As you read the materials, consider these questions:

1. What is the relationship between the sort of critical reasoning proficiency featured by Baron’s “actively open-minded thinking” and Dewey’s understanding of “scientific thinking”?
2. Is critical reasoning proficiency essential for science comprehension on the part of a non-scientist, either in her capacity as personal decisionmaker, member of civil society, or democratic citizen?
3. Are conflicts over policy-relevant science plausibly attributable to deficits in critical reasoning proficiency?
4. Does the effective use of scientific knowledge by non-scientists—in the various capacities in which their decisions should (by their own lights) be informed by it—depend on their being able to comprehend what it is that science knows?
5. Is it possible for citizens to reliably recognize who knows what is known by science without being able to comprehend what it is those individuals know? If so, how? Does their ability to do that depend on their possessing the sort of reasoning proficiency emphasized by either Baron or Dewey? If not, what does it depend on?
6. How does Popper’s understanding of the transmission of scientific knowledge relate to Miller’s, Dewey’s, and Baron’s?
7. Do group affinities—ones founded on common outlooks and values—promote transmission of scientific knowledge or inhibit it? In either case, how?
Session 3 Readings (indexed to pagination of course readings):

7. Nullius in verba? Surely you are joking, Mr. Hooke! ................................................................................................................................. 316
8. The Cultural Certification of Truth in the Liberal Republic of Science ................................................................. 318