

IDH 2930 (un)common read - Think Again

Section 2042, Class #27881

Course Information

- Meeting time: Wednesday, 3rd period (9:35am-10:45am)
- Location: Hume 119

Instructor

- Instructor: Selman Hershfield, selman@ufl.edu (preferred method of communication outside class time)
- Office location: 2138 NPB
- Office hours: Determined by a poll during the first class. Appointments can always be made for times outside of the regular office hours.
- Phone: (352) 392-9387

Required Course Materials

Think Again by Adam Grant, Viking (2021). ISBN 9781984878106 Either paper or e-book versions are fine. It will be helpful to bring this to class.

Course Description

In the book *Think Again* author Adam Grant examines how we as individuals, in interpersonal interactions, and as a society can and should reexamine our knowledge and beliefs. As a scientist one of the hardest things is to *not* jump to conclusions and let the evidence present itself in time. A famous example from business is that Steve Jobs of Apple was originally opposed to creating a cell phone, but his team convinced him to do so. On the other hand, the founder of Blackberry was sure that people wanted a keyboard and would not want to carry a computer around with them. Our society has groups with strongly held and seemingly contradictory "facts" and beliefs. How do people with such opposing viewpoints speak with each other? Can opinions be changed? How? This book deals with all of these examples and questions and much more.

As a class we will read and discuss the book one chapter at a time. Two or three students will lead the discussion each week by coming up with questions and/or activities. For example, we will do some role playing of discussions of people with different viewpoints to see how the recommendations in the book work. At the end of the course small groups of students will lead presentations and activities on what they took away from the book.

Assignments

Reading: Prior to the class meeting for each week you will read the chapter assigned for that week. The chapters are not long (20-30 pages), but I end up highlighting or commenting frequently. A schedule is listed in the next section. In class we will discuss the chapter for each week and in some cases do group activities based on the chapter.

Discussion leaders: Each week two or three students will be responsible for bringing to class several (3-5) questions or topics to guide the discussion. Discussion leaders are also encouraged to think of activities that we can do in class relating to the chapter.

We will have a sign-up sheet during the first class to choose your weeks. The list of questions/topics is to be posted to a Google doc linked from Canvas by 5pm on the Tuesday prior to class.

Participation: It should go without saying that participation is essential for a course like this; however, I would like you to focus on the discussions in class – not whether or not you have said enough during a particular class. If I feel that you have not entered into the dialog enough in class, I may call on you in class or send you an e-mail to encourage more participation. You will not loose points on this part of the grade without prior notice, except if you are clearly not participating such as, for example, texting friends or playing games on your cell phone (!) or not showing up for class.

Presentations: After we finish reading and discussing each chapter, students give presentations with activities and discussions (10-15 minutes) in small groups on particular aspect of the book that resonated with them.

Schedule

- Aug. 24 - Course overview, sign-up to be discussion leaders
- Aug. 31 - Chapter 1: A Preacher, a Prosecutor, a Politician, and a Scientist Walk into Your Mind
- Sept. 7 - Chapter 2: The Armchair Quarterback and the Impostor: Finding the Sweet Spot of Confidence
- Sept. 14 - Chapter 3: The Joy of Being Wrong: The Thrill of Not Believing Everything You Think
- Sept. 21 - Chapter 4: The Good Fight Club: The Psychology of Constructive Conflict
- Sept. 28 - Chapter 5: Dances with Foes: How to Win Debates and Influence People
- Oct. 5 - Chapter 6: Bad Blood on the Diamond: Diminishing Prejudice by Destabilizing Stereotypes
- Oct. 12 - Chapter 7: Vaccine Whisperers and Mild-Mannered Interrogators: How the Right Kind of Listening Motivates People to Change
- Oct. 19 - Chapter 8: Charged Conversations: Depolarizing Our Divided Discussions
- Oct. 26 - Chapter 9: Rewriting the Textbook: Teaching Students to Question Knowledge
- Nov. 2 - Chapter 10: That's Not the Way We've Always Done It: Building Cultures of Learning at Work
- Nov. 9 - Chapter 11: Escaping Tunnel Vision: Reconsidering the Best-Laid Career and Life Plans
- Nov. 16 - Planning for group student presentations/activities
- Nov. 30 - Student presentations/activities
- Dec. 7 - Student presentations/activities

Grading

This class uses the following point scheme and letter grade percentages. It is anticipated that everyone who does a good job on each of the above assignments will get an A in the course.

Assignment	Points
Participation (2 points per class)	30 points
Discussion Leader	25 + 25 = 50 points
Final Presentation	20 points
Total	100 points

Final Grades will be assigned based on the following chart:

Points	Grade	Grade Points
93-100	A	4.00
90-93	A-	3.67
87-90	B+	3.33
83-87	B	3.00
80-83	B-	2.67
77-80	C+	2.33
73-77	C	2.00
70-73	C-	1.67
67-70	D+	1.33
63-67	D	1.00
60-63	D-	0.67
0-60	E	0.00

Grade points are assigned based on University of Florida policy:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Absences

If you need to miss a class for a UF sanctioned acceptable reason, you will have the opportunity to make it up by meeting with the instructor for a discussion of the class topics. I would appreciate advance notice if possible for UF excused absences. Requirements for class attendance and make-ups, assignments, and other work are consistent with university policies specified at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Accommodations for Students

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Online Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Important Student Wellness Resources

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <https://counseling.ufl.edu/> , 392-1575; and the University Police Department:392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161. University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

Important Academic Resources

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu.
<https://lss.at.ufl.edu/help.shtml>
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask> . Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
<http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
<http://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>