For these Global Editions, the editorial team at Pearson has collaborated with educators across the world to address a wide range of subjects and requirements, equipping students with the best possible learning tools. This Global Edition preserves the cutting-edge approach and pedagogy of the original, but also features alterations, customization, and adaptation from the North American version.

This is a special edition of an established title widely used by colleges and universities throughout the world. Pearson published this exclusive edition for the benefit of students outside the United States and Canada. If you purchased this book within the United States or Canada you should be aware that it has been imported without the approval of the Publisher or Author.

Pearson Global Edition
ASKING THE RIGHT QUESTIONS
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“I know it’s good to be a critical thinker and to be able to ask lots of good questions, but I don’t know what questions to ask or how to ask them.” We are now on our 11th edition of a book that we wrote in response to sensing the need for providing more guidance for the process of effectively asking critical questions. Democracy works best with a public capable of critical thinking! We can be more confident of our decisions and beliefs when we have formed them after asking critical questions. We can be proud that before anything gets into our heads, it passes particular standards that we respect.

From the beginning, our book has been a work in progress, as we continue to incorporate input from our students and from the many teachers using this book. While we continue to be immensely pleased by this book’s success and the positive feedback from many readers from many countries, we cannot also help but notice the need for a greater-than-ever expansion of efforts to educate the public in “asking the right questions.” Selecting which new suggestions to embrace and which to reject has become increasingly difficult. We are bombarded daily with efforts to persuade us, many of which are highly polarized and appeal much more to the emotional part of the brain than to the reasoning part. We encounter a general, immense disrespect for evidence, the sloppy use of language, and substitution of hollering for reason in so much of our public discussion. “Truthiness,” or a lack of concern for the truth, becomes more and more common.

Always uppermost in our mind has been the desire to retain the primary attributes of Asking the Right Questions, while adjusting to new emphases in our own thought and the evolving needs of our readers. For instance, we want most of all to keep this book concise, readable, and short. Also, our experience has convinced us that the short book succeeds in the job for which it was intended—the teaching of critical-thinking questioning skills. Our experience in teaching critical-thinking skills to our students over four decades has convinced us that when individuals with diverse abilities are taught these skills in a simplified format, they can learn to apply them successfully. In the process, they develop greater confidence in their ability to make rational choices about social issues and personal issues, even those with which they have formerly had little experience.

Thus, our book continues to do a number of things that other books have failed to do. This text develops an integrated series of question-asking skills that can be applied widely. These skills are discussed in an informal style. (We have written to a general audience, not to any specialized group.)

One feature that deserves to be highlighted is the applicability of Asking the Right Questions to numerous life experiences extending far beyond the classroom. The habits and attitudes associated with critical thinking are transferable to consumer, medical, legal, and general ethical and personal choices.
When a surgeon says surgery is needed, it can be life sustaining to seek answers to the critical questions encouraged in *Asking the Right Questions*. In addition, practicing the critical-thinking questions enhances our growth of knowledge in general and helps us better discover the way the world is, how it could be better understood, and how we can make it a better world.

Who would find *Asking the Right Questions* especially beneficial? Because of our teaching experiences with readers representing many different levels of ability, we have difficulty envisioning any academic course or program for which this book would not be useful. In fact, the first nine editions have been used in law, English, pharmacy, philosophy, education, psychology, sociology, religion, and social science courses, as well as in numerous high school classrooms.

A few uses for the book seem especially appropriate. Teachers in general education programs may want to begin their courses by assigning this book as a coherent response to their students’ requests to explain what is expected of them. English courses that emphasize expository writing could use this text both as a format for evaluating arguments prior to constructing an essay and as a checklist of problems that the writer should attempt to avoid as she writes. The text can also be used as the central focus of courses designed specifically to teach critical reading and thinking skills.

While *Asking the Right Questions* stems primarily from our classroom experiences, it is written so that it can guide the reading and listening habits of almost everyone. The skills that it seeks to develop are those that any critical reader needs to serve as a basis for rational decisions. The critical questions stressed in the book can enhance anyone’s reasoning, regardless of the extent of his or her formal education.

The special features of this new edition include the following:

1. We added an entire new chapter focusing on the role of cognitive biases and other obstacles to careful critical thinking.
2. Throughout the book, we have integrated insights from Daniel Kahneman’s *Thinking, Fast and Slow*. We especially emphasize the importance of slow thinking.
3. We continue with think-aloud answers for early practice passages—expressing critical-thinking responses to a passage as if the reader were inside the head of a person struggling with the challenge of evaluating the practice passages. We think that “hearing” the bit-by-bit process of accepting, rejecting, revising, and organizing an answer gives the reader a more realistic picture of the actual critical-thinking process used to achieve an answer than would simply observing an answer. Here we are relying on the important metaphor of John Gardner who chastised teachers and trainers for showing learners only the cut flowers of knowledge and not the planting, weeding, fertilizing, and pruning that result in a beautiful bouquet.
4. We also emphasize the social or interactive nature of critical thinking and the real-world reality that the way in which one asks critical-thinking questions can greatly influence the value of the questioning. For example, many
readers initially flexing their critical-questioning muscles with others find that not everyone welcomes the critical questioning of their beliefs. Some interactive approaches stimulate much more satisfactory dialogues between the critical thinker and the speaker or writer than others. We suggest questioning and listening strategies to keep the conversation going rather than shutting it down. For example, critical questioning will often be brought to a quick halt by a listener's response of, "Why are you picking on me?"

5. We have inserted many new examples and practice passages to provide frequent engagement with contemporary issues and to demonstrate critical thinking's real-life value and application.

Instructor's Manual
An Instructor's Manual provides comprehensive assistance for teaching with Asking the Right Questions. Instructors may download this supplement at www.pearsonglobaleditions.com/Browne or request access through their local Pearson representative.

This 11th edition owes special debts to many people. We wish to acknowledge the valuable advice of the following Pearson reviewers: Diane K. Lofstrom Miniel, University of Nevada, Reno; Clarissa M. Uttley, Plymouth State University; John Saunders, Huntingdon College; Joshua Hayden, Cumberland University; and Leslie St. Martin, College of the Canyons.

While our students are always a major source of suggested improvements, a few distinguished themselves in that regard. The 11th edition benefited from the especially valuable assistance of Lauren Biksacky, Chelsea Brown, and Cassandra Baker.

If you are fascinated by questions and the significance of habitual questioning for our mental development, please join Neil Browne in discussing the complicated relationship between questions and answers at his blog: "A Celebration of Probing Questions and Humble Answers." www.celebratequestions.com

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ASKING THE RIGHT QUESTIONS
Asking the Right Questions: Advantages, Approaches and Right Techniques

THE NOISY, CONFUSED WORLD WE LIVE IN

This book encourages you to learn something we think can change your life for the better. That something is “critical thinking.” But there is an imaginary world that some of us inhabit where there is no need at all for critical thinking. In this imaginary world several conditions prevail:

1. We are each allowed the independence to make decisions about religion, politics, and what we will and will not buy or believe. Advertisers, marketers, public relations specialists, campaign managers, and advocates of various worldviews will provide us only the information that we need to make decisions that result in building a life that we choose.

2. Anyone trying to persuade us of anything will always explain the disadvantages of what he or she wants us to do.

3. Any time we are confused about one of life’s important questions, we can quickly find a dependable expert, authority, or wise person. Furthermore, these voices of knowledge will all agree with one another. In short, we need not be anxious about what to do or believe because the wise ones will have the answer. Our task is simply to locate and listen to them.

4. Our minds are calm, engaged, reflective, and curious whenever faced with an important choice.

We hope you realize that the world we actually live in is nothing like the Never-Never Land, we just described.
In the real world, we are assaulted on all sides by others who insist that we must do what they tell us we should do. They know best. They know what we should wear, eat, buy, and believe. They claim to possess a truth that we must accept. They say they want to help us. They will not leave us alone to form our own understanding of who we should become.

As an illustration, in a 5-minute Internet search we found the following advice with respect to the relatively simple question: Should we use more tea? These were all found on web sites urging you to buy more tea.

- Use green tea to ease itching and swelling.
- Use strong tea as a disinfectant on cuts and bruises.
- Use strong tea to treat athlete's foot. Bathe the foot twice a day for ten minutes for up to several weeks.
- Press rehydrated tealeaves on teeth to reduce the pain of toothache.
- Chewing rehydrated tealeaves cleanses the breath.
- Soak a towel in warm tea, and place the towel on tired eyes to refresh them.
- Wash the face with warm tea to reduce skin rashes and pimples.
- Rinse washed hair with strong tea for shine and softness.

The people making these claims want us to change our behavior. Planning to buy more tea?

To make matters worse, those trying to persuade us do not play fair as they try to shape us. They tell us half-truths at best. The socialist does not explain the dangers of a large government. The conservative does not explain to us the severe inequality in our country that makes it very difficult for many of us to pull ourselves up by our bootstraps. The people selling us the latest jeans do not explain to us that the low prices they claim to charge are possible only because they exploit workers in Asia. The drug companies who tell us we need the yellow or blue pill to solve our problems do not explain to us that much of the research that supports the effectiveness of the drugs was paid for by the very companies selling you the drugs. We think you get the picture.

But the scenario we are sketching here would not be much of a problem if we could depend on the wise people, the experts, to have the answers we need. If they could give us the right answers we could resist the noisy persuaders. But when we need those who claim to have the answers, they are not there for us. They are often wrong, and they disagree among themselves. The next section emphasizes the significance of this reality for you and how you think.

Chapter 2 will focus on ways in which our brains often fail us as we try to handle our messy, confusing world. Sometimes our brains perform amazing imaginative and complex tasks. But the human brain is frequently guided by what Daniel Kahneman calls “fast thinking” or “System 1 thinking.” Our
brains often rely on patterns of thinking that get us into trouble. Fast thinking is automatic, immediate and typically controlled by our emotions. Jonathan Haidt has described our reliance on emotion as a raging elephant tearing through the countryside with our rational tendencies taking the form of a tiny rider trying desperately to control the elephant’s passionate rampage.

**EXPERTS CANNOT RESCUE US, DESPITE WHAT THEY SAY**

We already made the point that if you expect to lean on experts as the tool with which to wade through the multitude of people wishing to own your mind, you are in for a big disappointment. They often sound as if they know far more than they do. They probably understand at some level that you are much more likely to listen to them when they sound certain about what they claim to be true. So, they give you what you want to hear.

But we want to drive this point home to you by 3 examples from David Freedman’s important 2010 book, *Wrong: Why Experts Keep Failing Us*

1. Should you stay out of the sun? The U.S. Center for Disease Control and Prevention says that exposure to the sun’s ultraviolet rays may be the most important factor influencing the development of skin cancer. In short, stay out of the sun. But wait. The World Health Organization says exposure to ultraviolet light is a minor contributor to disease in the world. Then to confuse us all the more they add that too little exposure to the sun may cause more disease in the world than does exposure to the sun.

2. Does it make sense to buy a pet as a means of having better health? The American Heart Association says that many studies have demonstrated the positive effect of pet ownership on the owner’s health. However, a reliable study in Finland found that pet ownership is linked to poor health.

3. Do cell phones emit harmful radiation? The Director of the International Epidemiology Institute says there is no basis for believing that cell phones produce harmful emissions. But an expert linked to a South Carolina Hospital has a quite different response to this question. He claims there is sufficient evidence to justify a health advisory warning about the link between cell phones and cancer.

Respected experts disagree about how to create a prosperous middle class, whether there will be future jobs available for college students who major in particular areas of study, whether the knee you injured requires surgery, whether Obama is a strong leader, how to lose weight and keep it off, and when an immigrant should be granted citizenship. Experts provide us more or less reasonable assertions. They give us the materials for a thoughtful decision. But we are the crafts person who must measure and construct those assertions into a decision that is ours.