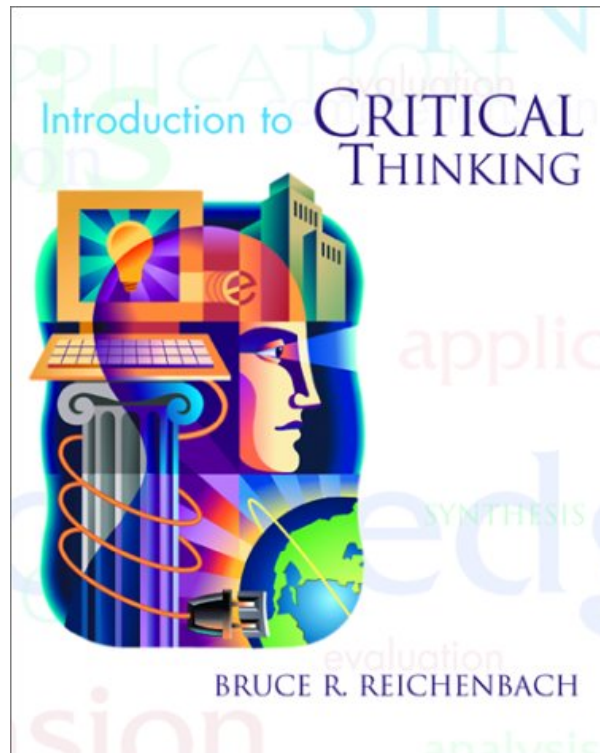
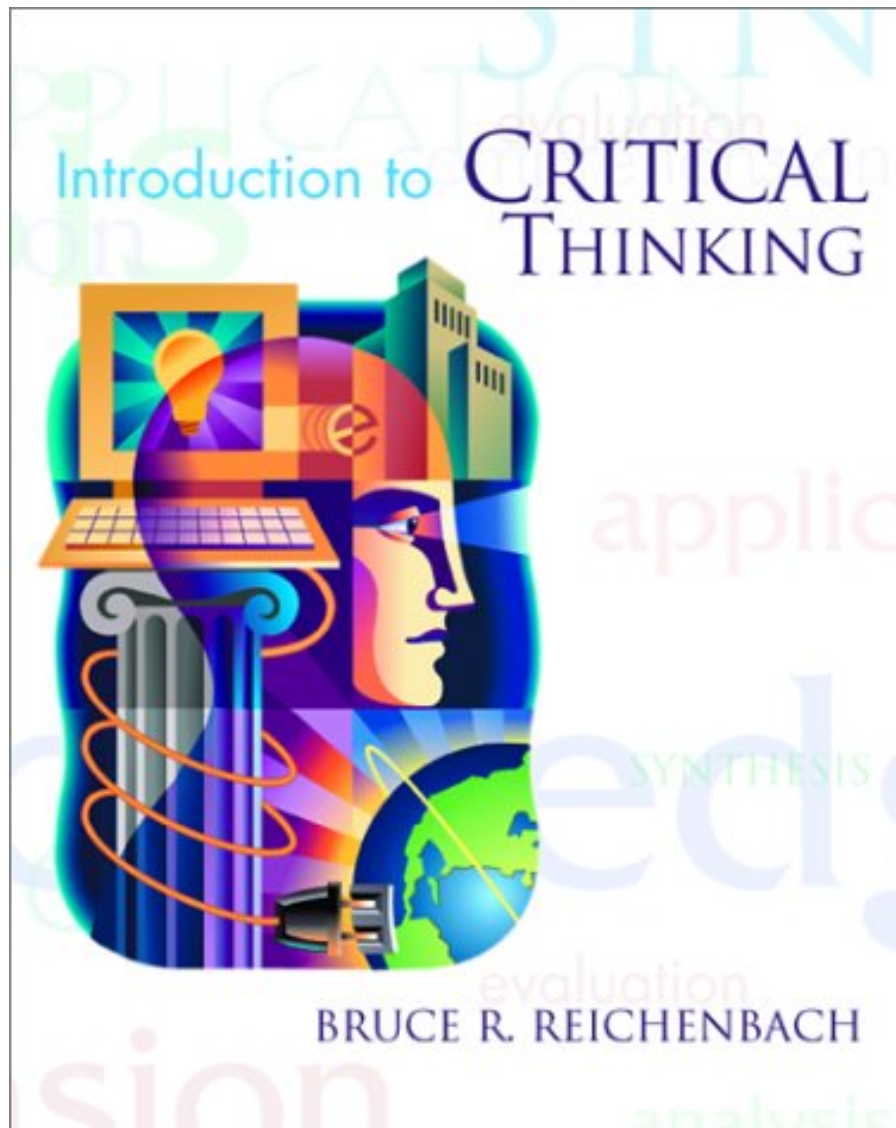


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Bruce R. Reichenbach is currently Professor of Philosophy at Augsburg College, where he has taught since 1968. He received his Ph.D. in philosophy from Northwestern University. He also has been a visiting professor at Morija Theological Seminary in Lesotho, Africa, at Juniata College in Huntingdon, Pennsylvania, and at Daystar University in Nairobi, Kenya. He has authored or co-authored 7 books and over three dozen professional articles. In addition to receiving a grant from the Institute for Advanced Christian Studies to complete a book on the law of karma, he has participated in several NEH Summer Seminars, NEH Institutes, and Fulbright-Hays Foreign Travel Seminars. He developed a critical thinking program for his college, which requires that all incoming freshmen take a critical thinking assessment. His special interests are critical thinking, philosophy of religion, and the ethics of health care and medicine.

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This text uses the educational objectives of Benjamin Bloom as six steps to critical thinking (namely: knowledge, comprehension, application, analysis, synthesis, and evaluation). The book starts with the absolute basics (for example, how to find the topic, issue, and thesis) vs. the usual “explaining and evaluating arguments” and fine distinctions that easily can lose students.

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Yet another critical thinking text

By Doug Erlandson

One thing I have learned from my 30 years of college-level teaching is that textbook publishers flood the market in just about every academic discipline in hopes of gaining market share. This has the salutary result of ensuring that there are at least a few good texts available for the instructor to use with his or her class. The downside, of course, is that there are also some rather bad textbooks and others that are indifferent. Bruce Reichenbach's "An Introduction to Critical Thinking" falls into the last-mentioned of these. It is neither a good nor a bad text, but is quite middling. (Hence the three stars.)

It covers many of the standard topics one would expect to find in critical thinking texts, such as how to spot and analyze arguments, how to tell the difference between a deductive and an inductive argument, what makes for a good argument, fallacies and how to avoid them, and so forth, but it covers all these topics in a way that is competent but not outstanding. However, it fails to cover other topics that, while not found in all

critical thinking texts, are found in those that are the best. For example, there is no discussion of statistical reasoning, probability, or scientific reasoning, all of which are widely covered in critical thinking texts, nor is there more than a cursory summary of the difference between an explanation and an argument and nothing about how to evaluate an explanation. Adding material on these issues would have made for a far better book.

The best thing I can say about this book is that it appears that it can be had at a very reasonable cost, which is always a plus.

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