

Offices: Engelhardt: 205 East College
Schadler: 211 East College
Office hours: Engelhardt: M 4:30-5:30pm, Th 11-12pm, and by appointment
Schadler: _____, and by appointment
Contact: Engelhardt: engelhaj@dickinson.edu; 717.254.8301
Schadler: schadler@dickinson.edu

Class Meetings: Tu Th 10:30-11:45, preferably in East College

Text: All readings will be posted on the course Moodle.

Learning goals: This is a course on public dialogue, with a focus on participating in potentially fractious discussions while building community and recognizing diverse perspectives and knowledge-bases. By the end of the course, you'll have a better understanding of the roles that public dialogue should play in a democracy, the causes of breakdown in public dialogue, some skills for facilitating public dialogue, and some ideal outcomes of *good* public dialogue.

Graded work:

Class Participation	25%
Discussion Posts	15%
Panel Discussions	20%
Dialogue Journals	10%
Papers/Projects	30%

Class participation: (1) Come to class prepared to engage in dialogue. Early in the semester, we'll learn some skills for participating in class discussion that tend to make discussions more welcoming, more inclusive, more fun, and more fruitful. Your class participation will be graded partly on how well you deploy these skills during class.

(2) Come to class prepared to talk in detail about course readings. It isn't enough to simply read each word in the assignment. You must have worked hard to understand the reading before class meets. Ideally, we won't ever have to spend class time explaining what the readings say, and we can instead focus on *evaluating* what was said, asking probing questions, and working through our ideas about the readings. If you find that you can't understand a reading on your own before class, prepare specific questions that will aid your understanding and ask them during class..

If it's difficult for you to speak in class, let one of us know as soon as possible, and we'll figure something out.

Discussion posts: You'll have to complete two kinds of discussion posts on Moodle. Each will be graded. (1) Summary Post. Each of you will have to write a summary of one assigned reading and post the summary to the course forum. We'll assign each summary in a post to Moodle after the

add/drop period. Summaries will be graded on (a) accuracy to the reading, (b) how well important ideas are explained, and (C) succinctness. (2) Question post. Each of you will have to post two questions about one of the assigned readings on the Moodle forum. We'll assign the question posts after the add/drop period. Questions will be graded on how well they (i) demonstrate understanding of the assigned reading, (ii) get at the most important issues in the reading, and (iii) generate student discussion.

Panel discussions: throughout the semester, there will be three 'panel discussions.' After the first week of class, we'll post a schedule assigning everyone to a panel. Each panel is organized around a question or topic (listed on the calendar below). In preparation for the discussion, you must research the topic and prepare an answer to the panel question. During the discussion, you must (i) present your answer to the class, (ii) articulate virtues of your answer, and (iii) engage with others' answers. At the beginning of the panel, each panelist will have one minute to state and motivate their answer. After each panelist has made their 'opening statement,' panelists should ask questions of one another or take questions from the audience (including the professor). Panelists will be graded on their use of dialogue tools, the cogency of their reasoning, and the insights they express during the discussion.

Everyone in the class is expected to attend panel discussions and (a) ask questions, (b) take notes on how panelists use dialogue skills, and (c) reflect on how dialogue skills affected the discussion.

Dialogue Journals: Throughout the semester, you'll keep a journal in which you reflect on uses of dialogue skills. The journal should include notes on dialogue skills used in panel discussions, class discussions, and anywhere else you notice their use. These will be collected and graded on the last day of class. A complete journal will have notes and reflections on dialogue skills used in each of the panel discussions, each discussion day, and at least five other situations (in or out of class). An A journal will be complete and will have thoughtful reflections on each dialogue skill learned in the course.

Papers/Projects: Everyone will have to complete a final project related to the course content and learning goals. The paradigmatic project is a paper of around 1,000 words, but you're also welcome to propose various other kinds: developing an app, organizing in your community, starting a club at Dickinson—be creative! Every project should be completed in stages with deadlines as follows.

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|------------------------|---|
| Step 1: March 1 | For a paper: tell us your topic and motivate it in 300 words. |
| Step 2: April 1 | For a paper: submit a first draft |
| Step 3: May 1 | For a paper: submit a second draft |
| Step 4: Class exam day | Submit the final project |

Paper/draft grading timeline: We usually return papers with grades and comments about **two weeks** after they were submitted. We aim to give comments that will be helpful when writing your next paper, and it takes time.

Late work: Work submitted any time after the due date is late. At each midnight after the due date, we'll reduce the grade on the assignment by 5 points. So, if you submit your work at 11:55pm two days after the due date, you'll lose 10 points. If you submit it 10 minutes later, you'll lose 15 points.

Use these rules to make rational decisions. For instance, if you think you can improve your paper by 10 points by taking an extra day to write it, it makes sense for you to take that day and hand the paper in late. What we want is for you to write good papers whether they're late or not. However, unless there are special circumstances, **no assignments will be accepted after midnight on the class exam day.**

Accommodating Students with Disabilities

Dickinson values diverse types of learners and is committed to ensuring that each student is afforded equitable access to participate in all learning experiences. If you have (or think you may have) a learning difference or a disability – including a mental health, medical, or physical impairment – that would hinder your access to learning or demonstrating knowledge in this class, please contact Access and Disability Services (ADS). They will confidentially explain the accommodation request process and the type of documentation that Dean and Director Marni Jones will need to determine your eligibility for reasonable accommodations. To learn more about available supports, go to www.dickinson.edu/ADS, email access@dickinson.edu, call (717) 245-1734, or go to the ADS office in Room 005 of Old West, Lower Level (aka "the OWLL").

If you've already been granted accommodations at Dickinson, please follow the guidance at www.dickinson.edu/AccessPlan for disclosing the accommodations for which you are eligible and scheduling a meeting with me as soon as possible so that we can discuss your accommodations and finalize your Access Plan. If you will be using any test-taking accommodations in this class, please be sure to enter all test dates into your Access Plan in advance of our meeting.

Offices. Our offices are on the 2nd floor of East College, which has an elevator, located at the building's northwest corner. If you require the use of an elevator to access the 2nd floor, please let one of us know. If there is ever a malfunction with the elevator and you would like to come to office hours, we will gladly arrange to meet you at an alternative location or by video conference.

Academic Violations of the Community standards

In the course, we will follow Dickinson policy for defining, investigating, and responding to academic violations of the Dickinson Community Standards. Find information about the Community Standards here: http://www.dickinson.edu/info/20273/dean_of_students/867/community_standards

Tentative schedule

DATE

READING/ACTIVITY/TOPIC

T 1.23 Dialogue and Friendship

Connect before content

Dialogue and Difference

R 1.25 Dialogue Skills I

Temple and Sarrouf, "Disruption, Dialogue, and Swerve"

T 1.30 Dialogue and Democracy

Plato, The Apology

R 2.1 Democracy

Schmitter and Terry, "What Democracy Is and Is Not"

T 2.6 Discussion

Emma Goldman, "Anarchism: What It Really Stands For"

Complications: Polarization

R 2.8 Intro to Polarization

Democracies Divided: The Global Challenge of Polarization, pp. 1-13

- T 2.13 Global polarization McCoy, et al, "Polarization and the Global Crisis of Democracy"
 R 2.15 Populism "Global Populisms and Their Challenges"
 T 2.20 US Polarization *Democracies Divided*, pp. 65-92: "The Long Path of Polarization in the US"
 R 2.22 Politics and Polarization Coppins, "The Man Who Broke Politics" in *The Atlantic*
 T 2.27 Discussion Overthink Podcast: Ep. 28, Cancel Culture
 R. 2.29 Panel Discussion: What, if anything, should we do about polarization?

T 3.5 Final Papers/Project Workshop

Complications: Social Positioning

- R 3.7 Standpoint Epistemology Overthink Podcast on Standpoint Epistemology
Spring Break
 T 3.19 Testimonial Injustice Miranda Fricker, *Epistemic Injustice* (excerpt)
 R 3.21 Hermeneutical Injustice Miranda Fricker, *Epistemic Injustice* (excerpt)
 T 3.26 Systematic Ignorance Charles Mills, "White Ignorance"
 R 3.28 Echo Chambers Nguyen, "Escape the Echo Chamber"
 T 4.2 Discussion Nguyen, "Transparency is Surveillance"
 R 4.4 Panel: How, if at all, should social positioning affect participation in public dialogue?

T. 4.9 Final Papers/Project Workshop

Coalitions, Solidarity, Family

- R 4.11 Shankar Vedantam "Something Worth Dying For"
 T 4.16 Solidarity and mutual aid Dean Spade, "Solidarity Not Charity"
 R 4.18 Clara Hill, *Helping Skills*, ch. 5: "Attending, Listening, and Observing Skills"
 T 4.23 Discussion Sophie Lewis, *Abolish the Family* (excerpt)
 R 4.25 Panel Discussion: How should we organize our group affiliations?

T 4.30 Final Papers/Project Workshop

- R 5.2 Evaluations, lingering questions **Dialogue Journals Due**

Final papers due: