

## **I-Series Course: Deliberative Democracy**

### **Course Info:**

HNUH 238A

Fall 2021

Meeting times: MW: 2:00 to 3:15 pm

H. J. Patterson 2242

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### **Office Hours:**

- [Dr. Shawn J. Parry-Giles](mailto:spg@umd.edu): M Noon to 1:30 p.m. (Please email in advance to set up a Zoom appointment)
- [Taylor Hourigan](mailto:hourigan@umd.edu): T 3:00 - 4:30 pm, email to request Zoom appointment.
- [Matthew Salzano](mailto:salzano@umd.edu): Please schedule an appointment here: <http://ter.ps/OHsalzano>

**Required Texts and Technology:** All readings will be available on our ELMS page.

**Pre- or co-requisites:** See Honors Requirements

### **Course Description:**

A study in deliberation theory and practice with a focus on historical and contemporary political conflicts. This course will integrate recorded lectures, readings, videos, mini-public deliberations, teamwork, and research.

In the Deliberative Democracy I-Series course, we will address the question: *Can the political issues that most divide us also unite us?* In addressing this question, we will study the theories and practices of deliberative principles most aligned with democratic ideals. We will turn to past and present political controversies as examples of deliberations that reinforce and/or repudiate these democratic ideals. The classroom will serve as a deliberative space where we will put such deliberative theories and skills into practice by participating in mini-public deliberations where you will grapple with controversial debates that have divided the nation in the past and present. You will hone your ability to analyse and make arguments, find common ground across differences, facilitate public deliberations, and write cogent research analyses and reports.

### **Course Goals:**

- To advance understanding of deliberative democracy in theory and practice.
- To examine deliberative arguments and practices in political speeches and debates.
- To trace political theories across historical and contemporary political debates.
- To strengthen writing skills by writing deliberative analyses.
- To bolster commitments to diversity, equity, and inclusion.
- To build skills in producing reasoned arguments.
- To enhance skills in public deliberation facilitation and participation.

### **Learning Outcomes:**

- Demonstrate an understanding of basic terms, concepts, and approaches to theories of deliberative democracy.
- Demonstrate an understanding of the political, social, legal, and ethical dimensions involved in deliberating controversial political issues.
- Communicate major ideas and issues raised by the course through effective communication skills (e.g., participating in and facilitating public deliberations and writing deliberative analyses) with a focus on developing reasoned and evidenced-based arguments and participating in ethically-based public deliberations.
- Enhance an ability to think in new ways about public life and public deliberation over controversial political issues dividing us locally, nationally, and globally.

### **Measuring Learning Outcomes:**

- Complete summative (reading quizzes) and formative assignments (Mini-Public Analyses, Terps Deliberate Event, final exam) to assess understanding of in-class readings on deliberative democracy principles, public deliberation practices, political theories, and argument theory.
- Participate in public deliberations to hone deliberative skills, practice making arguments, communicating ethically, working through differences, promoting a commitment to diversity, equity, and inclusion, and finding common ground across political differences. The public deliberations address topics covered in the readings, videos, and podcasts.
- Learn political and deliberative theories that are assessed via the reading quizzes, formative assignments, and applied to political case studies.
- Lead public deliberations to practice facilitation skills that meet best practices established in the course readings.
- Study political debates to reinforce theories and practices foundational to the principles of deliberative democracy that are assessed through reading quizzes and the final exam and discussed in the mini-public deliberations.

## **Assignments:**

### **● Reading Quizzes:**

You will be asked to take reading quizzes most weeks that assess your knowledge of the readings for the week. Reading quizzes help ensure that you deepen your knowledge of the core readings for each week. A sample of the questions from the weekly reading quizzes will become part of the accumulative final exam that you take during final exam week.

These reading quizzes will feature multiple choice questions and will be administered and proctored via ELMS. The reading quizzes must be completed by **one o'clock on Wednesday** of each week and the quizzes will be timed. You can take the quiz two times. The score you receive at the end of the second try will be the one recorded as your grade.

- **Mini-Public Deliberations:**

HNUH 238A is designed to give you an opportunity to join and lead public deliberations. Taking such deliberation skills into your work life and your volunteer activities will serve you well as conflicts are an inevitable part of our public and professional lives. HNUH 238A offers a space to gain such valuable communication experiences.

You will be asked to put into practice the theories of deliberative democracy we learn about in our readings. When assigned, you will be asked to participate in mini-public deliberations to address the controversial issues discussed in the readings and primary sources (speeches, videos, podcasts, press articles). Your teams will be asked to post a report on ELMS of the outcomes from your mini-public deliberations. A reporting sheet is included in the ELMS pages where team members answer the prompts and evaluate the team's strengths and challenges in implementing the public deliberation principles for the week's mini-public deliberations. The content of the report will shift each week. The reports should bring in scholarly readings each week. Each team member should ensure they facilitate one mini-public deliberation during the semester and put into practice the facilitation ideals of deliberation established in class.

We invite you to provide feedback to your instructors through [this Feedback Form](#) at any point during the team assignments if you want to compliment your teammates for their incredible work and strong leadership or if you have concerns with the interactions amongst your team members (e.g., imbalance of work in your team, teammate is engaging in troubling behavior, teammate appears in distress, team is experiencing unresolved conflict). The instructors will pass along words of praise to the team member or investigate any issues of concerns raised during the team assignments. We will try to keep such comments anonymous.

Most weeks, you will have in-class time to begin your mini-public deliberation. You will need to set up a separate time to finalize your deliberations and/or your report.

The criteria for each mini-public deliberation is included in the rubrics sheet on ELMS.

- Each team member will complete a brief survey that the instructors will use to form the mini-public deliberation teams. You will participate in these teams for the mini-public deliberations and the Terps Deliberate Event. Each mini-public deliberation team will consist of 5 to 6 team members. You can find the survey in the Week One schedule. (Individuals can also request to be placed on a different team for the Terps Deliberate Event.)

- Each team will contribute to helping create the HNUH 238A deliberation principles for the class that will guide our mini-public deliberations for the semester.
- Each team member will work together to fill out and sign a team contract that reinforces their commitment to the deliberation principles (see template in Week Two schedule). Each team will also create a team name that is added to any team assignment for the class.
- Each team will practice the public deliberation skills each week; each team member will gain experience in facilitating at least one mini-public deliberation based on the facilitation principles agreed-upon in class.
- Each team will write a four to five page report about their mini-public deliberation based on the rubrics provided for this assignment.
- In the report, each team will be sure to state their claims, define relevant theories and concepts from class readings when making arguments (it is best to use direct quotations and cite your sources), back up its arguments with evidence/grounds from the deliberation, and explain the argument by connecting the evidence to the definitions of concepts under discussion. Specificity is key in providing persuasive arguments.

Deliberative Mini-Analysis (Alternative Assignment): We realize there may be a week where meeting with your group is complicated. Rather than meet with your mini-public deliberation team, you can opt to write a mini-analysis instead for one of the mini-public deliberations. If you opt for the mini-analysis, your charge is to write a two page, double-spaced paper where you answer the same prompt as those participating in the mini-public deliberations. You need to bring the readings for the week into the analysis in answering the prompt. You need to state your thesis (major point) in the beginning of the paper and lay out your arguments in support of your thesis in ways resembling the Toulmin model (e.g., state your claims, define relevant terminology, back up your arguments with evidence/grounds, and explain your argument by connecting the evidence to the concepts under discussion). Your paper should be clearly written and closely proofread. You should use the assigned readings and the video clips that you are asked to watch for class as evidence in your mini-analysis. You should also cite the sources you use in the paper based on the APA, MLA, or the Chicago style manual. These sources should be from the course readings. You can opt instead to participate in all eight mini-public deliberations.

Link to style manuals: <https://lib.guides.umd.edu/c.php?g=327052&p=2194819>

- **Deliberative Self-Assessment:**

You will have the opportunity to assess your own deliberative skills midway through the semester and at the end of the semester. Learning how to self-assess your interactions with others is a valuable skill.

You will be asked to fill out the Deliberative Self-Assessment worksheet at mid-semester and at the end of the course. In the midway assessment, you should identify what you believe are the strengths you showed in participating in the Mini-Public Deliberations. You should also identify areas you would like to strengthen in the second-half of the course. You should also consult your team members to gain insight into their perceptions of your deliberative strengths and potential areas for improvement. The midway assessment should guide your final assessment due at the end of the semester. You should bring in examples from the Mini-Public Deliberations and the Terps Deliberate Event. In the second and final assessment, you should identify your areas of improvement and identify the continued areas you would like to work on once the semester ends. You should again consult your teammates to gain insight into their perceptions of your deliberative strengths and potential areas for improvement. You should integrate research from the scholarly readings in both assessments. Provide as much specificity as possible in referencing the scholarly readings. The writing should be clear. Make sure to offer claims and support those claims with specific evidence of your strengths and areas of potential (or actual) improvement. Connect that evidence back to your claims and also connect the principles you have learned in the scholarly readings to your observations. The mission is to offer a substantive and honest self-assessment of your deliberative skills that will guide you as you move through the second-half of the class and once the semester ends. Identifying weaknesses will not negatively impact your grade on this assignment. The assessments should be no longer than three pages.

- **Team Peer Assessment:**

You will be asked to evaluate the performance of each of your team members on a five-item rubric. We will do this at midterms and at the end of the semester. Such evaluations offer a way to gain constructive feedback from your teammates you worked with throughout the semester.

We will average the grade for each team member based on the peer assessments. You will earn a zero for this assignment if you do not complete the reviews of your teammates. You are also invited to write constructive feedback to each of your teammates.

- **Terps Deliberate Event (TDE):**

You and your team will facilitate a Terps Deliberate Event as a semester-ending assignment. Each team will invite 7 to 10 UMD students to participate in the Zoom or in-person event. Each team should strive to find 7 to 10 people who are strangers to one another. Your charge is to facilitate a question-guided deliberation on Zoom or in person lasting approximately 45 minutes to one hour with these 7 to 10 people. As a class, we will select the topic for the Terps Deliberate Event and standardize the questions across each event. We will select a topic that will be of interest to UMD students and relate to readings from class. We will deliberate in class over the topics that might be most relevant to UMD students.

The topic will then be divided into sub-topics and each team will be asked to research one sub-topic, reviewing at least 10 contemporary sources about the sub-topic in advance of the Terps Deliberate Event. Each team will then provide a three to four-page summary of this research that you submit to the instructors (during Week Thirteen). The team will also prepare two PPT slides reflecting the research that will become part of the compilation of PPT slides shared with participants. The instructors will compile the PPT slides from the teams. Each team will share the PPT slides with participants in advance of the event. The team will spend the first 5 minutes of the TDE overviewing the content of the PPT slides for the participants.

We will also compile the relevant deliberation principles that each team should follow during the event and the facilitation ideals each team should implement based on course readings. Every team will assign members to one of the following roles:

- team leader (one or two) communicates with the deliberation participants, ensures the agreement forms are signed by each participant, introduces the deliberation and overviews the PPT slides, and keeps track of time.
- deliberation facilitators (two) facilitates the Terps Deliberate Event.
- deliberation assessors (two) takes notes during the deliberations, leads the team's self-assessment according to its facilitation goals (see rubric), and drafts the report for the team members to edit.
- *All team members should work together to ensure all parts of the assignment fulfil the criteria because the entire team will receive the same grade (e.g., you should all proofread the report).*

During the Terps Deliberate Event, your entire team will be expected to put into practice the facilitation and deliberation skills learned in HNUH 238A. The deliberations will be recorded through the Otter software that automatically transcribes the content (participants will be asked to sign consent forms). These audio recordings will not be posted publicly and only first names will be used. These audio recordings and transcriptions will be turned into the instructors and evaluated based on the facilitation criteria established in class. Following the Terps Deliberation Event, each team will produce an 8 to 10-page summary report of the event that will be submitted to the instructors (see Terps Deliberate report criteria). Each team will be asked to assess the deliberation process from Danielle Allen's theories about friendships and strangers. Each team will be evaluated by the rubric included in ELMS for the Terps Deliberate Event.

We invite you to provide feedback to your instructors [through this Feedback Form](#) at any point during the team assignments if you want to compliment your teammates for their incredible work and strong leadership or if you have concerns with the interactions amongst your team members (e.g., imbalance of work in your team, teammate is engaging in troubling behavior, teammate appears in distress, team is experiencing unresolved conflict). The instructors will pass along words of praise to the team member or investigate any issues of concerns raised during the team assignments. We will try to keep such comments anonymous.

- **Final Exam:**

You will complete a cumulative final exam over the course readings. The exam will feature multiple choice questions and draw on questions from the reading quizzes and videos. The exam will be completed online during the final exam period for the class: **Saturday, December 18, 2021 from 1:30 to 3:30 p.m.** The exam is open book but also timed. Students will have 45 minutes to complete the exam between 1:30 and 3:30 p.m. on Saturday December 18, 2021.

*A student may seek to reschedule final examinations so that he or she has no more than three (3) examinations on any given day. It is the responsibility of the student to initiate the rescheduling or be responsible for taking the examination as originally scheduled.*

### **Expectations and Grading Procedures:**

Note that we rely heavily on team assignments because HNUH238A is a deliberation course necessitating engagement with others. Seventy percent of your grade will be based on team assignments.

| <b>Assignment</b>                                            | <b>Percentage</b> |
|--------------------------------------------------------------|-------------------|
| 1. Mini-Public Deliberations/<br>Mini-Analysis               | 30%               |
| 2. Reading Quizzes                                           | 10%               |
| 3. Deliberative<br>Self-Assessments/Team Peer<br>Assessments | 10%               |
| 4. Terps Deliberate Event                                    | 40%               |
| 5. Final Exam                                                | 10%               |
|                                                              |                   |
| <b>TOTAL</b>                                                 | <b>100%</b>       |

### **Grade Policy**

|          |   | <b>Percent Range</b> |
|----------|---|----------------------|
| <i>A</i> | 4 | 100% → 97%           |
| <i>A</i> | 4 | < 97% → 94%          |

|           |   |             |
|-----------|---|-------------|
| <b>A-</b> | 3 | < 94% → 90% |
| <b>B</b>  | 3 | < 90% → 87% |
| <b>B</b>  | 3 | < 87% → 84% |
| <b>B-</b> | 2 | < 84% → 80% |
| <b>C</b>  | 2 | < 80% → 77% |
| <b>C</b>  | 2 | < 77% → 74% |
| <b>C-</b> | 1 | < 74% → 70% |
| <b>D</b>  | 1 | < 70% → 67% |
| <b>D</b>  | 1 | < 67% → 64% |
| <b>D-</b> | 0 | < 64% → 60% |
| <b>F</b>  | 0 | < 60%       |

### **Course Late Policy**

Course assignments, including quizzes, are expected to be submitted to ELMS by the listed due date. Late assignments are penalized an initial 10% after the due date has passed, and will be penalized an additional 10% for each calendar day they are late. Late assignments will be accepted up to five calendar days after the initial due date as listed on ELMS. Please note that university-excused absences will not result in grade penalties. Students should reach out to course instructors to discuss accommodations.



**Copyright Notice:**

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**Course Schedule:**

| <b><u>Dates and Key Terms</u></b>                                                                                        | <b><u>Readings</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b><u>Activities and Assignments</u></b>                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Week One</u></b><br><br><b>Aug. 30, 2021</b><br><br>Deliberation<br><br>Democratic Deliberation<br><br>Demagoguery | <b><u>Introduction to Deliberation and Demagoguery</u></b><br><br>Guiding Question: <i>Can the political issues that most divide us also unite us?</i><br><br>1. Review Syllabus<br>2. Read: PowerPoint Slides<br>3. Read: Mansbridge, Jane. "A Minimalist Definition of Deliberation." In <i>Deliberation and Development</i> . Eds. P. Heller and V. Rao. Washington, DC: Worldbank Group, 2015): 27-44.<br>4. Read: Patricia Roberts-Miller, <i>Demagoguery and Democracy</i> , 21-35.<br>5. Video: "Anti-Asian Racism and COVID-19," ACLU, April 17, 2020, <a href="https://www.facebook.com/aclu/videos/677792509687858/">https://www.facebook.com/aclu/videos/677792509687858/</a> | Breakout Group:<br>Ice Breaker:<br>Take 10 minutes and figure out 3 things you all have in common. You should learn these three commonalities through conversation (i.e., do not say, "we all have brown hair"). |
| <b>Sept. 1, 2021</b><br><br>Deliberative Democracy<br><br>Social Construction<br><br>Identity                            | <b><u>Types of Deliberation/Identity Politics</u></b><br><br>1. Watch Recorded Lecture: Identities and Classification (MS)<br>2. Read: PowerPoint Slides<br>3. Read: Chapter Four: "The Forms of Deliberative Communication," <i>The Oxford Handbook of Deliberative Democracy</i> , pp. 70-81.<br>4. Read: Appiah, Kwame Anthony. "Classification." <i>The Lies That Bind: Rethinking Identity, Creed, Country, Color, Class, Culture</i> . New York: Liveright Publishing Corporation, 2018 (pp. 3-32).<br>5. Video: <i>Project Divided</i> : <a href="https://www.projectdivided.com/">https://www.projectdivided.com/</a> "Find Out What                                             | Submit: <u>Individual questionnaire</u> that instructors will use to form the mini-public deliberation teams<br><br>Breakout Group: Discussion: Each group                                                       |

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|                                                                                                                                         | <p>Happens When Two East Coast . . .” (Episode One: “The Project””</p> <p>6. Video: Part Four: Shifting Paradigms, Navigating Conflict,” NPR, November 1, 2020, <a href="https://www.npr.org/2020/11/01/929856421/after-a-bitter-election-can-americans-find-a-way-to-heal-their-divides">https://www.npr.org/2020/11/01/929856421/after-a-bitter-election-can-americans-find-a-way-to-heal-their-divides</a>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>should identify two deliberative principles that will guide our deliberations together (mini-public deliberations)?</p> <p><b>Quiz: Week One</b></p>                                                   |
| <p><b><u>Week Two</u></b></p> <p><b>Sept. 6, 2021</b></p>                                                                               | <p><b>No Class – Labor Day</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                           |
| <p><b>Sept. 8, 2021</b></p> <p>Facilitation</p> <p>Participatory Democracy</p> <p>Deliberation</p> <p>Friendship and Citizenship</p>    | <p><b><u>Facilitation and Deliberative Participation</u></b></p> <ol style="list-style-type: none"> <li>1. Read: Chapter 12: “Deliberative &amp; Participatory Democracy,” <i>The Oxford Handbook of Deliberative Democracy</i>, pp. 187-194.</li> <li>2. Read: Danielle Allen, “Prologue,” <i>Talking to Strangers</i>, pp. xiii-xxii.</li> <li>3. “Guide to Facilitating Dialogue,” <a href="https://diversity.missouri.edu/wp-content/uploads/2018/07/facilitating-dialogue.pdf">https://diversity.missouri.edu/wp-content/uploads/2018/07/facilitating-dialogue.pdf</a>.</li> <li>4. Video: “Citizens Assemble: Deliberative Democracy,” <a href="https://www.youtube.com/watch?v=4kOGdq-9jXM">https://www.youtube.com/watch?v=4kOGdq-9jXM</a></li> <li>5. Video: “Facilitation 101,” <a href="https://www.youtube.com/results?sp=mAEB&amp;search_query=deliberation+facilitators">https://www.youtube.com/results?sp=mAEB&amp;search_query=deliberation+facilitators</a></li> </ol> | <p>Instructors Will Distribute Deliberative Principles</p> <p>Assign Mini-Publics</p> <p>Mini-publics will work together on the team contract (see template) in Week Two</p> <p><b>Quiz: Week Two</b></p> |
| <p><b><u>Week Three</u></b></p> <p><b>Sept. 13, 2021</b></p> <p>Democracy</p> <p>Republicanism</p> <p>Public Good</p> <p>Liberalism</p> | <p><b><u>Political Theories and the Social Contract—Constitution/Bill of Rights</u></b></p> <ol style="list-style-type: none"> <li>1. Read: PowerPoint Slides</li> <li>2. Video: “The Social Contract,” Khan Academy <a href="https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-foundations/us-gov-ideals-of-democracy/v/thomas-hobbes-and-social-contract">https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-foundations/us-gov-ideals-of-democracy/v/thomas-hobbes-and-social-contract</a></li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                           |

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| <p>Individualism</p> <p>Social Contract</p> <p>Consent of the Governed</p> <p>Ascriptive Citizenship</p>                                                              | <p>3. Video: <i>Divided by Design</i>, “The Scale of Racism in America,” <a href="https://www.dividedbydesign.org/modals/insights/1">https://www.dividedbydesign.org/modals/insights/1</a></p> <p>4. Read: Eliza Shapiro, “New York City Will Change Many Selective Schools to Address Segregation,” <i>New York Times</i>, December 18, 2020, <a href="https://www.nytimes.com/2020/12/18/nyregion/nyc-schools-admissions-segregation.html">https://www.nytimes.com/2020/12/18/nyregion/nyc-schools-admissions-segregation.html</a>.</p> <p><i>Additional Material Accompanying PPT (Please familiarize yourself with these sources)</i></p> <p>5. Rogers Smith, <i>Civic Ideals, Intro. [Lecture PPT Only]</i></p> <p>6. Declaration of Independence: <a href="https://www.archives.gov/founding-docs/declaration-transcript">https://www.archives.gov/founding-docs/declaration-transcript</a></p> <p>7. U.S. Constitution (1787) <a href="http://www.archives.gov/exhibits/charters/constitution_transcript.html">http://www.archives.gov/exhibits/charters/constitution_transcript.html</a></p> <p>8. Bill of Rights (1791) <a href="http://www.archives.gov/exhibits/charters/bill_of_rights_transcript.html">http://www.archives.gov/exhibits/charters/bill_of_rights_transcript.html</a></p> |                                                                                                                                                                                     |
| <p><b>Sept. 15, 2021</b></p> <p>Participatory Democracy</p> <p>Deliberation</p> <p><i>De facto</i> Segregation</p> <p><i>De jure</i> Segregation</p> <p>Redlining</p> | <p><b><u>Deliberation and Segregation</u></b></p> <p>1. Read: PowerPoint Slides</p> <p>2. Read: Rothstein, Richard. “Preface.” <i>The Color of Law: A Forgotten History of How Our Government Segregated America</i>. New York: Liveright Publishing, 2017 (pp. vii-xvii)</p> <p>3. Video: “Why Are Schools Still so Segregated?,” PBS, <a href="https://www.youtube.com/watch?v=v2TG9n0vc-4">https://www.youtube.com/watch?v=v2TG9n0vc-4</a>.</p> <p>4. Video: “Housing Segregation and Redlining in America: A Short History,” NPR, <a href="https://www.youtube.com/watch?v=O5FBJyqfoLM">https://www.youtube.com/watch?v=O5FBJyqfoLM</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Due:</p> <p><u>Mini-Public Deliberation:</u></p> <p>Make a case for which forms of segregation dominated your own high school experiences. Did you have similar or different</p> |

|                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Racial/Social Profiling                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>experiences as team members?<br/>Or was segregation not an issue in your high school?</p> <p><b>Quiz: Week Three</b></p> <p><b>Report Due: Mini-Public Deliberation</b></p> |
| <b><u>Week Four</u></b>                                                                                                                                                                         | <b><u>Demagoguery, Racism, and Classism</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Due: Signed contracts from each team. `</b>                                                                                                                                 |
| <p><b>Sept. 20, 2021</b></p> <p>Equality</p> <p>Demagoguery</p> <p>Scapegoating</p> <p>Charismatic Leadership</p> <p>Racist</p> <p>Anti-Racist</p> <p>Assimilationist</p> <p>Segregationist</p> | <ol style="list-style-type: none"> <li>Read: PowerPoint Slides</li> <li>Read: Ibram X. Kendi, <i>How to Be An Antiracist</i>, 13-34.</li> <li>Read: Arlie Russell Hochschild, <i>Strangers in Their Own Land</i>: <ol style="list-style-type: none"> <li>Chapter 14: “The Fires of History: The 1860s and the 1960s”</li> <li>Chapter 15: “Strangers No Longer: The Power of Promise”</li> <li>Chapter 16: ‘They Say There Are Beautiful Trees’</li> </ol> </li> <li>/ Video: <i>Project Divided</i>: <a href="https://www.projectdivided.com/webseries">https://www.projectdivided.com/webseries</a> (Jeanelle Austin, “A Conversation on Race in America”) (Episode 5)</li> </ol> |                                                                                                                                                                                |
| <b>Sept. 22, 2021</b>                                                                                                                                                                           | <b><u>Addressing Inequalities and Feelings of Exclusion</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Quiz: Week Four</b></p> <p>Due: Mini-Public <u>Deliberation</u>: Bring together</p>                                                                                      |
|                                                                                                                                                                                                 | <ol style="list-style-type: none"> <li>Video: <i>Divided By Design</i>, “Control of One’s Narrative,” <a href="https://www.dividedbydesign.org/modals/insights/6">https://www.dividedbydesign.org/modals/insights/6</a></li> <li>Read: Chelsea Cirruzzo, “UMD Pulls Flier For ‘Safe Space’ for White Students Following Student</li> </ol>                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                |

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                   | <p>Response,” WUSA9, September 16, 2018, <a href="https://www.wusa9.com/article/news/local/maryland/umd-pulls-flyer-for-safe-space-for-white-students-following-student-response/65-595097051">https://www.wusa9.com/article/news/local/maryland/umd-pulls-flyer-for-safe-space-for-white-students-following-student-response/65-595097051</a>.</p> <p>6. Read: Brian Gallagher, “How Inequality Imperils Cooperation,” <i>Nautilus</i>, January 9, 2020, <a href="http://nautil.us/issue/79/catalysts/how-the-rich-imp-eril-cooperation">http://nautil.us/issue/79/catalysts/how-the-rich-imp-eril-cooperation</a>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>the readings of Danielle Allen, Ibram Kendi, Arlie Russell Hochschild and deliberate over who offers the best guidance on managing the divisiveness associated with race and the aftermath of the 2020 election.</p> <p><b>Report Due:<br/>Mini-Public<br/>Deliberation</b></p> |
| <p><b>Week Five<br/>Sept. 27, 2021</b></p> <p>Claims,<br/>Grounds<br/>Warrants</p> <p>Argument<br/>Fields</p> <p>Liberalism</p> <p>First<br/>Amendment/<br/>Free Speech</p> <p>Cancel Culture</p> | <p><b><u>Toulmin Model</u></b></p> <ol style="list-style-type: none"> <li>1. Video: Toulmin Model:<br/><a href="https://www.youtube.com/watch?v=syGLJy7jjsk">https://www.youtube.com/watch?v=syGLJy7jjsk</a></li> <li>2. Read: Read PowerPoint Slides</li> <li>3. Read: Robert Barnes, “Supreme Court Sides with High School Cheerleader in Free-Speech Dispute Over Profane Snapchat Rant,” <i>Washington Post</i>, June 23, 2021, <a href="https://www.washingtonpost.com/politics/courts_law/supreme-court-cheerleader-snapchat-free-speech/2021/06/23/09b905ba-d42a-11eb-a53a-3b5450fda7a_story.html">https://www.washingtonpost.com/politics/courts_law/supreme-court-cheerleader-snapchat-free-speech/2021/06/23/09b905ba-d42a-11eb-a53a-3b5450fda7a_story.html</a>.</li> <li>4. Read: Victor Menaldo, “Is Our Cancel Culture Killing Free Speech?,” <i>The Seattle Times</i>, August 7, 2020,</li> <li>5. <a href="https://www.seattletimes.com/opinion/is-our-cancel-culture-killing-free-speech/">https://www.seattletimes.com/opinion/is-our-cancel-culture-killing-free-speech/</a>.</li> <li>6. “A Letter on Justice and Open Debate,” <i>Harper’s Magazine</i>, July 7, 2020, <a href="https://web.archive.org/web/20200708001337/https://harpers.org/a-letter-on-justice-and-open-debate/">https://web.archive.org/web/20200708001337/https://harpers.org/a-letter-on-justice-and-open-debate/</a>.</li> </ol> |                                                                                                                                                                                                                                                                                    |

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| <p><b>Sept. 29, 2021</b></p> <p>Practice Identifying Argument Components</p> <p>Cancel Culture</p> | <p><b><u>The Debate Over Cancel Culture</u></b></p> <ol style="list-style-type: none"> <li>1. Read: Loretta Ross, "I'm a Black Feminist: I Think Call-Out Culture is Toxic," <i>New York Times</i>, August 17, 2019, <a href="https://www.nytimes.com/2019/08/17/opinion/sunday/cancel-culture-call-out.html">https://www.nytimes.com/2019/08/17/opinion/sunday/cancel-culture-call-out.html</a>.</li> <li>2. Ray Newby, "Cancel Culture Helps Hold Public Figures Accountable," <i>The Diamondback</i>, August 21, 2019, <a href="https://dbknews.com/2019/08/21/cancel-culture-twitter-celebrities-racism-homophobia/">https://dbknews.com/2019/08/21/cancel-culture-twitter-celebrities-racism-homophobia/</a>.</li> <li>3. Read: Dan Levine, "A Racial Slur, a Viral Video, and a Reckoning," <i>New York Times</i>, December 26, 2020, <a href="https://www.nytimes.com/2020/12/26/us/mimi-groves-jimmy-galligan-racial-slurs.html">https://www.nytimes.com/2020/12/26/us/mimi-groves-jimmy-galligan-racial-slurs.html</a>.</li> <li>4. Video: "Deconstructing Cancel Culture," <i>Huffington Post</i>, July 27, 2020, <a href="https://www.youtube.com/watch?v=vWe6lZe3PGo">https://www.youtube.com/watch?v=vWe6lZe3PGo</a></li> <li>5. Video: "Barack Obama Takes on 'Woke' Call-Out Culture: 'That's Not Activism,'" Washington, DC, October 30, 2019, <a href="https://www.youtube.com/watch?v=qaHLd8de6nM">https://www.youtube.com/watch?v=qaHLd8de6nM</a></li> </ol> <p><b><u>Editorials for Mini-Public Deliberation</u></b></p> <ol style="list-style-type: none"> <li>6. Max Boot, "Why We Should We Cancel the Phrase 'Cancel Culture,'" <i>Washington Post</i>, March 16, 2021, <a href="https://www.washingtonpost.com/opinions/2021/03/16/why-we-should-cancel-phrase-cancel-culture/">https://www.washingtonpost.com/opinions/2021/03/16/why-we-should-cancel-phrase-cancel-culture/</a>.</li> <li>7. Monica Eileen Patterson, "From Erasure to Recategorizing: What We Should Do With Dr. Seuss Books," <i>The Conversation</i>, March 17, 2021, <a href="https://theconversation.com/from-erasure-to-recategorizing-what-we-should-do-with-dr-seuss-books-156929">https://theconversation.com/from-erasure-to-recategorizing-what-we-should-do-with-dr-seuss-books-156929</a>.</li> </ol> | <p><b><u>Mini-Public Deliberation:</u></b></p> <p>Diagram one argument (claim, grounds, warrant) from Max Boot's editorial in the <i>Washington Post</i> and another argument from Monica Eileen Patterson's editorial in <i>The Conversation</i> on cancel culture. Make sure to address who provides the strongest argument based on their claims and grounds and the soundness of their warrants? Why? (If the team disagrees, explain the disagreement)</p> <p><b>Due: Quiz Five</b></p> <p><b>Report Due: Mini-Public Deliberation</b></p> |
| <p><b><u>Week Six</u></b></p>                                                                      | <p><b><u>Building Public Deliberation Skills</u></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| <b>Oct. 4, 2021</b><br><br>Listening<br><br>Empathy<br><br>Mini-Publics<br><br>Everyday Talk | 1. Read: PowerPoint Slides<br>2. Read: Chapter 23, "Taking Everyday Political Talk Seriously," <i>The Oxford Handbook of Deliberative Democracy</i> , pp. 378-391.<br>3. Read: Chapter 15: "Listening and Deliberation," <i>The Oxford Handbook of Deliberative Democracy</i> , pp. 237-248.<br>4. Read: Michael S. Roth, "Colleges, Conservatives and the Kakistocracy," <i>New York Times</i> , September 19, 2020, <a href="https://www.nytimes.com/2020/09/19/opinion/campus-free-speech.html">https://www.nytimes.com/2020/09/19/opinion/campus-free-speech.html</a> .<br>5. Lisa Feldman Barrett, "When is Speech Violence?," <i>New York Times</i> , July 14, 2017, <a href="https://www.nytimes.com/2017/07/14/opinion/sunday/when-is-speech-violence.html?_r=0">https://www.nytimes.com/2017/07/14/opinion/sunday/when-is-speech-violence.html?_r=0</a> .                                              |                                                                                                                                                                                                                                                                                            |
| <b>Oct. 6, 2021</b><br><br>Public Deliberation<br><br>Demagoguery<br><br>Hate Speech         | <p style="text-align: center;"><b><u>Managing Anger</u></b></p> 1. Read: Patricia Roberts-Miller, <i>Demagoguery and Democracy</i> , pp. 53-66.<br>2. Kelly Oliver, "Education in an Age of Outrage," <i>New York Times</i> , October 16, 2017, <a href="https://www.nytimes.com/2017/10/16/opinion/education-outrage-morality-shaming.html">https://www.nytimes.com/2017/10/16/opinion/education-outrage-morality-shaming.html</a> .<br>3. Read: Richard Stengel, "Why America Needs a Hate Speech Law," <i>Washington Post</i> , October 29, 2019, <a href="https://www.washingtonpost.com/opinions/2019/10/29/why-america-needs-hate-speech-law/">https://www.washingtonpost.com/opinions/2019/10/29/why-america-needs-hate-speech-law/</a> .<br>4. Read: First Amendment: <a href="https://www.law.cornell.edu/constitution/first_amendment">https://www.law.cornell.edu/constitution/first_amendment</a> . | <p style="text-align: center;"><b>Quiz: Week Six</b></p> <p style="text-align: center;"><b>Mini Public Deliberation:</b><br/>Should the U.S. government regulate hate speech under the First Amendment?</p> <p style="text-align: center;"><b>Report Due: Mini-Public Deliberation</b></p> |
|                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                            |
| <b><u>Week Seven</u></b><br><br><b>Oct. 11, 2021</b>                                         | <p style="text-align: center;"><b><u>Deliberating About Privilege</u></b></p> 1. Read: McIntosh, Peggy. "White Privilege: Unpacking the Invisible Knapsack (1989)." In On                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                            |

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| <p>Microaggressions</p> <p>Privilege</p> <p>Whiteness</p> | <p>Privilege, Fraudulence, and Teaching As Learning, by Peggy McIntosh, 29–34, 1st ed. Routledge, 2019. <a href="https://doi.org/10.4324/9781351133791-4">https://doi.org/10.4324/9781351133791-4</a>.</p> <ol style="list-style-type: none"> <li>Read: “Introduction” (1-7) and “What If I Talk About Race Wrong?” (37-52) from Oluo, Ijeoma. <i>So You Want to Talk about Race</i>. New York, NY: Seal Press, 2018. (Posted in ELMS)</li> <li>Watch: Beth Kraig, “Stolen Goods.”<br/><a href="https://www.youtube.com/watch?v=OxtgZ2DFSXU&amp;list=PLLHYAz4HzQ3wwhv0udNTBLsSxodh2cZdG">https://www.youtube.com/watch?v=OxtgZ2DFSXU&amp;list=PLLHYAz4HzQ3wwhv0udNTBLsSxodh2cZdG</a></li> <li>Watch: Kendi, Ibram and Anna Nawaz. “Police response at the capitol brings claims of ‘white privilege.’” PBS Newshour, January 7, 2021. <a href="https://www.pbs.org/newshour/show/police-response-at-the-capitol-we-saw-white-privilege-on-display">https://www.pbs.org/newshour/show/police-response-at-the-capitol-we-saw-white-privilege-on-display</a>.</li> </ol> <p>Optional:</p> <ol style="list-style-type: none"> <li>Review: Civil Rights Act of 1964 (Title VII) <a href="http://www.thecre.com/fedlaw/legal6/vii.htm">http://www.thecre.com/fedlaw/legal6/vii.htm</a>.</li> <li>Read: Hannah-Jones, Nikole. “The Grief That White Americans Can’t Share.” <i>New York Times</i>, July 22, 2016.<br/><a href="https://www.nytimes.com/2016/07/22/magazine/the-grief-that-white-americans-cant-share.html">https://www.nytimes.com/2016/07/22/magazine/the-grief-that-white-americans-cant-share.html</a>.</li> </ol> |                                                                                                                                                                                                                                 |
| <p><b>Oct. 13, 2021</b></p>                               | <ol style="list-style-type: none"> <li>Read: Chapter 9: “Deliberation and Equality,” <i>The Oxford Handbook of Deliberative Democracy</i>, pp. 144-146.</li> <li>Read: Rankine, Claudia. “I Wanted to Know What White Men Thought About Their Privilege. So I Asked.” <i>The New York Times</i>, July 17, 2019, sec. Magazine.<br/><a href="https://www.nytimes.com/2019/07/17/magazine/white-men-privilege.html">https://www.nytimes.com/2019/07/17/magazine/white-men-privilege.html</a>.</li> <li>Read: Alexander, Michelle. “America, This Is Your Chance.” <i>New York Times</i>, June 8, 2020.<br/><a href="https://www.nytimes.com/2020/06/08/opinion/george-floyd-protests-race.html">https://www.nytimes.com/2020/06/08/opinion/george-floyd-protests-race.html</a></li> <li>Jackson, Lauren M. “What’s Missing from ‘White</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Mini-Public Deliberation:</b></p> <p>Can white privilege adequately account for issues related to racism that arise in deliberation? Or, should it be replaced with some other concept?</p> <p><b>Due: Quiz Seven</b></p> |



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|                                                                                                                         | <p>Fragility.” <i>Slate</i>, Sept. 4, 2019.<br/> <a href="https://slate.com/human-interest/2019/09/white-fragility-robin-diangelo-workshop.html">https://slate.com/human-interest/2019/09/white-fragility-robin-diangelo-workshop.html</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Report Due:<br/>Mini-Public<br/>Deliberation</b></p>                                                                      |
| <p><b><u>Week Eight</u></b></p> <p><b>Oct. 18, 2021</b></p> <p>Second Amendment</p> <p>Gun Violence</p> <p>Gridlock</p> | <p><b><u>Gun Violence and the 2<sup>nd</sup> Amendment</u></b></p> <ol style="list-style-type: none"> <li>1. Read: PowerPoint Slides</li> <li>2. Watch: History, “The Second Amendment: Firearms in the U.S.”<br/> <a href="https://youtu.be/0TGcU0lmINk">https://youtu.be/0TGcU0lmINk</a>.</li> <li>3. Caroline Avery, "<a href="#">Generation Z: The School Shooting Generation</a>" in <i>The Spokesman Review</i>, May 26, 2018.</li> <li>4. Trump, Donald. “Remarks on the Mass Shootings in Texas and Ohio.” (Links to an external site.) Whitehouse.gov., August 5, 2019.</li> <li>5. Gonzalez, X. “Florida Student Emma Gonzalez to Lawmakers and Gun Advocates: ‘We Call BS.’” CNN, February 17, 2018,<br/> <a href="https://www.cnn.com/2018/02/17/us/florida-student-emma-gonzalez-speech/index.html">https://www.cnn.com/2018/02/17/us/florida-student-emma-gonzalez-speech/index.html</a>.</li> <li>6. Obama, Barack. "<a href="#">Statement by the President on the School Shooting in Newport, CT.</a>"</li> <li>7. Read: Rood, <i>After Gun Violence</i>, “Conclusions for Moving Beyond Gridlock,” Chapter Five, pp. 121-141.</li> </ol> |                                                                                                                                 |
| <p><b>Oct. 20, 2021</b></p> <p>Policing</p>                                                                             | <ol style="list-style-type: none"> <li>1. Smith, Aaron. “Glocks, Ammo, AR-15s Sell Out As Biden Inauguration Foreshadows Tighter Gun Control.” <i>Forbes</i>, January 18, 2021.<br/> <a href="https://www.forbes.com/sites/aaronsmith/2021/01/18/glocks-ammo-ar-15s-sell-out-as-biden-inauguration-foreshadows-tighter-gun-control/?sh=cd2e62b2bc7c">https://www.forbes.com/sites/aaronsmith/2021/01/18/glocks-ammo-ar-15s-sell-out-as-biden-inauguration-foreshadows-tighter-gun-control/?sh=cd2e62b2bc7c</a>.</li> <li>2. Gross, Dan. "<a href="#">I Helped Lead the Gun Control Movement. It's Asking the Wrong Questions.</a>" <i>The New York Times</i>, April 8, 2021.</li> <li>3. Lee, Jooyung. "<a href="#">Opinion: What We Can Learn from Canada on Gun Control.</a>" <i>CNN</i>, April 24, 2021.</li> </ol>                                                                                                                                                                                                                                                                                                                                    | <p><b>Quiz: Week Eight</b></p> <p><b>Mini-Public<br/>Deliberation:</b></p> <p>What, if any, limits should the United States</p> |



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| <p><b><u>Week Ten</u></b></p> <p><b>Nov. 1, 2021</b></p> <p>Slavery</p> <p>Freedom</p> <p>Natural Rights</p> <p><i>Dred Scott v. Sanford</i></p> <p>Due Process Rights :5<sup>th</sup> Amendment</p> <p>14<sup>th</sup> Amendment</p> <p>Equal Protections: 14<sup>th</sup> Amendment</p> | <p><b><u>Anti-Slavery Arguments/Anti-Abortion Arguments: 14<sup>th</sup> Amendment</u></b></p> <p>Read: PowerPoint Slides</p> <p>Video: 14th Amendment (due process and equal protection clauses)</p> <p><a href="https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-civil-liberties-and-civil-rights/us-gov-social-movements-and-equal-protection/v/14th-amendment-and-equal-protection">https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-civil-liberties-and-civil-rights/us-gov-social-movements-and-equal-protection/v/14th-amendment-and-equal-protection</a></p> <p>Read: Dyer, <i>Slavery, Abortion, and the Politics of Constitutional Meaning</i>:</p> <ol style="list-style-type: none"> <li>CH2 (pp. 14-42)</li> <li>CH7 (pp. 156-164)</li> </ol> <p><i>Additional Material Accompanying PPT</i></p> <ol style="list-style-type: none"> <li>U.S. Constitution (1787)<br/> <a href="http://www.archives.gov/exhibits/charters/constitution_transcript.html">http://www.archives.gov/exhibits/charters/constitution_transcript.html</a> (citizenship—Article I, Section 2)</li> <li>U.S. Constitution (1787)<br/> <a href="http://www.archives.gov/exhibits/charters/constitution_transcript.html">http://www.archives.gov/exhibits/charters/constitution_transcript.html</a> (privacy rights—5<sup>th</sup> Amendment, 14<sup>th</sup> Amendment)</li> </ol> |                                                                                                                                                                      |
| <b>Nov. 3, 2021</b>                                                                                                                                                                                                                                                                       | <ol style="list-style-type: none"> <li>Video: Jubilee, “Pro-Choice vs. Pro-Life: Can They See Eye to Eye?”</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Quiz: Week 10</b>                                                                                                                                                 |

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| <p>Abortion Politics</p> <p>Privacy</p> <p><i>Roe v. Wade</i></p> <p>Public Morality</p> <p>Personhood and Fetal Rights</p> <p>Civil Rights</p> <p>Facilitation Principles</p> | <p><a href="https://www.youtube.com/watch?v=yRA0KMCEP2o">https://www.youtube.com/watch?v=yRA0KMCEP2o</a> (20 minutes).</p> <p>2. Read: Nikki Schwab, “Here’s Why the 14<sup>th</sup> Amendment is a Big Deal,” <i>U.S. News &amp; World Report</i>, July 28, 2015, <a href="https://www.usnews.com/news/articles/2015/07/28/heres-why-the-14th-amendment-is-a-big-deal">https://www.usnews.com/news/articles/2015/07/28/heres-why-the-14th-amendment-is-a-big-deal</a>.</p> <p>3. Read: Patrick J. Lyons, “Trump Wants to Abolish Birthright Citizenship: Can He Do That,” <i>New York Times</i>, August 22, 2019, <a href="https://www.nytimes.com/2019/08/22/us/birthright-citizenship-14th-amendment-trump.html">https://www.nytimes.com/2019/08/22/us/birthright-citizenship-14th-amendment-trump.html</a>.</p> <p>4. Read: Lenora Lapidus and Sandra Park, “The Real Meaning of Due Process in the #Me Too Era,” <i>The Atlantic</i>, February 15, 2018, <a href="https://www.theatlantic.com/politics/archive/2018/02/due-process-metoo/553427/">https://www.theatlantic.com/politics/archive/2018/02/due-process-metoo/553427/</a>.</p> <p>5. John A. Shields, “<a href="#">A Hard But Real Compromise is Possible on Abortion.</a>” <i>The New York Times</i>, October 21, 2021.</p> | <p><b>Mini-Public Deliberation:</b></p> <p>Who should be granted more due process rights in the abortion debate?</p> <p><b>Due: Mini-Public Report</b></p> |
|                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                            |
| <p><b><u>Week Eleven</u></b></p> <p><b>Nov. 8, 2021</b></p> <p>LGBTQ History</p> <p>Coalition Politics</p> <p>Radical and Reform</p>                                           | <p><b><u>Movement(s) for LGBTQ Rights</u></b></p> <p>1. Watch: Interview with Beth Kraig, Professor of History at Pacific Lutheran University</p> <p>2. Review: “<a href="#">Milestones in the American Gay Rights Movement</a>” <i>PBS American Experience</i>”</p> <p>3. Read: Kraig, Beth. “Doing the Right Thing: Conscience, Conflict, and Community in the Struggle against Seattle’s Antigay Initiative 13.” <i>Peace &amp; Change</i> 43, no. 4 (2018): 393–419. <a href="https://doi.org/10.1111/pech.12296">https://doi.org/10.1111/pech.12296</a>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                            |

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| <p><b>Nov. 10, 2021</b></p> <p>LGBTQ Adoption</p> <p>Rights + Deliberation</p>                                         | <ol style="list-style-type: none"> <li>1. Watch: Rep. Sean Patrick Maloney's Testimony at Administration's Religious Liberty Assault on LGBT Rights,<br/><a href="https://www.youtube.com/watch?v=TmabFzi0wqc">https://www.youtube.com/watch?v=TmabFzi0wqc</a></li> <li>2. Chris Johnson, "Amid Coup Chaos, Trump Quietly Erases LGBTQ Protections in Adoption, Health Services," <i>Washington Blade: Gay News, Politics, LGBT Rights</i> (blog), January 8, 2021,<br/><a href="https://www.washingtonblade.com/2021/01/08/amid-coup-chaos-trump-quietly-erases-lgbtq-protections-in-adoption-health-services/">https://www.washingtonblade.com/2021/01/08/amid-coup-chaos-trump-quietly-erases-lgbtq-protections-in-adoption-health-services/</a></li> <li>3. Jo Yurcaba, "Biden Issues Executive Order Expanding LGBTQ Nondiscrimination Protections," <i>NBC News</i>, January 21, 2021,<br/><a href="https://www.nbcnews.com/feature/nbc-out/biden-issues-executive-order-expanding-lgbtq-nondiscrimination-protections-n1255165">https://www.nbcnews.com/feature/nbc-out/biden-issues-executive-order-expanding-lgbtq-nondiscrimination-protections-n1255165</a></li> <li>4. Totenberg, Nina. "Supreme Court Rules Catholic Group Doesn't Have To Consider LGBTQ Foster Parents." <i>NPR</i>, June 17, 2021.<br/><a href="https://www.npr.org/2021/06/17/996670391/supreme-court-rules-for-a-catholic-group-in-a-case-involving-gay-rights-foster-c">https://www.npr.org/2021/06/17/996670391/supreme-court-rules-for-a-catholic-group-in-a-case-involving-gay-rights-foster-c</a></li> </ol> | <p><b>Quiz: Week Eleven</b></p> <p>Group Discussion of Class Readings &amp; Activities</p> |
|                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                            |
| <p><b><u>Week Twelve</u></b></p> <p><b>Nov. 15, 2021</b></p> <p>Misinformation</p> <p>Public Confidence in Science</p> | <p><b><u>Science and Debates About Truth</u></b></p> <ol style="list-style-type: none"> <li>1. Read: PowerPoint Slides</li> <li>2. Read: Chapter 40: "Deliberative Democracy and Science." <i>The Oxford Handbook of Deliberative Democracy</i>.</li> <li>3. Read: Mecklin, John, ed. "<a href="#">Closer Than Ever: It is 100 Seconds to Midnight</a>." 2020 Doomsday Clock. <i>Bulletin of the Atomic Scientists</i>, January 23, 2020.</li> <li>4. Read: Iyengar, Shanto, and Douglas S. Massey. "Scientific Communication in a Post-Truth Society." <i>Proceedings of the National Academy of Sciences in the United States of America</i>, April 16, 2019.</li> <li>5. Read: <a href="#">The Media Manipulation Casebook</a> Shorenstein Center on Media, Politics and Public Policy, Harvard Kennedy School (<i>Review Sections on Methods and Definitions</i>)</li> <li>6. Watch: "Twitter, FB Have Deplatformed Trump." PBS News,<br/><a href="https://www.pbs.org/newshour/show/twitter-fb-hav">https://www.pbs.org/newshour/show/twitter-fb-hav</a></li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                            |

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|                                                                | <p>e-deplatformed-trump-is-it-enough.</p> <p>7. Listen: <a href="#">Russia Doesn't Have to Make Fake News: Biggest Threat is Closer to Home</a>, "All Things Considered, NPR, September 29, 2020</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                         |
| <b>Nov. 17, 2021</b>                                           | NCA Convention (Asynchronous Class)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Quiz Week 12</b></p> <p>Mini-Public Deliberation:<br/>Should Former President Donald Trump be De-Platformed From Social Media?</p> <p><b>Due: Mini-Public Report (Sunday)</b></p> |
|                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                         |
| <p><b><u>Week Thirteen</u></b></p> <p><b>Nov. 22, 2021</b></p> | <p><b><u>Immigration and Citizenship</u></b></p> <ol style="list-style-type: none"> <li>1. Read: PowerPoint Slides</li> <li>2. Read: Chapter 24: "Deliberation in Protests and Social Movements," <i>The Oxford Handbook of Deliberative Democracy</i>, pp. 392-403.</li> <li>3. Read: Naturalization Law of 1790:<br/><a href="http://memory.loc.gov/cgi-bin/ampage?collId=llsl&amp;fileName=001/llsl001.db&amp;recNum=226">http://memory.loc.gov/cgi-bin/ampage?collId=llsl&amp;fileName=001/llsl001.db&amp;recNum=226</a></li> <li>4. Watch: <a href="#">Project Divided: "Can a Liberal and Conservative Agree on Immigration?"</a><br/>View: "On the Border With the Photographer John Moore," <i>The Atlantic</i>, June 20, 2018,<br/><a href="https://www.theatlantic.com/photo/2018/06/on-the-border-with-photographer-john-moore/563282/">https://www.theatlantic.com/photo/2018/06/on-the-border-with-photographer-john-moore/563282/</a>.</li> </ol> | <p><b>Due: Summary Research Reports &amp; PPT Slides</b></p> <p><b>Due: List of Questions (By Midnight November 23, 2021)</b></p>                                                       |
| <b>Nov. 24, 2021</b>                                           | <b>No Class – Thanksgiving Day Break</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Quiz: Week 13</b>                                                                                                                                                                    |

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| <b><u>Week Fourteen</u></b><br><br><b>Nov. 29, 2021</b><br><br>Climate Change and Misinformation | <b><u>Discuss Terps Deliberate Event</u></b><br><br><b><u>Climate Change and Deliberation</u></b><br><br>1. Read: PointPoint Slides<br>2. Read: Chapter 48: "Deliberative Democracy and the Environment." <i>The Oxford Handbook of Deliberative Democracy</i> , pp. 755-764.<br>3. Funk, Cary, and Brian Kennedy. "How Americans See Climate Change in 5 Charts." <i>Pew Research Center</i> , April 19, 2019, <a href="https://www.pewresearch.org/fact-tank/2019/04/19/how-americans-see-climate-change-in-5-charts/">https://www.pewresearch.org/fact-tank/2019/04/19/how-americans-see-climate-change-in-5-charts/</a> .<br>4. Read: Ivanova, Irina. "Environmentalists pan Facebook's new climate change hub." <i>CBS News</i> , September 16, 2020. <a href="https://www.cbsnews.com/news/facebook-climate-change-denial-information-center/">https://www.cbsnews.com/news/facebook-climate-change-denial-information-center/</a>       | <b>Quiz: Week Fourteen</b><br><br>Instructors will distribute the questions for the Terps Deliberate Event during class<br><br>Instructors will distribute compiled PPT Slides during class |
| <b>Dec. 1, 2021</b><br><br>Youth Protest and Climate Change                                      | <b><u>Discuss Terps Deliberate Event</u></b><br><br>1. Read: Dakota Access Pipeline Letters: <a href="https://www.choices.edu/wp-content/uploads/2017/08/choices-twtn-dakota-pipeline-letters.pdf">https://www.choices.edu/wp-content/uploads/2017/08/choices-twtn-dakota-pipeline-letters.pdf</a><br>2. Speech: Thunberg, Greta. "Speech Before the U.N. Climate Action Summit," September 23, 2019, <a href="https://www.npr.org/2019/09/23/763452863/transcript-greta-thunbergs-speech-at-the-u-n-climate-action-summit">https://www.npr.org/2019/09/23/763452863/transcript-greta-thunbergs-speech-at-the-u-n-climate-action-summit</a> .<br>3. Warzel, Charlie. "Gen Z Will Not Save Us." <i>New York Times</i> , June 22, 2020, <a href="https://www.nytimes.com/2020/06/22/opinion/trump-protest-gen-z.html">https://www.nytimes.com/2020/06/22/opinion/trump-protest-gen-z.html</a> .<br>4. Listen: Xiye Bastida's interview with NPR: | Hold Terps Deliberate Event Outside of Class                                                                                                                                                |

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|                                                                                               | <a href="https://www.npr.org/2020/05/22/860168455/xiye-bastida-how-are-young-people-making-the-choice-to-fight-climate-change">https://www.npr.org/2020/05/22/860168455/xiye-bastida-how-are-young-people-making-the-choice-to-fight-climate-change</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                            |
| <b>Week Fifteen</b><br><br><b>Dec. 6, 2021</b>                                                | No Class - Teams Hold Terps Deliberate Events                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Hold Terps Deliberate Event Outside of Class By Midnight December 6, 2021                                                                                                                  |
| <b>Dec. 8, 2021</b>                                                                           | Discuss Terps Deliberate Event and the Report                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                            |
| <b>Week Sixteen</b><br><br><b>Dec. 13, 2021</b><br><br>Challenging the Impact of Deliberation | <b><u>The Limits of Deliberation (Last Day of Class)</u></b><br><br>1. Read: PowerPoint Slides<br>2. Chapter 57: "If Deliberation is Everything, Maybe It's Nothing." <i>The Oxford Handbook of Deliberative Democracy</i> , pp. 883-893.<br>3. Read: Lewis, John. "Together, You Can Redeem the Soul of Our Nation." <i>New York Times</i> , July 30, 2020,<br><a href="https://www.nytimes.com/2020/07/30/opinion/john-lewis-civil-rights-america.html">https://www.nytimes.com/2020/07/30/opinion/john-lewis-civil-rights-america.html</a> .<br>4. <i>Project Divided</i> : "The Limits of Conversation"<br><a href="https://www.projectdivided.com/webseries">https://www.projectdivided.com/webseries</a><br>(Episodes 9--two parts) | <b>DUE: Report--Terps Deliberate Event</b><br><b>Mon. Dec. 13, 2021 (by midnight)</b><br><br><b>Due: Deliberative Self-Assessment #2 and Peer Evaluation #2</b><br>Fri., December 17, 2021 |
|                                                                                               | <b>Final Exam</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Saturday, December 18, 2021--1:30 to 3:30 p.m.                                                                                                                                             |
|                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                            |

### **Course Procedures and Policies:**

The official university 'one-stop' spot for checking Undergraduate policies can be found at <http://www.ugst.umd.edu/courserelatedpolicies.html>. A more extensive explanation of Undergraduate policies can be found at <http://www.ugst.umd.edu/documents/CourseRelatedPolicies.pdf>.

**Attendance and Absences:** [V-100\(G\) University of Maryland Policy on Excused Absence](#).



Students claiming an excused absence must notify the course instructor in a timely manner and provide appropriate documentation. The notification should be provided either prior to the absence or as soon afterwards as possible. In the case of religious observances, athletic events, and planned absences known at the beginning of the semester, the student must inform the instructor during the schedule adjustment period. All other absences must be reported as soon as is practical. The student must provide appropriate documentation of the absence. The documentation must be provided in writing to the instructor by the means specified in this syllabus.

### **Zoom Policy:**

Because of the interactive and collaborative nature of this course, in-person attendance is expected. Students should only attend class via Zoom when outstanding circumstances prevent them from attending in-person. If outstanding circumstances necessitate a long absence from in-person class, please contact the instructors to arrange a plan and provide documentation.

**For Monday classes:** If you need to attend class via Zoom for a Monday session, please email Taylor ([hourigan@umd.edu](mailto:hourigan@umd.edu)) by no later than noon on Monday. You can then access the Zoom session via the tab on ELMS.

— **For Wednesday classes:** Students attending Zoom class for a Wednesday session will not need to notify instructors beforehand. We will host the first ~30-45 minutes of Wednesday session via Zoom, which you can access via the tab on ELMS. The latter portion of most Wednesday sessions will be spent in Mini-Public Deliberations. As such, students attending a Wednesday session online will need to make arrangements with their group to participate in MPDs via Zoom (i.e., another student will need to bring a device capable of Zooming you in.)

### **Seating in the Classroom:**

Instructors may encourage students to consistently sit on the same seat/location in the room. They may also remind their students, at the beginning of each class session, to scan the QR codes available in the room to check-in at their chosen seats/location. QR codes are being placed in seats, locations (tables/zones), or rooms based on room capacity and configuration. When students arrive in class, they will be asked to use their mobile phones to “check-in” by scanning the corresponding QR code. This will allow the Health Center to identify and notify those who have been in close contact with a person who tested positive. QR codes will be installed in all General Purpose Classrooms (GPCs) following order: large rooms (49 seats or more - lecture halls and 6-rounds); mid-size rooms (31 - 49 movable seats) and small classrooms (30 or fewer - GPCs). QR codes will also be available for departmental classrooms.

**Communication about this course:** Faculty and advisors use email to convey important information. Students are responsible for keeping their email addresses up to date and for checking their course-related emails regularly. Failure to receive information sent via email to the student’s email address on record does not constitute an excuse for missing announcements or deadlines. Students are required to use their official UMD email addresses in correspondence about class.

**Emergency protocol:** Announcements will be made via ELMS if class is canceled. Students should ensure they set up their ELMS account to receive announcements in real time. Make-up classes will feature on-line lectures and assignments.

**Academic Integrity:** The University's **Code of Academic Integrity** is designed to ensure that the principles of academic honesty and integrity are upheld. In accordance with this code, the Smith School does not tolerate academic dishonesty. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code. It is your responsibility to read it and know what it says, so you can start your professional life on the right path. It is important to note that course assistance websites, such as CourseHero, are not permitted sources, unless the instructor explicitly gives permission for you to use one of these sites. Material taken or copied from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might not be accurate and that shortcut the learning process, particularly the critical thinking steps necessary for college-level assignments.

Additionally, it is understandable that students may use a variety of online or virtual forums for course-wide discussion (e.g., GroupME or WeChat). Collaboration in this way regarding concepts discussed in this course is permissible. However, collaboration on graded assignments is strictly prohibited unless otherwise stated. Examples of prohibited collaboration include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc.

*Relying on the Chegg website for answering questions in support of graded course assignments, exams, or quizzes is not permissible and will be considered a violation of UMD's academic integrity policy (<https://www.chegg.com/>).*

Finally, on each exam or assignment you must write out and sign the following pledge:

*"I pledge on my honor that I have not given or received any unauthorized assistance on this exam/assignment."*

Please visit the **Office of Undergraduate Studies' full list of campus-wide policies** and follow up with me if you have questions.

*Also, if you are ever unclear about acceptable levels of collaboration, please ask!*

### **Resources & Accommodations**

Accessibility and Disability Services: The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the

University, or be subjected to discrimination. The [Accessibility & Disability Service \(ADS\)](#) provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact me as soon as possible so that I have sufficient time to make arrangements.

For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at [adsfrontdesk@umd.edu](mailto:adsfrontdesk@umd.edu). Information about [sharing your accommodations with instructors, note taking assistance](#) and more is available from the [Counseling Center](#).

**Student Resources and Services:** Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit [UMD's Student Academic Support Services website](#) to learn more about the wide range of campus resources available to you. In particular, everyone can use some help sharpening their communication skills (and improving their grade) by visiting [UMD's Writing Center](#) and schedule an appointment with the campus Writing Center. You should also know there are a wide range of resources to support you with whatever you might need ([UMD's Student Resources and Services website](#) may help). If you feel it would be helpful to have someone to talk to, visit [UMD's Counseling Center](#) or [one of the many other mental health resources on campus](#).

**Basic Needs Security:** If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please visit [UMD's Division of Student Affairs website](#) for information about resources the campus offers you and let me know if I can help in any way.

**Technology Policy:** Please refrain from using cellphones and other electronic devices during class sessions unless we have designated such use as part of a class exercise.

**Netiquette Policy:** Netiquette is the social code of online classes. Students share a responsibility for the course's learning environment. Creating a cohesive online learning community requires learners to support and assist each other. To craft an open and interactive online learning environment, communication has to be conducted in a professional and courteous manner at all times, guided by common sense, collegiality and basic rules of etiquette.

**Course Evaluation:** Please submit a course evaluation through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the [Course Eval UM website](#) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing through Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

**Copyright Notice:** Course materials are copyrighted and may not be reproduced for anything other than personal use without written permission.

**Campus Pantry:** Alleviates food insecurity and provides a safe space to distribute emergency food to current UMD students. You can learn more about the Campus Pantry here: <http://campuspantry.umd.edu/>.

**Counseling & Mental Health Services:**

Counseling Center: Shoemaker Building, 301.314.7651, [www.counseling.umd.edu](http://www.counseling.umd.edu)

Mental Health Service (University Health Center): Campus Drive, 301.314.8106, <http://www.health.umd.edu/mentalhealth/services>

Student Crisis Fund: For students who have an unexpected critical situation and need immediate financial support. Students will be asked for basic information to describe their circumstances of the emergency need and what other sources of funds are available. For more information, visit <http://www.crisisfund.umd.edu/gethelp.html>