and language—abilities become sharper and more powerful.

College provides you with a unique opportunity to develop your mind in the fullest sense. Entering college initiates you into a community of people dedicated to learning, and each discipline, or subject area, represents an organized effort to understand some significant dimension of human experience. As you are introduced to various disciplines, you learn new ways to understand the world, and you elevate your consciousness as a result. This book, in conjunction with the other courses in your college experience, will help you become an “educated thinker,” expanding your mind and developing your sensibilities.

Achieving the goal of becoming an educated thinker involves two core processes that are the mainsprings of our thoughts and actions: **thinking critically** and **thinking creatively**. The process of *thinking critically* involves thinking for ourselves by carefully examining the way that we make sense of the world. Taking this approach to living is one of the most satisfying aspects of being a mature human being.

We are able to think critically because of our natural human ability to *reflect*—to think back on what we are thinking, doing, or feeling. By carefully thinking back on our thinking, we are able to figure out the way that our thinking operates and thus learn to do it more effectively. In this book we will be systematically exploring the many dimensions of the way our minds work, providing the opportunity to deepen our understanding of the thinking process and stimulating us to become more effective thinkers.

Of course, carefully examining the ideas produced by the thinking process assumes that there are ideas that are worth examining. We produce such ideas by thinking creatively, an activity we can define as follows:

Living an “Examined” Life

Over 2,500 years ago the Greek philosopher Socrates cautioned, “The unexamined life is not worth living,” underscoring the insight that when we don’t make use of our distinctive human capacity to think deeply and act

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