

POLI 4302-110, 80396, Critical Thinking: Politics

Fall 2019

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

This Course meets **Tuesdays 6-845pm** in **FH-309** with supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>]. Attendance will be taken. For any extenuating circumstances such as medical procedures that prevent attendance, please notify me to discuss possible accommodations.

INSTRUCTOR AND CONTACT INFORMATION

Instructor:Dr. John Koehler

Office:Heritage Hall 204Q

Phone:254-501-5845

Email: j.koehler@tamuct.edu

Office Hours:

Tues 11-1; Thurs 10-12 and by appointment

Student-instructor interaction:

University email is the preferred method of communication. Every attempt will be made to respond to emails within 24 hours, however longer response times may take place over weekends and holidays. Students are welcome to come unannounced during office hours but appointments or notice is appreciated.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and description:

Introduces students to political science research tools and the application of critical thinking techniques to politics and political science. Topics include finding reliable sources, critically evaluating sources, identifying political agendas and propaganda, using and critiquing polls, and examining the social-scientific approach to political science.

Course Objectives and Student Learning Outcomes:

Upon completion of this course, the student will be able to:

1. Distinguish between normative and empirical questions in political science
2. Distinguish science from pseudoscience
3. Distinguish between independent and dependent variables, as well as antecedent, intervening, and alternative variables
4. Become proficient at using electronic databases to find data and relevant research on a topic.

5. Distinguish valid and reliable print and online sources from invalid and/or unreliable sources.
6. Identify the most probable political agenda behind a political source, activity, or study.
7. Understand and critique the use of opinion polls in politics and survey research in political science.
8. Break down and critique political arguments emphasizing the relationship between claims and data or evidence
9. Develop and present a critique of a recently published study in political science.

Required Readings

Galen Foresman, Peter Fosl, and Jamie Watson. 2016. *The Critical Thinking Toolkit*. Hoboken, NJ: Wiley-Blackwell. ISBN: 9780470658697

Articles posted on Canvas

Additional readings such as journal articles can be found through the libraries database or be provided by the instructor.

The book is required and available for purchase at the bookstore. You are under no obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

COURSE REQUIREMENTS

Assignment	Points	Percentage
Academic Scavenger Hunt	100	10%
Source Evaluation Exercise	100	10%
Logic exercises	50	5%
Article Critique	200	20%
Article Critique Presentation	50	5%
Ideology essay(s)	150	15%
Attendance and participation	100	10%
Final Exam	250	25%
Total Possible	1000	100%
895+ = A 795-894=B 695-794=C 595-694=D 594 or lower = F		

Grading Criteria Rubric and Conversion

- Most assignments will be turned in through Canvas by midnight of the due date. Any late assignments will be deducted one letter grade each day late.
- The attendance score will be reduced by 1 percentage point for each unexcused absence.
- Exams will contain a mixture of question types such as short answer and multiple choice questions, the final exam is cumulative.
- **Ideology Essay:** Write a ~4 page essay responding to the following two prompts (each prompt should get about 2 pages each)
 - 1. Identify an issue position that you support and convince the reader of your position using a mixture of empirical and ideological arguments
 - 2. Critique an issue position from the other side of the ideological spectrum (if you are liberal, critique the conservative position on something) using both empirical and ideological arguments
- Academic Scavenger Hunt: see below
- Source Evaluations: see below
- Logic Exercises: A worksheet will be given for you to complete, like a take home quiz
- Article critique: See below

Posting of Grades

Grades will be posted on Canvas within a couple of days of each assignment.

COURSE OUTLINE AND CALENDAR

	Title	Readings	Assignments
Week 1 Aug 27	Finding and Retrieving Academic Sources		
Week 2 Sept 3	Ideological Agendas I: Varieties of Conservatism		
Week 3 Sept 10	Ideological Agendas II: Political Liberalism		<i>Academic Scavenger Hunt</i>
Week 4 Sept 17	Persuasion, Propaganda, and Bullshit	Canvas Readings: <i>Lies, Incorporated</i>	
Week 5 <u>Sept 24</u>	Arguments, Theories, and Hypotheses	Ch 1-2	<i>Essays in Support and Opposition to Political Stance</i>
Week 6 Oct 1	Foundations of Social Science	Ch 9	
Week 7 Oct 8	Evaluating Stories	Ch 10	<i>Source Evaluation Exercise</i>
Week 8 Oct 15	Critical Thinking About Polls	Canvas Readings	
Week 9 <u>Oct 22</u>	Deductive Reasoning	Ch 3-4	
Week 10 Oct 29	Informal Fallacies	Ch 5	<i>Logic Exercises</i>
Week 11	Induction	Ch 6	

Nov 5			
Week 12 Nov 12	Empiricism	Ch 7	Article Critique Due
Week 13 Nov 19	Beliefs and Emotions	Ch 8	
Week 14 Nov 26	Critical Thinking About Conspiracy Theories		
Week 15 Dec 3	Critical Thinking About Politics		
Week 16 Dec 10	Final Exam		Final Exam

Excused Absences, Make-Up Work, and Late Work

Late work will reduced one letter grade for each day late. No exam will be made up without an excused absence. Make up exams are scheduled at the instructor's convenience.

Important University Dates

August 12, 2019	Classes Begin for Minimester
August 23, 2019	Classes End for Minimester
August 26, 2019	Classes Begin for Fall Semester
August 26, 2019	Add, Drop, and Late Registration Begins for 16- and First 8-week Classes \$25 Fee assessed for late registrants
August 28, 2019	Deadline for Add, Drop, and Late Registration for 16- and First 8-week
September 2, 2019	Labor Day (University Closed)
September 3, 2019	Deadline to Drop First 8-week Classes with No Record
September 11, 2019	Deadline to drop 16-week Classes with No Record
October 1, 2019	Deadline for Teacher Education and Professional Certification Applications
October 4, 2019	Deadline to Drop First 8-week Classes with a Quit (Q) or Withdraw (W)
October 15, 2019	Deadline for Clinical Teaching/Practicum Applications
October 18, 2018	Classes End for First 8-week Session
October 18, 2019	Deadline to Withdraw from University for First 8-Week Classes (WF)
October 21, 2019	Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 Fee assessed for late registrants
October 21, 2019	Classes Begin for Second 8-Week Session
October 21, 2019	Class Schedule Published for Spring Semester
October 22, 2019	Deadline for Faculty Submission of First 8-Week Class Final Grades (due by 3pm)
October 23, 2019	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes

October 25, 2019	Deadline for Graduation Application for Ceremony Participation
October 28, 2019	Deadline to Drop Second 8-Week Classes with No Record
November 4, 2019	Registration Opens for Spring Semester
November 8, 2019	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 11, 2019	Veteran's Day (University Closed)
November 28-29, 2019	Thanksgiving (University Closed)
November 29, 2019	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
December 13, 2019	Deadline for Applications for Tuition Rebate for Fall Graduation (5pm)
December 13, 2019	Deadline for Degree Conferral Applications to the Registrar's Office \$20 Late Application Fee
December 13, 2019	Deadline to Withdraw from University for 16- and Second 8-Week Classes
December 13, 2019	Fall Semester Ends
December 13, 2019	Fall Commencement Ceremony
December 17, 2019	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled.

If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [<https://www.tamuct.edu/student-affairs/index.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not offer writing support** beginning August 1, 2019, but will continue to offer other tutoring support.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php)[https://www.tamuct.edu/departments/compliance/titleix.php].

INSTRUCTOR POLICIES

Excused Absences, Make-Up Work, and Late Work

Late work will reduced one letter grade for each day late. No exam will be made up without an excused absence. Make up exams are scheduled at the instructor's convenience.

Source Evaluation Exercise

Instructions: For this exercise, students will view a list of five websites on Canvas. For each website, the student should type a brief summary, containing the following information:

- A. What is the core claim that the website makes? (2 points each)
- B. What types of evidence does the website use to support its core claim? (2 points each)
- C. Where does the evidence come from, and are these sources reliable? (2 points each)
- D. What kind of political or other agenda might lie behind the claim? (2 points each)
- E. Is the claim correct? Specify how you know. (2 points each)
 1. If yes: Is the claim incomplete or misleading? What is omitted but relevant to the discussion of the claim?
 2. If no: What is the purpose of the false claim – or is it merely a mistake?

Overview: The research required for this Academic Scavenger Hunt and papers in your other courses may seem intimidating. Luckily, there are a number of databases that can help you out. The following table simply organizes them by task – i.e. what are you looking for? To access the non-public databases (i.e. most of them), look on the left-hand side of the TAMUCT Library home page (<http://tamuct.libguides.com/index>) and click either the database (if listed as one of the top five) or A-Z Databases and then pick the one you want to use. If you are working from home you will need to use your myCT username and password (the same ones you use to access other resources such as email) to log in when prompted.

Purpose	Database	Notes
Find a specific journal article	eJournals	If we don't have the journal for the year needed, try interlibrary loan. Articles are usually sent quickly (within a few days) as pdf files.
Find a peer-reviewed article more than a few years old	JSTOR	It's often best to only check the Political Science box, but your topic may also involve other disciplines.
Find a recent peer-reviewed article	Academic Search Complete	Be sure to check the "peer-reviewed" box in Academic Search Complete. Note that Google Scholar is also viable, but it requires you to do the work of checking to see if the article is peer-reviewed or the book is from an academic press.
Find information about an event or particular time in history	America: History and Life (US) or Historical Abstracts (Outside US)	You can select a particular time range to search.
Find a news article from more than a month ago	Lexis-Nexis Academic	Be sure to specify your date range. Remember to search a day before and a day after the event you're looking for, especially if it might have occurred on the other side of the International Date Line.
Find a recent news article	Google News (public)	Be sure to check the reliability of the source, since Google News includes blogs and such.
Find a law review article	Lexis-Nexis Academic	Just be sure to use Advanced Search and check only the Law Reviews box.
Find a book	WarriorCat or WorldCat or Google Books (public)	If you find something good that we don't have while using WorldCat or Google Books, interlibrary loan it. It takes 1-3 weeks for an ILL book to show up.
Find a single statistic	Wolfram Alpha (public)	Example: I want to find France's GDP growth in 2009.
Find a thesis or dissertation on a particular topic	Dissertations and Theses	Dissertations have usually been subject to less scrutiny than peer-reviewed articles, but can be valuable sources of cutting-edge scholarship on a given topic.
If the above don't generate what you need	WarriorQuest	Warning: Tends to produce <i>lots</i> of results, but it does check many databases and often finds things when other searches fail. You can narrow the search by date, by whether the library has the material, by type of material, etc.
If all else fails...	Office hours, JeffreyDixon@tamuct.edu , or "Chat with a Librarian"	You can always email me for help. There's also a 24-hour "Chat with a Librarian" feature on the Research page of the TAMUCT library.

Instructions:

- A. Answer the following questions with the best, most recent information you can find. Answers should be typed and in the form of full sentences or paragraphs with correct source citations using APSA format. The quality of the underlying data should be clear in your answer (10 points each).

1. What were the details of the implementation agreement (memorandum) reached between Ukraine and its pro-Russian rebels on about September 20, 2014 (not the broad peace agreement from earlier in September)?
 2. Find a recent (2013-2017), peer-reviewed journal article (not a book review) to which you have access that examines the relationship between arms races and interstate war. What relationship does it find –that arms races increase the probability of war, that they decrease the probability of war, or that they have no significant effect on the probability of war?
 3. What was the largest European economy to **not** experience a 2% or higher increase in unemployment during the 2008-2010 economic crisis?
 4. What was the first full sentence on the second page of the first full article in the first issue of *Sociometry*?
 5. According to a 2012 article, which better predict the outcomes of coups d'état – the structure of militaries, or economic factors?
 6. How did the global simulation GLOBUS (used chiefly in the 1980s) differ from earlier world simulations? Note that there is more than one model called GLOBUS out there; you are looking for the one used by political scientists to forecast the state of the world over time.
 7. In what month of what year did North Korea first deploy troops to the Middle East?
 8. Find a 2017 article assessing whether Muslims who know more about Islam are more or less likely to support Islamic terrorism. What effect does increased knowledge of Islam have on support for terror, and is it the most important determinant of such support?
 9. Find a political science article written in the past four years (2014-2017) by Gilens and Page. Provide the R^2 (R-sq) in Table 3, model 4
- B. Attach a works cited page (APSA formatted). (10 points)

Research Article Critique and Presentation (25%) – See Appendix II for the rubrics.

1. Find a full-length journal article (not just a research note or review essay) that interests you, published no earlier than 2016, from one of the following (or approved) top political science journals. You may not choose an article already assigned as required reading in this or another political science course you have taken. Please be sure to print or save a PDF of your article in case I need to see it.

Journals that cover multiple subfields:

American Journal of Political Science
American Political Science Review
Journal of Politics
Political Research Quarterly

Journals focused on one subfield or topic:

Presidential Studies Quarterly
Congress & Presidency
Political Theory
International Studies Quarterly; International Organization
Comparative Political Studies ; World Politics
Political Research Quarterly
Legislative Studies
Quarterly Journal of Conflict Resolution
Journal of Peace Research

Your critique of the article should be 2000-3000 words long (probably about ten pages of text), typed times new roman 12pt font, double-spaced, with page numbers and use of APSA citations in text and a full works cited page in APSA format attached.

- a. Create a cover page. Come up with a title other than “article critique” or the like (you may want to save this part for last, since you may not know your thesis yet); add your name and institutional affiliation (presumably, Texas A&M University – Central Texas).
- b. Begin the critique by establishing the article’s research question and its importance. Presumably it is important, since it interested you -- but why should other political scientists care about it? This should take a paragraph or two. Be sure to identify whether the question is empirical, normative, or mixed.
- c. Then spend about 500-1000 words summarizing the author’s thesis (their answer to the research question) and the structure and evidence of their argument evaluating that thesis.
 - i. Elements of empirical articles commonly include a brief literature review (which isn’t your primary focus), a theory and/or a set of hypotheses that follow from the article’s thesis, and some discussion of evidence in favor of or against the theory/hypotheses (quantitative evidence such as a table of statistics or qualitative evidence such as a detailed case study – some authors cover their bases by doing both). Typically, such articles conclude with implications for the field and for further research.
 - ii. Normative articles commonly contain either a set of competing arguments (one of which is the author’s own thesis) or an argument followed by responses to possible objections (often including modifications to the original argument).
 - iii. In either case, your job is to communicate to the reader what the author concludes about the question and their reasons for drawing that conclusion.
- d. Then provide your thesis about the article – that is, what it contains of value and what major errors or gaps in the argument exist. This should not take more than a paragraph, and your thesis itself should be a single sentence.
- e. Now establish your thesis through a review of each substantive piece of the article.

Common criticisms of empirical studies include unrealistic assumptions in the theory or about the data (although remember that part of science is simplifying causal processes to their bare essentials), insufficiently developed theory (e.g. a theory that doesn't actually imply the hypotheses tested by the author), criticisms of how variables are operationalized, criticisms of the validity and reliability of the data or evidence used, and criticisms of the interpretation of that data by the author(s). Criticisms of normative studies often suggest an alternative framework for addressing the research question and then argue that the one in the article is missing warrants and/or is contradicted by data.

- f. Conclude by suggesting a path for future researchers studying the research question to follow, given the strengths and limitations of the article.
- g. Attach a works cited page in APSA format. You are not obliged to consult other sources for this critique, but it often becomes useful to do so. Be sure to include the full citation of the article you reviewed as well as any outside sources used. Note that you are responsible for the reliability and validity of any outside sources used, so I suggest limiting yourself to peer-reviewed academic work (or other work that you can explicitly defend in the critique).
- h. Hand in a physical copy of your critique on the Due date.