

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

### **Course Info:**

COMM 398I

Fall 2022

*Meeting Times:* TU/TH 2:00-3:15 pm

H. J. Patterson 2242

### **Contact Info:**

Dr. Shawn J. Parry-Giles, Professor

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### **Office Hours:**

- [Dr. Shawn J. Parry-Giles](mailto:spg@umd.edu): Tuesday, Noon to 1:30 p.m. (Please email in advance to set up a Zoom appointment)
- Divine Aboagye: Tuesday 10am to 11:30am and by appointment (Please, email in advance to request Zoom appointment)

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

### **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 formative (reading quizzes) and summative 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, summative 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 fundamental to the principles of deliberative democracy that are assessed through reading quizzes and the final exam and discussed in the mini-public deliberations.

### ***Names/Pronouns and Self-Identifications***

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit [trans.umd.edu](https://trans.umd.edu) to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

### **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 cumulative final exam that you take during final exam week.

These reading quizzes will feature multiple choice, matching, and true/false questions and will be administered and proctored via ELMS. The reading quizzes must be completed by **one o'clock on Thursday** 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 (MPD):**

COMM 398I 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. COMM 398I 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). You will be asked to record your deliberations through Otter software during your last two MPDs. 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 and they should bring in specific examples from the deliberations to support the arguments made about the team's performance. 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.

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 6 to 7 team members. You can find the survey in the Week One schedule on ELMS.

- Each team will contribute to helping create the COMM 398I deliberation principles for the class that will guide our mini-public deliberations for the semester.
- Each team member will fill out and sign a team contract that reinforces their team's agreed-upon commitments 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 should record their mini-public deliberation through Otter Software during the last two MPDs.
- 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 (specific examples from the mini-public 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 specific 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. 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. The team will share the PPT slides with the participants in advance of the TDE and 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 COMM 398I. 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.

- **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. The exam will be completed online during the final exam period for the class: **Saturday, December 17, 10:30 am - 12:30 pm**. The exam is open book but also timed. Students will have 45 minutes to complete the exam between 10:30 a.m. and 12:30 p.m. on Saturday, December 17, 2022.

*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 COMM398I is a deliberation course necessitating engagement with others. Seventy percent of your grade will be based on team assignments. For group grades, each team member receives the same grade. You will want to ensure that you all take responsibility for reviewing the materials for the team assignments.

All assignments will be submitted and graded through ELMS. You can access your grades through ELMS. Each assignment includes a rubric that lays out the criteria for evaluation.

| <b>Assignment</b>  | <b>Percentage</b> |
|--|-------------------|
| 1. Mini-Public Deliberations/<br>Mini-Analysis (5)           | 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%          |

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

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and distribute such materials except for personal use and with the instructor's permission.  
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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>  |
|--|--|---|
| <p><b><u>Week One</u></b></p> <p><b>August 30, 2022</b></p> <p>Deliberation</p> <p>Democratic Deliberation</p> | <p><b><u>Introduction to Deliberation</u></b></p> <p>Guiding Question: <i>Can the political issues that most divide us also unite us?</i></p> <ol style="list-style-type: none"> <li>1. Review Syllabus</li> <li>2. Read: PowerPoint Slides</li> <li>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.</li> <li>4. Video: "Addressing Anti-Racism With Students," Edutopia, April 9, 2021, <a href="https://www.edutopia.org/video/addressing-anti-asi-an-racism-students">https://www.edutopia.org/video/addressing-anti-asi-an-racism-students</a></li> </ol>  | <p>Breakout Group 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").</p>                                   |
| <p><b>Sept. 1, 2022</b></p> <p>Deliberative Democracy</p> <p>Social Construction</p> <p>Identity</p>           | <p><b><u>Types of Deliberation/Identity Politics</u></b></p> <ol style="list-style-type: none"> <li>1. Watch Recorded Lecture: Identities and Classification (MS)</li> <li>2. Read: PowerPoint Slides</li> <li>3. Read: Chapter Four: "The Forms of Deliberative Communication," <i>The Oxford Handbook of Deliberative Democracy</i>, pp. 70-81.</li> <li>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).</li> <li>5. Video: <i>Project Divided</i>: <a href="https://www.projectdivided.com/">https://www.projectdivided.com/</a> "Find Out What Happens When Two East Coast . . ." (Episode One: "The Project")</li> <li>6. Video: Part Four: Shifting Paradigms, Navigating Conflict," NPR, November 1, 2020, <a href="https://www.npr.org/2020/11/01/929856421/after-a">https://www.npr.org/2020/11/01/929856421/after-a</a></li> </ol> | <p><b>Quiz: Week One</b></p> <p>Submit: <u>Individual questionnaire</u> that instructors will use to form the mini-public deliberation teams (midnight)</p> <p>Group Discussion: Each group should identify two deliberative principles that will guide our</p> |

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|  | <a href="#">-bitter-election-can-americans-find-a-way-to-heal-their-divides.</a>  | deliberations together?   |
| <b>Week Two</b><br><b>Sept. 6, 2022</b><br>Demagoguery<br>Political Polarization<br>Politics & Emotion | <b>Introduction to Demagoguery</b> <ol style="list-style-type: none"> <li>1. Read: PPT Slides</li> <li>2. Read: Patricia Roberts-Miller, <i>Demagoguery and Democracy</i>, 21-35.</li> <li>3. Read: Elizabeth Colbert, “How Politics Got So Polarized,” <i>New Yorker</i>, December 27, 2021, <a href="https://www.newyorker.com/magazine/2022/01/03/how-politics-got-so-polarized">https://www.newyorker.com/magazine/2022/01/03/how-politics-got-so-polarized</a>.</li> <li>4. Molly Young, “How Disgust Explains Everything,” <i>New York Times</i>, December 27, 2021, <a href="https://www.nytimes.com/2021/12/27/magazine/disgust-science.html">https://www.nytimes.com/2021/12/27/magazine/disgust-science.html</a>.</li> <li>5. Richard H. Pildes, “Why So Many Democracies Are Floundering,” <i>New York Times</i>, <a href="https://www.nytimes.com/2021/12/29/opinion/democracy-fragmentation-america-europe.html">https://www.nytimes.com/2021/12/29/opinion/democracy-fragmentation-america-europe.html</a>.</li> <li>6. Video: “Anti-Semitism: Fighting Discrimination Online to Offline,” August 14, 2021, United Nations, <a href="https://www.youtube.com/watch?v=inuXmT_4nng">https://www.youtube.com/watch?v=inuXmT_4nng</a>.</li> <li>7. Video: “Exploring the Recent History of U.S. Immigration,” <i>PBS</i>, October 28, 2019, <a href="https://www.pbs.org/video/retro-report-on-pbs-season-1-episode-7-exploring-recent-history-us-immigration-backlashes/">https://www.pbs.org/video/retro-report-on-pbs-season-1-episode-7-exploring-recent-history-us-immigration-backlashes/</a>.</li> </ol> | Instructors Will Distribute Deliberative Principles<br>Group Discussion: Identify the most pressing “us v. them” divisions that exist in U.S. politics today. (Provide more specificity than Republicans vs. Democrats) |
| <b>Sept. 8, 2022</b><br>Facilitation<br>Participatory Democracy<br>Deliberation                        | <b>Facilitation and Deliberative Participation</b> <ol style="list-style-type: none"> <li>1. Read: PPT Slides</li> <li>2. Read: Chapter 12: “Deliberative &amp; Participatory Democracy,” <i>The Oxford Handbook of Deliberative Democracy</i>, pp. 187-194.</li> <li>3. Read: Danielle Allen, “Prologue,” <i>Talking to Strangers</i>, pp. xiii-xxii.</li> <li>4. “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> </ol>  | <b>Quiz: Week Two</b><br>Instructors Will Distribute Deliberative Principles<br>Assign Mini-Publics   |

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|---|--|--|
| <p>Friendship and<br/>Citizenship</p>   | <p>5. Video: “Citizens Assemble: Deliberative Democracy,”<br/><a href="https://www.youtube.com/watch?v=4kOGdq-9jXM">https://www.youtube.com/watch?v=4kOGdq-9jXM</a></p> <p>6. Video: “Facilitation 101,”<br/><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></p>   | <p>Mini-publics will work together on the team contract (see template) in Week Two</p> |
| <p><b>Week Three</b></p> <p><b>Sept. 13, 2022</b></p> <p>Democracy</p> <p>Republicanism</p> <p>Public Good</p> <p>Liberalism</p> <p>Individualism</p> <p>Social Contract</p> <p>Consent of the Governed</p> <p>Ascriptive Citizenship</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: PPT Slides</li> <li>2. Video: “The Social Contract,” Khan Academy<br/><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> <li>3. Meryl Kornfield and Mariana Alfaro, “1 in 3 Americans Say Violence Against Government Can Be Justified, Citing Fears of Political Schism, Pandemic,” <i>Washington Post</i>, January 1, 2022,<br/><a href="https://www.washingtonpost.com/politics/2022/01/01/1-3-americans-say-violence-against-government-can-be-justified-citing-fears-political-schism-pandemic/">https://www.washingtonpost.com/politics/2022/01/01/1-3-americans-say-violence-against-government-can-be-justified-citing-fears-political-schism-pandemic/</a>.</li> <li>4. Video: <i>Divided by Design</i>, “The Scale of Racism in America,”<br/><a href="https://www.dividedbydesign.org/modals/insights/1">https://www.dividedbydesign.org/modals/insights/1</a></li> <li>5. Read: Eliza Shapiro, “New York City Will Change Many Selective Schools to Address Segregation,” <i>New York Times</i>, December 18, 2020,<br/><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>.</li> <li>6. “Sharp Rise in the Share of Americans Saying Jews Face Discrimination,” <i>Pew Research Center</i>, April 15, 2019,<br/><a href="https://www.pewresearch.org/politics/2019/04/15/sharp-rise-in-the-share-of-americans-saying-jews-face-discrimination/">https://www.pewresearch.org/politics/2019/04/15/sharp-rise-in-the-share-of-americans-saying-jews-face-discrimination/</a>.</li> </ol> |  |

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|  | <p><i>Additional Material Accompanying PPT (In-Class Materials)</i></p> <p>7. Rogers Smith, <i>Civic Ideals, Intro.</i> [Lecture PPT Only]</p> <p>8. Declaration of Independence: <a href="https://www.archives.gov/founding-docs/declaration-transcript">https://www.archives.gov/founding-docs/declaration-transcript</a>.</p> <p>9. 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>10. 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, 2022</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>Racial/Social Profiling</p> | <p><b><u>Deliberation and Segregation</u></b></p> <ol style="list-style-type: none"> <li>1. Read: PPT Slides</li> <li>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).</li> <li>3. Read: Adrian De Leon, “The Long History of Racism Against Asian Americans in the U.S.,” <i>PBS News Hour</i>, April 9, 2020, <a href="https://www.pbs.org/newshour/nation/the-long-history-of-racism-against-asian-americans-in-the-u-s">https://www.pbs.org/newshour/nation/the-long-history-of-racism-against-asian-americans-in-the-u-s</a>.</li> <li>4. Video: “Why Are Schools Still so Segregated?,” <i>PBS News Hour</i>, <a href="https://www.youtube.com/watch?v=v2TG9n0vc-4">https://www.youtube.com/watch?v=v2TG9n0vc-4</a>.</li> <li>5. 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></li> <li>6. Review: Story Map—“Mapping Segregation—DC,” <a href="https://www.mappingsegregationdc.org/#story">https://www.mappingsegregationdc.org/#story</a>.</li> </ol> | <p><b>Quiz: Week Three</b></p> <p>Due: <u>Mini-Public Deliberation:</u></p> <p>What types of segregation exist at UMD? How should UMD address the causes (<i>De facto</i> or <i>De jure</i>) and the consequences of segregation?</p> <p><b>Report Due: Mini-Public Deliberation</b></p> |
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| <p><b><u>Week Four</u></b></p> <p><b>Sept. 20, 2022</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> <p>Privilege</p> | <p><b><u>Demagoguery, Racism, and Classism</u></b></p> <ol style="list-style-type: none"> <li>1. Read: PPT Slides</li> <li>2. Read: Ibram X. Kendi, <i>How to Be An Antiracist</i>, 13-34.</li> <li>3. Read: Arlie Russell Hochschild, <i>Strangers in Their Own Land</i>:       <ol style="list-style-type: none"> <li>a. Chapter 14: “The Fires of History: The 1860s and the 1960s”</li> <li>b. Chapter 15: “Strangers No Longer: The Power of Promise”</li> <li>c. Chapter 16: “They Say There Are Beautiful Trees”</li> </ol> </li> <li>4. 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> <li>5. Watch: Beth Kraig, “Stolen Goods.” <a href="https://www.youtube.com/watch?v=OxtgZ2DFSXU&amp;list=PLHYZ4HzQ3wwhv0udNTBLsSxodh2cZdG">https://www.youtube.com/watch?v=OxtgZ2DFSXU&amp;list=PLHYZ4HzQ3wwhv0udNTBLsSxodh2cZdG</a></li> </ol>            |   |
| <p><b>Sept. 22, 2022</b></p> <p>Micro-aggressions</p>   | <p><b><u>Addressing Inequalities</u></b></p> <ol style="list-style-type: none"> <li>1. 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>2. Read: Brian Gallagher, “How Inequality Imperils Cooperation,” <i>Nautilus</i>, January 9, 2020, <a href="http://nautil.us/issue/79/catalysts/how-the-rich-imperil-cooperation">http://nautil.us/issue/79/catalysts/how-the-rich-imperil-cooperation</a>.</li> <li>3. Read: “Voting Laws Roundup: December 2021,” <i>Brennan Center for Justice</i>, December 21, 2021, <a href="https://www.brennancenter.org/our-work/research-reports/voting-laws-roundup-december-2021">https://www.brennancenter.org/our-work/research-reports/voting-laws-roundup-december-2021</a>.</li> <li>4. Read: Michael Eric Dyson, “Where is the Forgiveness and Grace in Cancel Culture,” <i>New York Times</i>, December 28, 2021,</li> </ol> | <p><b>Quiz: Week Four</b></p> <p><b>Due: Signed contracts from each team.</b></p> <p>Due: <u>Mini-Public Deliberation:</u></p> <p>Which of the following authors provides the best vision for addressing racism in the United States: the theories offered by Danielle Allen, Ibram Kendi, or</p> |

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|   | <p><a href="https://www.nytimes.com/2021/12/28/opinion/desmond-tutu-america-justice.html">https://www.nytimes.com/2021/12/28/opinion/desmond-tutu-america-justice.html</a>.</p> <p>5. Video: “Gerrymandering,” Khan Academy, February 18, 2018, <a href="https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-interactions-among-branches/us-gov-congressional-behavior/v/gerrymandering">https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-interactions-among-branches/us-gov-congressional-behavior/v/gerrymandering</a>.</p>   | <p>Arlie Russell<br/>Hochschild?</p> <p><b>Report Due:<br/>Mini-Public<br/>Deliberation</b></p>   |
| <p><b>Week Five<br/>Sept. 27, 2022</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>Toulmin Model</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 PPT 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-3b5450fdc_a7a_story.html">https://www.washingtonpost.com/politics/courts_law/supreme-court-cheerleader-snapchat-free-speech/2021/06/23/09b905ba-d42a-11eb-a53a-3b5450fdc_a7a_story.html</a>.</li> <li>4. Read: Victor Menaldo, “Is Our Cancel Culture Killing Free Speech?,” <i>The Seattle Times</i>, August 7, 2020, <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>5. “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> |   |
| <p><b>Sept. 29, 2022</b></p> <p>Practice<br/>Identifying<br/>Argument<br/>Components</p> <p>Cancel Culture</p>  | <p><b>The Debate Over Cancel Culture</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,</li> </ol>  | <p><b>Quiz: Week Five</b></p> <p><u>Mini-Public<br/>Deliberation:</u><br/>Diagram one<br/>argument<br/>(claim,<br/>grounds,<br/>warrant) from</p> |

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|   | <p><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>.</p> <p>3. Read: Dan Levine, “A Racial Slur, a Viral Video, and a Reckoning,” <i>New York Times</i>, December 26, 2020,<br/><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>.</p> <p>4. Video: “Deconstructing Cancel Culture,” <i>Huffington Post</i>, July 27, 2020,<br/><a href="https://www.youtube.com/watch?v=vWe6lZe3PGo">https://www.youtube.com/watch?v=vWe6lZe3PGo</a></p> <p>5. Video: “Barack Obama Takes on ‘Woke’ Call-Out Culture: ‘That’s Not Activism,’” Washington, DC, October 30, 2019,<br/><a href="https://www.youtube.com/watch?v=qaHLd8de6nM">https://www.youtube.com/watch?v=qaHLd8de6nM</a></p> <p><b><u>Editorials for Mini-Public Deliberation</u></b></p> <p>6. “Free Speech Advocate Discusses Growing Talk of ‘Cancel Culture.’” <i>Penn Today</i>, July 31, 2020,<br/><a href="https://penntoday.upenn.edu/news/free-speech-advocate-discusses-growing-talk-cancel-culture">https://penntoday.upenn.edu/news/free-speech-advocate-discusses-growing-talk-cancel-culture</a>.</p> <p>7. Talia Barnes, “Speak Your Mind, But Not Like That: Are We All Hypocrites When It Comes to Cancel Culture?,” FIRE, February 8, 2022,<br/><a href="https://www.thefire.org/speak-your-mind-but-not-like-that-are-we-all-hypocrites-when-it-comes-to-cancel-culture/">https://www.thefire.org/speak-your-mind-but-not-like-that-are-we-all-hypocrites-when-it-comes-to-cancel-culture/</a>.</p> | <p>the <i>Penn Today</i> interview and another argument from Talia Barnes’ arguments in <i>Fire</i>. Make sure to address who provides the strongest argument based on their claims and grounds and the soundness of their warrants? Explain why? (If the team disagrees, explain the disagreement)</p> <p><b>Report Due:<br/>Mini-Public<br/>Deliberation</b></p> |
| <p><b><u>Week Six</u></b></p> <p><b>Oct. 4, 2022</b></p> <p>Listening</p> <p>Empathy</p> <p>Mini-Publics</p> <p>Everyday Talk</p> | <p><b><u>Building Public Deliberation Skills</u></b></p> <p>1. Read: PowerPoint Slides</p> <p>2. Read: PowerPoint Slides—Narrative Reasoning</p> <p>3. Read: Chapter 23, “Taking Everyday Political Talk Seriously,” <i>The Oxford Handbook of Deliberative Democracy</i>, pp. 378-391.</p> <p>4. Read: Chapter 15: “Listening and Deliberation,” <i>The Oxford Handbook of Deliberative Democracy</i>, pp. 237-248.</p> <p>5. Read: Michael S. Roth, “Colleges, Conservatives and the Kakistocracy,” <i>New York Times</i>, September 19, 2020,<br/><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>.</p>   |  |

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| <p>Narrative Reasoning</p>  | <p>6. 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>.</p> <p>Optional: Complete Worksheet—“Power Relationships Among Social Identity Groups”</p>  |   |
| <p><b>Oct. 6, 2022</b></p> <p>Public Deliberation</p> <p>Demagoguery</p> <p>Hate Speech</p>   | <p style="text-align: center;"><b><u>Managing Anger</u></b></p> <ol style="list-style-type: none"> <li>1. Read: Patricia Roberts-Miller, <i>Demagoguery and Democracy</i>, pp. 53-66.</li> <li>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>.</li> <li>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>.</li> <li>4. Elliott C. McLaughlin, “Violence at Capitol and Beyond Reignites a Debate over America’s Long-Held Defense of Extremist Speech,” CNN, January 19, 2021, <a href="https://www.cnn.com/2021/01/19/us/capitol-riots-speech-hate-extremist-first-amendment/index.html">https://www.cnn.com/2021/01/19/us/capitol-riots-speech-hate-extremist-first-amendment/index.html</a>.</li> <li>5. Read: First Amendment: <a href="https://www.law.cornell.edu/constitution/first_amendment">https://www.law.cornell.edu/constitution/first_amendment</a>.</li> </ol> | <p style="text-align: center;"><b>Quiz: Week Six</b></p> <p style="text-align: center;"><b>Iowa-Style Caucus:</b></p> <p>Should hate speech be protected or restricted under the first amendment?</p> |
| <p><b><u>Week Seven</u></b></p> <p><b>Oct. 11, 2022</b></p> <p>Slavery</p> <p>Freedom</p> <p>Natural Rights</p> <p><i>Dred Scott v. Sanford</i></p> | <p style="text-align: center;"><b><u>Anti-Slavery Arguments/Anti-Abortion Arguments: 14<sup>th</sup> Amendment</u></b></p> <p>Read: PPT 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>   | <p>In-Class Time for Discussing Self and Peer Evaluations</p>   |

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| <p>Due Process Rights Amendment 14<sup>th</sup> Amendment</p> | <p>a. CH2 (pp. 14-42)<br/>b. CH7 (pp. 156-164)</p> <ol style="list-style-type: none"> <li>1. Dobbs, State Health Officer of the Mississippi Department of Health v. Jackson Women’s Health Organization (2022): <a href="https://www.supremecourt.gov/opinions/21pdf/19-1392_6j37.pdf">https://www.supremecourt.gov/opinions/21pdf/19-1392_6j37.pdf</a>.</li> <li>2. 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>.</li> <li>3. 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>.</li> <li>4. Margot Sanger-Katz, et al., “Who Gets Abortions in America,” <i>New York Times</i>, December 14, 2021, <a href="https://www.nytimes.com/interactive/2021/12/14/upshot/who-gets-abortions-in-america.html">https://www.nytimes.com/interactive/2021/12/14/upshot/who-gets-abortions-in-america.html</a>.</li> </ol> <p><i>Additional Material Accompanying PPT</i></p> <ol style="list-style-type: none"> <li>2. 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> (citizenship—Article I, Section 2)</li> <li>5. 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> (privacy rights—5<sup>th</sup> Amendment, 14<sup>th</sup> Amendment)</li> </ol> |  |
| <p>Oct. 13, 2022</p>  | <ol style="list-style-type: none"> <li>6. Read: Jordan Smith, “In Overturning Roe, Radical Supreme Court Declares War on the 14<sup>th</sup> Amendment,” <i>The Intercept</i>, June 24, 2022, <a href="https://theintercept.com/2022/06/24/roe-wade-overturned-supreme-court-14th-amendment/">https://theintercept.com/2022/06/24/roe-wade-overturned-supreme-court-14th-amendment/</a>.</li> <li>7. H.R. 8297—117 Cong (2021-2022)—“Ensuring Women’s Rights to Reproductive Freedom Act,” July 15, 2022, <a href="https://www.congress.gov/bill/117th-congress/house-bill/8297">https://www.congress.gov/bill/117th-congress/house-bill/8297</a>.</li> </ol>   | <p><b>Quiz: Week Seven</b></p> <p><b>Mini-Public Deliberation:</b></p> <p>Should the U.S. Congress protect abortion rights or should abortion policy</p> |

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|  | <p>8. Jennifer Shutt, “Four Members of the U.S. Senate Unveil Bipartisan Bill Ensuring Nationwide Abortion Rights,” <i>Kansas Reflector</i>, August 1, 2022,<br/> <a href="https://kansasreflector.com/2022/08/01/four-members-of-u-s-senate-unveil-bipartisan-bill-ensuring-nationwide-abortion-rights/">https://kansasreflector.com/2022/08/01/four-members-of-u-s-senate-unveil-bipartisan-bill-ensuring-nationwide-abortion-rights/</a>.</p> <p>9. Dylan Lysen, et al., “Voters in Kansas Decide to Keep Abortion Legal in the State, Rejecting an Amendment,” NPR, August 3, 2022,<br/> <a href="https://www.npr.org/sections/2022-live-primary-election-race-results/2022/08/02/1115317596/kansas-voters-abortion-legal-reject-constitutional-amendment">https://www.npr.org/sections/2022-live-primary-election-race-results/2022/08/02/1115317596/kansas-voters-abortion-legal-reject-constitutional-amendment</a>.</p> <p>10. Megan Messerly, “Abortion Laws By State,” <i>Politico</i>, June 24, 2022,<br/> <a href="https://calendar.google.com/calendar/u/0/r?tab=mc">https://calendar.google.com/calendar/u/0/r?tab=mc</a>.</p> <p>11. Carrie Blazina, “Key Facts About the Abortion Debate in America,” <i>Pew Center Research</i>, July 15, 2022,<br/> <a href="https://www.pewresearch.org/fact-tank/2022/07/15/key-facts-about-the-abortion-debate-in-america/">https://www.pewresearch.org/fact-tank/2022/07/15/key-facts-about-the-abortion-debate-in-america/</a>.</p> | <p>be left up to the individual states as the U.S. Supreme Court ruled in Dobbs?</p> <p><b>Report Due:<br/>Mini-Public<br/>Deliberation</b></p> |
| <p><b>Week Eight</b><br/><br/><b>Oct. 18, 2022</b></p> | <p><b><u>Deliberation on the Role of the United States in the World</u></b></p> <p>Read: PowerPoint Slides<br/> Watch:<br/> 1. “American Exceptionalism, Bush and the Iraq War,” <i>Then and Now</i>, August 17, 2017.<br/> <a href="https://www.youtube.com/watch?v=WM-yw7Jest4">https://www.youtube.com/watch?v=WM-yw7Jest4</a></p> <p>2. Jeffrey D. Sachs, “A New Foreign Policy: Beyond American Exceptionalism.” <i>IIEA</i>, November 15, 2018.<br/> <a href="https://www.youtube.com/watch?v=VBjF1U-3kw">https://www.youtube.com/watch?v=VBjF1U-3kw</a><br/> (Watch first 22 minutes)</p> <p>3. Stephanie Carpenter, “American Exceptionalism,” <i>TEDx Talks</i>, May 26, 2015.<br/> <a href="https://www.youtube.com/watch?v=7K_CV5fUPII">https://www.youtube.com/watch?v=7K_CV5fUPII</a></p> <p>Read:<br/> 1. Manifest Destiny:<br/> <a href="https://www.khanacademy.org/humanities/us-history/the-early-republic/age-of-jackson/a/manifest-destiny">https://www.khanacademy.org/humanities/us-history/the-early-republic/age-of-jackson/a/manifest-destiny</a></p>   |   |

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|                             | <ol style="list-style-type: none"> <li>2. Tomes, Robert. R, "American Exceptionalism in the Twenty-First Century." <i>Survival</i> 56, no. 1 (2014): 27-50.</li> <li>3. Gilmore, Jason. "American Exceptionalism in The American Mind: Presidential Discourse, National Identity, And US Public Opinion." <i>Communication Studies</i> 66, no. 3 (2015): 301-320.</li> <li>4. Ammons, Jonathan, "The War in Ukraine and American Exceptionalism." <i>Sutherland Institute</i>, June 3, 2022. <a href="https://sutherlandinstitute.org/the-war-in-ukraine-and-american-exceptionalism/">https://sutherlandinstitute.org/the-war-in-ukraine-and-american-exceptionalism/</a></li> </ol>  |   |
| <p><b>Oct. 20, 2022</b></p> | <p>Watch:</p> <ol style="list-style-type: none"> <li>1. Joseph Biden, "Remarks on Russian Invasion of Ukraine." <i>Washington Post</i>, April 21, 2022. <a href="https://www.youtube.com/watch?v=Yh-UDWcacVE">https://www.youtube.com/watch?v=Yh-UDWcacVE</a> (from the 31<sup>st</sup> Minute Mark)</li> <li>2. "I Call for You to Do More: Ukrainian President Zelensky Addresses U.S. Congress" <i>Wall Street Journal</i>, March 16, 2022. <a href="https://www.youtube.com/watch?v=q-kuGHPs4TU">https://www.youtube.com/watch?v=q-kuGHPs4TU</a></li> </ol> <p>Read:</p> <ol style="list-style-type: none"> <li>1. Roblin, Sebastien, "Why U.S. military Aid is Working in Ukraine." NBC News, May 15, 2022. <a href="https://www.nbcnews.com/think/opinion/ukraine-military-war-russia-us-aid-weapons-rcna28830">https://www.nbcnews.com/think/opinion/ukraine-military-war-russia-us-aid-weapons-rcna28830</a></li> <li>2. Super, David, "U.S. must Stop Hesitating in its Support for Ukraine." <i>The Hill</i>, June 24, 2022. <a href="https://thehill.com/opinion/national-security/3535640-us-must-stop-hesitating-in-its-support-for-ukraine/">https://thehill.com/opinion/national-security/3535640-us-must-stop-hesitating-in-its-support-for-ukraine/</a></li> <li>3. Collina, Tom. Z., "Why America Should Not Deepen Its Military Involvement in Ukraine." <i>The New York Times</i>, March 18, 2022. <a href="https://www.nytimes.com/2022/03/18/opinion/america-military-ukraine.html">https://www.nytimes.com/2022/03/18/opinion/america-military-ukraine.html</a></li> <li>4. Telhami, Shibley, "Americans' Preparedness to pay a price for Supporting Ukraine." <i>Brookings Institution</i>, July 5, 2022. <a href="https://www.brookings.edu/blog/order-from-chaos/">https://www.brookings.edu/blog/order-from-chaos/</a></li> </ol> | <p><b>Quiz: Week Eight</b></p> <p><b>Mini-Public Deliberation:</b></p> <p>Should the U.S. support Ukraine in its defense against Russia? What are the consequences for supporting Ukraine or not supporting Ukraine?</p> <p><b>Report Due: Mini-Public Deliberation</b></p> |

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|  | <p><a href="https://www.vox.com/policy-and-politics/2022/2/25/22949351/ukraine-russia-us-troops-no-fly-zone-nuclear-weapons">2022/07/05/americans-preparedness-to-pay-a-price-for-supporting-ukraine-remains-robust/</a></p> <p>5. Beauchamp, Zack, “Why the U.S. won’t Send Troops to Ukraine.” <i>Vox</i>, February 25, 2022. <a href="https://www.vox.com/policy-and-politics/2022/2/25/22949351/ukraine-russia-us-troops-no-fly-zone-nuclear-weapons">https://www.vox.com/policy-and-politics/2022/2/25/22949351/ukraine-russia-us-troops-no-fly-zone-nuclear-weapons</a></p>   |  |
| <p><b><u>Week Nine</u></b></p> <p><b>Oct. 25, 2022</b></p> | <p><b><u>Introduction--Terps Deliberate Event</u></b></p> <ol style="list-style-type: none"> <li>1. Alexandra Marquez, “Despite New President’s Promises, Black UMD Students Still Feel Unsafe,” <i>The College Post</i>, July 22, 2020, <a href="https://thecollegepost.com/black-students-umd/">https://thecollegepost.com/black-students-umd/</a>.</li> <li>2. Malcolm Ferguson, “Legislators Must Defend Critical Race Theory Against Conservative Backlash,” <i>The Diamondback</i>, May 12, 2021, <a href="https://dbknews.com/2021/05/12/critical-race-theory-conservative-backlash-education/">https://dbknews.com/2021/05/12/critical-race-theory-conservative-backlash-education/</a>.</li> <li>3. Anthony Rowe, “College Athletes Make Big Sacrifices For Their Schools: The NCAA Needs to Repay the Favor,” <i>The Diamondback</i>, June 23, 2021, <a href="https://dbknews.com/2021/06/23/college-athletes-name-image-likeness-ncaa-sports/">https://dbknews.com/2021/06/23/college-athletes-name-image-likeness-ncaa-sports/</a>.</li> <li>4. Courtney Cohn, “Social Media is Students’ Free Speech Platform: The Supreme Court Must Recognize That,” <i>The Diamondback</i>, May 4, 2021, <a href="https://dbknews.com/2021/05/04/students-social-media-free-speech/">https://dbknews.com/2021/05/04/students-social-media-free-speech/</a>.</li> <li>5. Charlayne Hunter-Gault, “I Desegregated the University of Georgia: History is Still in the Making,” <i>New York Times</i>, January 9, 2021, <a href="https://www.nytimes.com/2021/01/09/opinion/sunday/university-of-georgia-desegregation.html">https://www.nytimes.com/2021/01/09/opinion/sunday/university-of-georgia-desegregation.html</a>.</li> </ol> | <p><b>Iowa-Style Caucus:</b></p> <p>What UMD-relevant subject should we select for the Terps Deliberate Event?</p> |
| <p><b><u>Oct. 27, 2022</u></b></p>                         | <p><b><u>Caucus-Style Discussion of Relevant Topics for Terps Deliberate Event (cont.)</u></b></p>  | <p><b>Due: Mid-Term Evaluations (Due—Friday, October 28, 2022)</b></p>   |

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|   |   | <b>Due: Deliberative Self-Assessment #1 and Peer Evaluation #1 (Due—Sunday, October 30, 2022)</b>         |
| <b><u>Week Ten</u></b><br><b><u>Nov. 1, 2022</u></b>                          | <p><b>In-Class Discussion – Dividing Up Topics for TDE</b></p> <p><b><u>Debate vs. Deliberation: Political Campaigns</u></b></p> <p><b><u>Read:</u></b> PowerPoint Slides</p> <p>Watch: TBD</p> <p><b><u>Read:</u></b> “Handout: Deliberation vs. Debate,” <u>Indiana University</u>, <a href="https://global.indiana.edu/documents/global-perspectives/deliberation-vs-debate-handout-step-4-deliberate.pdf">https://global.indiana.edu/documents/global-perspectives/deliberation-vs-debate-handout-step-4-deliberate.pdf</a>.</p> <p><b><u>Video:</u></b> Debate vs. Deliberation: Fostering a Culture of Debate,” <u>Kettering Foundation</u>, <a href="https://vimeo.com/553429923">https://vimeo.com/553429923</a>.</p> | <p><b>Discuss Research Report /PPT Slides</b></p> <p>Instructors Will Ask for Topic Rankings per Team</p> |
| <b><u>Nov. 3, 2022</u></b>  | In-Class—Discuss Sub-Topics for the Research Report and PPT Slides  | Instructors Will Assign the Topics for the Research Report  |
| <b><u>Week Eleven</u></b><br><b><u>Nov. 8, 2022</u></b><br><br>LGBTQ+ History | <p><b><u>Movement(s) for LGBTQ+ Rights</u></b></p> <ol style="list-style-type: none"> <li>1. Review: “<a href="#">Milestones in the American Gay Rights Movement</a>” <u>PBS American Experience</u>”</li> <li>2. Read: Sylvia Rivera, “Bitch on Wheels,” New York, June, 2001, <i>Recovering Democracy Archives</i>, <a href="https://recoveringdemocracyarchives.umd.edu/rda-unit/bitch-on-wheels/">https://recoveringdemocracyarchives.umd.edu/rda-unit/bitch-on-wheels/</a> (context and speech)</li> </ol>   |   |

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|  | <ol style="list-style-type: none"> <li>3. Michelle Goldberg, "<a href="#">Why Are Seemingly Functional Adults Falling for the 'Furries' Myth?</a>" <i>New York Times</i>, April 4, 2022.</li> <li>4. Watch: "The Stonewall Riots: How the Gay Rights Movement Began," <a href="https://www.youtube.com/watch?v=z5l32ayh18Y">https://www.youtube.com/watch?v=z5l32ayh18Y</a></li> </ol>   |   |
| <p><b>Nov. 10, 2022</b></p>                                  | <p><b>In-Class Preparation for TDE Research</b></p> <p>Movement for LBGTQ-Rights</p> <p>PPT: Trans Rights</p> <p>Watch: From the UMD Equity Center: Trans Inclusive Language and Practices (Do not watch the whole video. Watch from 8:40 - 17:10). <a href="https://youtu.be/Xu28Si61yVE">https://youtu.be/Xu28Si61yVE</a></p>  | <p><b>Quiz: Week 11</b></p> <p><b>Research Report and PPT Slides: Due Sunday, November 13, 2022 by Midnight)</b></p> <p><b>Due: (Team's TDE Questions Due, November 13, 2022 by Midnight)</b></p> |
| <p><b><u>Week Twelve</u></b></p> <p><b>Nov. 15, 2022</b></p> | <p><b><u>Misinformation</u></b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Chapter 40: "Deliberative Democracy and Science."</a> <i>The Oxford Handbook of Deliberative Democracy</i></li> <li>2. Iyengar, Shanto, and Douglas S. Massey. "<a href="#">Scientific Communication in a Post-Truth Society.</a>" <i>Proceedings of the National Academy of Sciences in the United States of America</i>, April 16, 2019.</li> <li>3. The Media Manipulation Casebook, Shorenstein Center on Media, Politics and Public Policy, Harvard Kennedy School (<i>Review Sections on Methods and Definitions</i>): <a href="https://mediamanipulation.org/methods">https://mediamanipulation.org/methods</a>.</li> <li>4. Jack Healy and Mike Baker. "As Miners Chase Clean-Energy Minerals, Tribes Fear a Repeat of the Past," <i>New York Times</i>, December 27, 2021,</li> </ol> | <p><b>Discuss Terps Deliberation Event</b></p> <p><b>Misinformation Activity</b></p>  |

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|  | <p><a href="https://www.nytimes.com/2021/12/27/us/mining-clean-energy-antimony-tribes.html">https://www.nytimes.com/2021/12/27/us/mining-clean-energy-antimony-tribes.html</a>.</p> <p>5. Nick Bainton and Deanna Kemp, “<a href="https://theconversation.com/more-clean-energy-means-more-mines-we-shouldnt-sacrifice-communities-in-the-name-of-climate-action-170938">More Clean Energy Means More Mines</a>,” November 3, 2020. <a href="https://theconversation.com/more-clean-energy-means-more-mines-we-shouldnt-sacrifice-communities-in-the-name-of-climate-action-170938">https://theconversation.com/more-clean-energy-means-more-mines-we-shouldnt-sacrifice-communities-in-the-name-of-climate-action-170938</a>.</p> |  |
| <b>Nov. 17, 2022</b>   | No Class – NCA Convention (work in Teams on Research)  | <p><b>Quiz: Week Twelve</b></p> <p><b>Identify 7 to 10 Participants for the Terps Deliberate Event (November 17, 2022, Midnight)</b></p> <p><b>Begin Process of Setting Time for TDE</b></p> |
| <p><b><u>Week Thirteen</u></b></p> <p><b>Nov. 22, 2022</b></p> | <b>Terps Deliberation Event – In-Class Preparation</b>   | <p>Instructors will distribute the questions for the Terps Deliberate Event</p> <p>Instructors will distribute compiled PPT Slides during class</p>  |

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| Nov. 24, 2022  | No Class - Thanksgiving  |   |
| <u>Week Fourteen</u><br>Nov. 29, 2022                      | <p><b>Discuss Terps Deliberate Event</b></p> <p><b>In-Class Facilitation Exercise</b></p>  | <p><b>Discuss Terps Deliberate Event</b></p> <p>Hold Terps Deliberate Event Outside of Class Between November 29, 2022 and December 5, 2022 By Midnight</p> |
| Dec. 1, 2022   | <b>No Class – Hold Terps Deliberative Event</b>  |   |
| <u>Week Fifteen</u><br>Dec. 6, 2022                        | <p><b><u>Wrapping Up—Discuss Terps Deliberate Event</u></b></p> <p><b><u>Review the Criteria for the Report</u></b></p> <p><b><u>In-Class Time for Self and Peer Evaluations</u></b></p>   | <p>Discuss I-Series Question:</p> <p><b>Can the Political Issues that Most Divide Us Also United Us?</b></p>  |
| Dec. 8, 2022<br><br>Challenging the Impact of Deliberation | <p><b><u>The Limits of Deliberation (Last Day of Class)</u></b></p> <p>Discuss Final Exam<br/>Answer Questions About the Report</p> <ol style="list-style-type: none"> <li>1. Read: PowerPoint Slides</li> <li>2. Chapter 57: “If Deliberation is Everything, Maybe It’s Nothing.” <i>The Oxford Handbook of Deliberative Democracy</i>, pp. 883-893.</li> </ol> | <p><b>TDE Report—Due December 11, 2022 by Midnight</b></p> <p><b>Due: Deliberative Self-Assessment #2 and Peer</b></p>                                      |

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|                            | <p>3. Read: Lewis, John. "Together, You Can Redeem the Soul of Our Nation." <i>New York Times</i>, July 30, 2020, <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>.</p> <p>4. <i>Project Divided</i>: "The Limits of Conversation" <a href="https://www.projectdivided.com/webseries">https://www.projectdivided.com/webseries</a> (Episodes 9--two parts)</p> | <p><b>Evaluation #2<br/>(Due December 11, 2022 by Midnight)</b></p> |
| <b><u>Week Sixteen</u></b> |   |   |
| <b>Dec. 17, 2022</b>       | <b>Final Exam</b>   | Saturday,<br>December 17,<br>2022--10:30 am<br>to 12:30 pm          |
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## **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. You should only attend class via Zoom when outstanding circumstances prevent you 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.

**Tuesday and Thursday classes:** If you need to attend class via Zoom for a Tuesday or Thursday session, please email Divine Aboagye a [dnaboag1@umd.edu](mailto:dnaboag1@umd.edu) by no later than noon on Tuesday or Thursday. You can then access the Zoom session via the tab on ELMS.

**For Thursday classes:** The latter portion of most Thursday sessions will be spent in Mini-Public Deliberations for the first half of the semester. As such, students attending a Thursday session online will need to make arrangements with their team to participate in MPDs via Zoom (i.e., another student will need to bring a device capable of Zooming you in.)

**Masks In Class:** Based on university policy, masks are now optional but also encouraged. Given the close proximity you will have with your teammates each class period, you are especially encouraged (but not required) to wear them.

**Communication about this course:** Faculty 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 cancelled. 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.

## **General Policies:**

### **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, academic dishonesty will not be tolerated. 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.

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.

To help you avoid unintentional violations, *the following table* lists levels of collaboration that are acceptable for each type of assignment. If you ever feel pressured to comply with someone else's academic integrity violation, please reach out to me straight away. 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 you 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, laptops, and other electronic devices during class sessions unless we have designated such use as part of a class exercise.

### **Netiquette Policy [if necessary]**

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.

### **Participation**

- Given the interactive style of this class, attendance will be crucial to note-taking and thus your performance in this class. Attendance is particularly important also because class discussion will be a critical component for your learning.
- Each student is expected to make substantive contributions to the learning experience, and attendance is expected for every session.
- Students with a legitimate reason to miss a live session should communicate in advance with the instructor, except in the case of an emergency.
- Students who miss a live session are responsible for learning what they miss from that session.
- Additionally, students must complete all readings and assignments in a timely manner in order to fully participate in class.

### **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.

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

**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>.

### **Mental Health Services**

The UMD Counseling Center offers the following mental health services for students:

- Short Term Individual Therapy
- Group Therapy
- Medication Evaluations and Medication Management
- Mental Health Emergencies
- Suicide Prevention Program

Contact the Counseling center, 1101 Shoemaker Building, (301) 314-7651. You can also visit their website: <http://www.counseling.umd.edu/>

### **Social Justice Statement**

The University of Maryland is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

### **Sexual Misconduct Policy**

The Policy prohibits a broad range of behaviors including, but not limited to sexual harassment, sexual assault, stalking and dating and domestic violence. The Policy also prohibits retaliation against any individual who files a complaint or participates in an investigation under the Policy. The Office of Civil Rights & Sexual Misconduct (OCRSM) responds to all complaints of sexual misconduct. To [file a complaint](#) go to OCRSM and under Reporting, complete the online sexual misconduct complaint form. For more information please contact OCRSM by phone at [\(301\) 4051142](tel:3014051142), or email at [titleixcoordinator@umd.edu](mailto:titleixcoordinator@umd.edu)

### ***CARE to Stop Violence***

**Campus Advocates Respond and Educate (CARE) to Stop Violence** provides free, confidential advocacy and therapy services to primary and secondary survivors of sexual assault, relationship violence, stalking, and sexual harassment, while simultaneously empowering the campus community to prevent violence through educational presentations, events, and outreach activities. CARE keeps information private and confidential. You can tell them as much or as little as you want to; you can even be anonymous. CARE is not an official reporting entity; they are a resource that can help you navigate your options and connect you with the appropriate resources. There are **additional confidential resources** outlined on the Office of Civil Rights and Sexual Misconduct website.

Please note that all university employees, including instructors, are **mandatory reporters** of sexual misconduct and must report any knowledge of sexual misconduct to the Office of Civil Rights and Sexual Misconduct. Sexual misconduct includes sexual harassment, sexual assault, relationship abuse, domestic or dating violence and stalking, including such conduct occurring via email, texting, and other electronic means. The reporting obligation applies no matter where the conduct occurred, and applies to disclosures in written assignments.

### **Voter Registration Information**

Register to vote at your UMD campus address by going to <http://ter.ps.turbovote> and filling out your information! Check to see where your polling place is on <https://voterservices.elections.state.md.us/PollingPlaceSearch>! Register to vote at your home address by going to <http://ter.ps/turbovote> and ensuring you request an absentee ballot so you can cast your vote even while you're away from home! If you're already registered at home, make a plan to travel back to cast your vote or request your absentee ballot on <http://ter.ps/turbovote>!