

**Philosophy 690:
Civility in a Pluralistic Polity**

Fall 2016, W 3:00 — 5:30 p.m., Bryant 06 (Conference Rm)

Contact Information:

Professor: Dr. Deborah Mower
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Course Description:

What is civility? Is it a political, epistemological, or moral norm? An attitude toward conversation and debate? A character trait of an individual? If a character trait, how does it connect to other traits and virtues; specifically, intellectual virtues? What is its role in a pluralistic society with a variety of characters (and traits), attitudes, and norms? In what way does civility (or the lack of it) contribute to our political interactions, process, and structures? What is the relationship between civil society and civil behavior? What is the role (if any) of civility in advancing democracy (or any other form of government)? What are the limits of civility? Can it become harmful? Does it result in an abuse of power? Is civility (however understood) merely an ideal, or is it pragmatically possible given the kind of psychological creatures we are? This semester, we will be exploring these questions and more as part of an examination of the very concept of civility and its interconnection to a host of issues and areas within philosophy, psychology, and public policy.

Course Learning Objectives:

1. To demonstrate oral and written proficiency through consistent writing.
2. To gain a comprehensive understanding of the literature in this burgeoning area.
3. To develop the ability, in writing and orally, to critically assess philosophical theses.
4. To develop the ability, in writing and orally, to craft an original and well-supported thesis.
5. To develop a polished paper, suitable for submitting to conferences (both graduate and professional).

Required Texts:

1. Assorted articles/chapters posted on Blackboard (**BB**) under our course heading. Students must print the articles and bring them to class like any other text. To access Blackboard, use your Ole Miss WebID and password.
2. Teresa M. Bejan, *Mere Civility: Disagreement and the Limits of Toleration* (New York, NY: Oxford University Press, forthcoming 2017) (proofs in PDFs). **BB**
3. Mark Kingwell, *A Civil Tongue* (Penn State University Press, 2008). Book
4. Deborah Mower and Wade Robison (eds.), *Civility in Politics and Education* (Routledge, 2012). **BB**
5. Olivia Newman, *Liberalism in Practice: The Psychology and Pedagogy of Public Reason* (MIT Press, 2015). Book

Requirements:

- | | |
|---|-----------------|
| 1. All of the readings (indicated below, completed before class on the assigned date) | 10% |
| 2. Discussion Points (DP)..... | 5% |
| 3. Annotated Bibliography..... | 5% |
| 4. Research Paper (RP) Thesis Paragraph (abstract)..... | 5% |
| 5. RP Packet (thesis, outline, expository sections) | 10% |
| 6. RP First Draft..... | 15% |
| 7. RP Second Draft | 15% |
| 8. Reviewer Form (and marked copy)..... | 10% |
| 9. RP Final Draft..... | 30% |
| 10. Mandatory attendance..... | (affects grade) |

Evaluations:

For all items turned in: (1) typed, (2) stapled (if need be), (3) single-spaced, (4) in Times New Roman 12 with standard margins with the following identification at the top left:

Name: Something that Will Become Famous

Phil 690: Civility

DP for Sept. 14 (or RP Thesis Paragraph, or...the appropriate assignment heading)

1. Discussion Points (DP)

To aid our discussions (the time will go quickly!) please prepare a **minimum of ½ page of writing for each day of class** with an assigned reading (for example, no discussion points are due on Nov. 16). This need not be polished writing and may take the form either of prose or a bulleted list of items/topics to discuss. The goal is to come with a list of topics that you want to explore, relate to other readings in our course or ideas in philosophy, passages you find confusing, objections you want to pose, etc. For each item addressed, make sure to reference the article and page number so that you can refer us to the text that captured your attention. This means that you will have potentially 3-5 items (referenced with article and page number) to direct our discussion. Think of your DP as your means of recording your questions and insights and crystalizing the precise points on which you want to focus: rather than this being less work than a typical daily response paper, if done correctly, this will be as much or more. You will be handing these in so that I can assess the level of thought you put into preparing for our class; they will only be graded for demonstrated time and effort, not as pieces of formal writing. (I expect that anything you hand in will be done with a high degree of professionalism.) You will receive a final score at the end of the semester for your DPs as a collection. Note: if you miss a class, you are still responsible for having a DP on the material assigned for that date. DP collections with missing entries will be graded accordingly.

2. Annotated Bibliography

Use a standard publishing style (Chicago Manual of Style is recommended) to put your sources into appropriate bibliographic form. After each entry, draft a 200 word description of the key arguments, claims, and ideas within the article. The goal is to have a concise summary for each entry to serve as a “note” of its contents. Although an article’s abstract also provides a summary, your description should focus on the details of the argument most interesting and valuable to you. This serves a second purpose: it is impossible to draft a concise and clear description if one does not comprehend the article and know its contents well. Suggestion: read each piece several times before drafting the annotation. You will be graded on the demonstrated careful drafting of the descriptions and the consistent adherence to a standard publishing style.

3. Research Paper (RP) Thesis Paragraph (abstract)

A short 300 word abstract of your chosen topic with a prospective thesis. You will return to this and revise it many times over the course of the semester, but think of this abstract as an “anchor” for your thoughts. Your thesis needs to be clear and concise, and the paragraph should briefly address the approach (and some of the key points) you plan on developing. You will be graded on the demonstrated careful drafting of this paragraph and the clarity of the presented ideas.

4. RP Packet (thesis, outline, and expository sections)

See the **Writing Process Sheet** (posted on Blackboard) for detailed instructions on developing your argument. Carefully draft your outline, and revise your thesis as needed throughout the process. **AFTER** completing your outline (think of this as your “roadmap”), draft the expository sections. Your exposition should not be mere expanded notes, but fairly polished portions of what will become your first draft. Consequently, make sure to include appropriate quotations and references as needed. (Chicago Manual of Style is recommended.) Turn in the thesis, outline, and expository sections as a complete “packet.” You will be graded on the level of detail and clarity in your outline (vagueness, extreme generality, and poor organization are things to avoid) and on the correct explanation of the texts and the clarity of the writing for the expository sections.

5. RP First Draft

Working from your RP packet and the returned comments and suggestions, revise your thesis as needed and complete your first draft of 3,000 words. Keep in mind that your thesis **may change significantly**, which may also require revision, expansion, or the development of new portions within your exposition.

All drafts (now and henceforth) are graded on the following: (1) correct exposition of the material (details presented from the articles used to develop your argument), (2) the quality of the analysis, (3) the strength of the argument, and (4) overall quality, originality, presentation, attempt to understand the opposing view, and

(5) clarity of the writing. Drafts not approaching the target length (e.g., 1500 words), or those with excessive grammatical or spelling errors, or unstapled pages (if more than one page) will receive an automatic full grade reduction (e.g., A to B).

6. RP Second Draft

Working from your first draft and the returned comments and suggestions, revise your thesis as needed and complete your second draft of 3,000 words. Again, your thesis **may change significantly**, which will require revision. Make sure to attach the first draft to the back of your submitted second draft. In addition to the grading rubric posted above, I will also be looking to see how well you incorporated or responded to my comments and suggestions.

7. Reviewer Form (and marked copy)

Part of becoming a good writer (in any field) is learning how to take constructive criticism well from your peers. In addition, the publishing world standardly includes an anonymous (blind) review process by one's peers in the profession. You need to learn both (1) how to make use of reviewer comments (often which lead one to suspect the reviewer either didn't read the paper or has appalling reading comprehension skills) and to incorporate the insights into your draft and when and how to respond to them and set them aside and (2) how to be a helpful reviewer to others as part of your obligation to your field and to the pursuit of knowledge within the intellectual community as a whole. Using the standard **Reviewer Marks** and the provided **Reviewer Form** (each posted on Blackboard), you will first (1) read the draft of your classmate making marks on the hard copy for editing and revision, and (2) then complete an analysis of the content with detailed notes and explanations of points you found unclear, disagreed with, suggestions for a specific source that could bolster the author's point, recommendations for a specific source that poses a devastating challenge to the author's point, suggestions for clearer examples, etc. In this process, view yourself as a fellow collaborator in helping the author to develop the best argument that he/she can make. Criticisms should be made in that spirit (and authors: criticisms should be read in that spirit). You will be graded on the level of detail, effort, and quality you put into both the editing and revision marks as well as the comments on the Reviewer Form.

8. Research Paper (final, polished draft)

Working from the marked copy of your second draft and the comments on the Reviewer Form, revise your thesis (as needed) and complete your final, polished draft of 3,000 words. When you are reviewing the comments provided by your peer reviewer, make sure to read them through **multiple times** and give yourself time to mull the comments over. It is common that one (1) doesn't see the significance of a point immediately, (2) suffers a "knee-jerk" reaction of indignation or incredulity, or (3) simply doesn't know **how** to go about addressing/responding to a comment or challenge. Consequently, give yourself some extended "thinking time" as part of your revision and polishing process. If the comment by your peer is a good one, incorporate it into your final draft, either by altering your points or responding to the objection. (Note: this can sometimes be done quickly and concisely in an endnote.) If you think a particular comment is off-track, draft a short response in a NEW document (title it "Reviewer Response") explaining why that particular comment (if there are others, explain those as well) is either not a concern for your thesis, is a gross misunderstanding of some point, etc. You may or may not have a Reviewer Response document to submit, depending on the specifics of your situation. Make sure to attach the marked copy of your second draft along with the Reviewer Form (and if applicable, a Reviewer Response document) to the back of your submitted final, polished draft. In addition to the grading rubric posted above, I will also be looking to see how well you incorporated or responded to the review process.

Course Policies:

1. Contact and Availability

I am available to you in class, during office hours, and by appointment. I am a resource to you for your education, so please make good use of me. Feel free to come and discuss issues from the class, problems with the course, concerns about your performance, general administrative details, or just things that you are learning in general that you would like to talk about. I **LOVE** teaching and interacting with students and *I hope extensive interactions with all of you throughout the semester.*

2. E-mail Etiquette

All course materials will be distributed via Blackboard or via email in a pinch. Please use email only to set up appointments, ask about due dates, etc. Let's reserve all substantive philosophical discussions for our class sessions

and/or office hours. Note that the email address listed above is the faculty Ole Miss account (not the student go.olemiss address). I check my Ole Miss email account regularly throughout the business day (8 am - 5 pm) on Monday through Friday only. Please note that emails are not texts but short, professional letters and need to be written accordingly (see sample below).

Subject: Appointment

Dr. Mower,

My name is Jane Doe, and I am enrolled in your TTH section of Ethics beginning at 2:30 pm. I am writing to set up an appointment with you to get some advice on my paper topic. Might you have some time this week on Monday, Tuesday, or Friday afternoon to speak with me?

I look forward to hearing from you.

Regards,

Jane

3. Attendance

Attendance is essential for learning. Understanding philosophy requires careful reading of texts, attentive note-taking, questioning, and interactive discussions in class. Each student is allowed **THREE** unexcused absences after the first week. **Additional absences result in automatic failure of the course.** Excessive absences due to required school activities (e.g., if you are a parent), serious illness, jury duty, or emergencies will be discussed on a case by case basis, but documentation is required (e.g. a photocopy of your hospital admission papers). Work schedule conflicts or transportation problems are not considered emergencies. Because our class time is valuable and it disturbs others when students arrive late to class, I expect everyone to arrive on time. If you have a scheduling conflict that will affect your arrival time, please discuss it with me. Students will be considered absent if they are not present for the entire class period (either late arrival or early departure without prior approval). Attendance will be taken within the first 5 minutes of class for either sign-in sheets or scanners. Note: falsifying attendance sheets or attempting to game the electronic swiping system (in applicable rooms) each count as a form of academic dishonesty. Any student who does not attend the first two class sessions will be dropped from the class roll. If you are absent from class, it is **your responsibility** to obtain any information presented in our class session, including course content, announcements, handouts, returned assignments, etc. Due dates are posted in the syllabus and are unaffected by student attendance: assignments can be submitted early, but those submitted after the due date will be considered late regardless of whether the absence was excused.

Note also that the University of Mississippi requires Attendance Verification to comply with the U.S. Department of Education. Attendance for this report will be taken on Wednesday, August 31st. Any student not present during this verification will be dropped from the class, which may affect financial aid eligibility. If, for some reason, you will not be in class that day and wish to remain in our course, you must email me before 5:00 pm on Thursday, September 1st. For more information, see <http://olemiss.edu/gotoclass>.

4. Late Assignments

In the real world, deadlines are critical; there are no such things as extensions or “late” assignments. Therefore, any **paper that is late automatically incurs a 50% penalty** (not a zero). If you know you will miss a class on the date that a paper is due, you are welcome to turn it in early. The only exception to the automatic 50% reduction is for unavoidable and unforeseen emergencies, which require documentation. Submit your documentation along with your late paper.

5. Classroom Etiquette and Disorderly Conduct

Learning can only occur in a non-distracting, respectful environment. During our class sessions there should be nothing on your desk or in your hands that is not required for the class itself (e.g., no food, newspapers, books for other classes, etc.). Cell phones, pagers, MP3 players, laptops, iPads and all other electronic devices should be silenced, turned off, and put away before class begins. All students must treat others with respect (see Classroom Environment below). Should you violate any of these standards or engage in any rude or disorderly behaviors that negatively affect the learning opportunity for others, I reserve the right to excuse you from the class for either the day or the semester (including marking you as absent or dropping you from the class roll), assign a zero for your course participation score (an F), contact campus security, or pursue disciplinary action per university policy (e.g., suspension or expulsion).

6. Media Usage

Cell phone usage is completely **prohibited** in class. No checking the phone, no texting, no emailing. Cell phones must be silenced or turned off and put away during our class period. New studies show that the use of laptops in learning environments distracts users, lowers their comprehension, and reduces their recall capacity of the material (not to mention that it distracts students nearby as well as me): hence, I do not allow laptops. Because of increased student comprehension and learning, I encourage all students to print hard copies of PDFs and to purchase paper copies of books. If there is some reason that you simply cannot use hard copies of our readings (e.g., for disability reasons), then I encourage you to speak to me. If you have a tablet or iPad, you must speak to me prior to its usage and made a case for why it is impossible for you to use print hardcopy materials. For the sake of classroom safety notifications, I will select ONE volunteer who may have his/her cell phone on and within viewing distance.

7. Grading

Because we have a tight sequence of writing assignments, I will have all graded assignments back to you by the dates posted in the syllabus. I will not be grading and returning individual Discussion Posts (graded as a collection at the end of the semester): please see me informally for feedback several times throughout the semester. All grades (scores) will be posted on Blackboard.

Standard University Grading Scale:

A	= 100% - 94%	Excellent
A-	= 93.9% - 90%	Excellent
B+	= 89.9% - 87%	Good
B	= 86.9% - 84%	Good
B-	= 83.9% - 80%	Good
C+	= 79.9% - 77%	Satisfactory
C	= 76.9% - 70%	Satisfactory
D	= 69.9% - 60%	Lowest Passing Grade
F	= 59.9% or less	Failure

You should not regard the grade you receive on a given assignment, exam, or in the course itself as judgment on your intelligence or your potential. It is an evaluation of your performance, which is affected by your level of effort, preparation, study skills, and current ability (which education helps to flex and grow by challenging you).

8. Grade Changes

Please feel free to talk to me about why you received the grade you did—this is crucial so that you can improve your work and so that you can learn how to do better on the next CDA or exam. I LOVE helping students learn. However, I do not change grades apart from fixing calculation errors. Pleas for special treatment (e.g., improper preparation, impending graduation, athletic scholarship) will fall on deaf ears: it is unethical to provide special consideration to one student over others.

9. Incompletes (“I” mark)

University policy is that I marks cannot be granted for course failure or unexplained class absences. I only grant incompletes for documented emergencies (e.g. a photocopy of your hospital admission papers) or those with extreme circumstances (e.g., discovery of a documented serious health issue) for students with complete and satisfactory work prior to the request. A request for an I mark must be made in writing and include a copy of the necessary documentation at the time of the request. If granted, I will set a date by which all remaining course requirements must be completed. Per university policy, all I marks are converted automatically to F (within the computer system) and calculated in one’s GPA if not completed by the deadline. Please note the university policy: I marks may not be removed by formally enrolling in the same course in a subsequent semester at this university or any other institution (i.e., they can become permanent blemishes on your record).

10. Academic Misconduct and Dishonesty

Cheating in any form—on tests, plagiarizing papers or CDAs, falsifying attendance sheets or gaming attendance scanners (if applicable), or cheating on extra credit opportunities—is a serious offense and will not be tolerated. Plagiarism is presenting the words or ideas of another as your own without appropriate documentation. Paraphrases and direct quotations without citation constitute instances of plagiarism, because you are the apparent author of the presented words or ideas. If you use the words or ideas of another (including course materials or text from the

internet), you must provide appropriate documentation that identifies the source. Presenting written material required for one course as the work for another may also constitute academic misconduct. If you have questions about whether something constitutes academic misconduct, please discuss it with me prior to turning in the assignment. For more information, please review the UM Student Academic Conduct and Discipline Policy. ***If you engage in any form of academic misconduct or dishonesty, you will receive an F in the course*** and I will initiate further sanctions per university policy depending on the severity of the offence (e.g., suspension or university expulsion). Understand that, as a condition of taking this course, you agree that you are aware of the prohibition on any form of academic misconduct and dishonesty and of your responsibilities in this course as a responsible member of the Ole Miss academic community.

11. FERPA (Family Educational Rights and Privacy Act)

As students, you can choose when and who has permission to seek information about your educational records and performance. If I receive a request about your course performance, I will contact you for your express permission in writing for each request, each time. Please notify your parents and family members who may request such information that **YOU** must give this express permission and that no information can be shared without your documented consent.

12. Classroom Environment

I expect everyone in this class to communicate with a high level of respect for each other in a well-communicated and well-expressed manner. I will police the discussion in terms of politeness and respect, but I will not act as the thought police. In philosophy, progress is made by delving into the issue and considering and evaluating every possible argument. Please refrain from whispered conversations (a MAJOR pet peeve of mine). If there is something you did not hear, did not understand, or disagree with, your comments should be directed to the class. This is much less disruptive and allows everyone to benefit from your comments. I expect you to come having read the material, having thought about it, and to be prepared to discuss it with the group. This should be a very open, comfortable environment where we are learning together, collaboratively. I am as much of a student as each of you.

Available Support Services:

1. Blackboard Resources

For help with Blackboard (login, course navigation, etc., visit the Student IT Help Desk in Weir Hall or phone 662-915-5222. For easy access to Blackboard at any time and for push notifications about announcements, emails, or assignment reminders, download the Blackboard Mobile Learn app from the AppStore. For answers to frequently asked questions, visit:

http://olemiss.edu/blackboard/Blackboard_Support_and_Training/Students_files/Bb913ThingsToKnowAboutBlackboard.pdf.

2. Tutoring Services

If you are struggling with the course material or writing assignments, please (1) speak with me during office hours, and (2) contact the Center for Student Success. The Center for Student Success offers academic support programs. Please phone (662) 915-5970 or visit the Center for an academic consultation to determine your needs or attend the workshops to enhance studying, reading, and test-taking skills. The Center is located in P Martindale, 3rd floor.

3. Writing Services

The Writing Center (operated by the Department of Writing and Rhetoric and located in Lamar Hall) provides writing instruction for individual writing assignments or repeated visits to develop your writing skills. Visit <http://rhetoric.olemiss.edu/writing-centers/about-us/> to sign up for an appointment or have an on-line consultation. The Department of Philosophy and Religion has our own Writing Tutor for specialized help. Please see me for the tutor's contact information.

4. Library Services

The J.D. Williams Library provides a wealth of databases and journals essential to philosophic research. Philosophers' Index, PhilPapers, and JSTOR are the three primary databases (see <http://www.libraries.olemiss.edu/uml/database/glossary/all>). For research help, visit: http://www.olemiss.edu/depts/general_library/instruction/main/start.html. Students can contact librarians for direct assistance by visiting the Reference Desk or accessing other resources here: <http://www.libraries.olemiss.edu/uml/ask-librarian>

5. Non-Discrimination

The University of Mississippi does not discriminate on the basis of race, color, gender, sex, sexual orientation, gender identity or expression, religion, national origin, age disability, veteran status, or genetic information in its programs or activities. Please review the UM Non-Discrimination Policy for more information.

6. Disability Services

The university is committed to providing reasonable accommodations for all persons with disabilities. You must be registered with Student Disability Services (SDS) (located at 234 Martindale, 662-915-7128), which provides an assessment of your needs during an initial interview (see <http://sds.olemiss.edu/apply-for-services/>). If you have a documented disability and require accommodations to obtain equal access in this course, you must notify me and provide an “Instructor Notification of Classroom Accommodations” form. We will work together to ensure that you have the opportunities and resources you need. Please note: instructors are not required to provide accommodations until they have received the Instructor Notification form, and the university is not required to provide accommodations retroactively. If you have a disability, please contact SDS as soon as possible to ensure your success in the course. Students interested in gaining community service hours can volunteer to serve as a notetaker (if one is needed for our course). Please visit <http://sds.olemiss.edu/notetaking/> for more information.

7. Title IX (Education Amendments of 1972)

Federal Title IX legislation makes it clear that violence, harassment, and discrimination based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, visit <http://umsafe.olemiss.edu> and contact the Title IX Coordinator (Honey Ussery – TitleIX@olemiss.edu), the Counseling Center (662-915-3784), or the University Police Department (UPD) (662-915-4911).

8. Campus Notifications

- (a) REBALERT: UM’s text message emergency notification service. All students are encouraged to sign up for the service by adding their cell phone numbers in MyOleMiss. Navigate to the “Student” tab, click on “My Profile,” and then “Contact Information.”
- (b) For announcements about weather, school cancellation or other emergency news: 662-915-1040.
- (c) UPD <http://www.olemiss.edu/emergency/> will provide up to date information.
- (d) MyOleMiss portal. School closures, extreme weather, or other emergency information will be posted on the “Announcements” tab.
- (e) Rebel Radio 92.1 is the official radio and will include announcements about University operations.

Prospective Schedule and Readings

Date Topics and Readings (Readings must be completed before the class session on the assigned date)

Week 1—Introduction		
Aug.	24	--Nicole Billante and Peter Saunders, “Why Civility Matters” BB --Richard Boyd, “The Value of Civility” BB --Edward Shils, “Civility and Civil Society” BB
Week 2—Introduction		
Aug.	31	--Teresa Bejan, <i>Mere Civility</i> , Introduction: “Wars of Words” BB --Teresa Bejan, <i>Mere Civility</i> , Chapter 1: “Persecution of the Tongue” BB --Richard Boyd, “Thomas Hobbes and the Perils of Pluralism” BB Deadline: select topic for Research Project (RP) (<i>Sept. 2: Last day to register or add; refund period ends</i>)
Week 3—Historical Background		
Sept.	7	--Teresa Bejan, <i>Mere Civility</i> , Chapter 2: “‘Silver Alarums’: Roger Williams’s ‘Meer’ Civility” BB --Teresa Bejan, <i>Mere Civility</i> , Chapter 3: “‘If it be without Contention’: Hobbes and Civil Silence” BB
Week 4—Historical Background		

Sept.	14	--Teresa Bejan, <i>Mere Civility</i> , Chapter 4: “A Bond of Mutual Charity’: Locke and the Quest for Concord” BB --Richard Boyd, “Reappraising the Scottish Moralists and Civil Society” BB Deadline: RP annotated bibliography due
Week 5—Civility as Collective Action		
Sept.	21	--Richard Boyd, “The Unsteady and Precarious Contribution of Individuals’: Edmund Burke’s Defense of Civil Society” BB --Mark Kingwell, “‘Fuck you’ and Other Salutations: Incivility as a Collective Action Problem” BB
Week 6—Civility as Ethical Norms		
Sept.	28	--Robert B. Pippin, “The Ethical Status of Civility” BB --Chesire Calhoun, “The Virtue of Civility” BB Deadline: RP thesis paragraph due (<i>Oct. 3: Last day to withdraw</i>)
Week 7—Research Project Week		
Oct.	5	<i>No class—prof at conference</i> Draft an outline of RP and all expository sections
Week 8—Civility as Ritual		
Oct.	12	--Henry Rosemont, Jr., “On Confucian Civility” BB --Stephen C. Angle, “Neither Morality Nor Law: Ritual Propriety as Confucian Civility” BB Deadline: RP thesis, outline, expository sections (in one packet) due
Week 9—Civility as a Dialogic Theory of Justice		
Oct.	19	--Mark Kingwell, <i>A Civil Tongue</i> , Chapter 6: “Justice as Civility” --Mark Kingwell, <i>A Civil Tongue</i> , Chapter 7: “The Limits of Civility” Returned: First RP packet returned with comments/suggestions
Week 10—Civility as a Dialogic Theory of Justice		
Oct.	26	--Mark Kingwell, <i>A Civil Tongue</i> , Chapter 1: “Interpretation, Dialogue and the Just Citizen” --Mark Kingwell, <i>A Civil Tongue</i> , Chapter 2: “A First Look at Civility” Deadline: RP first draft due (attach first RP packet to the back)
Week 11—Civility and Moral Psychology (related to chapter 3 and 4)		
Nov.	2	--Olivia Newman, <i>Liberalism in Practice</i> , Ch. 1: “Public Reason and the Value of (Searching for) Shared Values” --Olivia Newman, <i>Liberalism in Practice</i> , Chapter 2: “A Psychological, Not Political, Conception of the Person” Returned: RP first draft returned with comments/suggestions
Week 12—Civility and Moral Psychology (related to chapter 3 and 4)		
Nov.	9	--Olivia Newman, <i>Liberalism in Practice</i> , Chapter 3: “Psychological Realism and ‘Creatures Like Us’” --Olivia Newman, <i>Liberalism in Practice</i> , Chapter 4: “Domain-Differentiation: The Psychology of Public Reason”
Week 13—Review Process		
Nov.	16	Deadline: RP second draft due
Week 14—Thanksgiving		
Nov.	23	<i>No class—Thanksgiving holiday</i>
Week 15—Review Process		

Nov.	30	Deadline: Marked copies of RP second draft and reviewer sheets due
Week 16—Final Exam Week		
Dec.	8	Deadline: Final RP due to my mailbox by 4:00 pm (attach marked copy of second draft and Reviewer Form from your reviewer to the back)

Research Project Topics:

Justice and Liberalism

- Mark Kingwell, *A Civil Tongue*, Chapter 3: "Constrained Liberal Dialogue"
- Mark Kingwell, *A Civil Tongue*, Chapter 4: "Tradition and Translation"
- Mark Kingwell, *A Civil Tongue*, Chapter 5: "Justice and Communicative Action"
- John R White, "Burke's Prejudice: The Appraisals of Russell Kirk and Christopher Lasch" **BB**
- Megan Laverty, "Communication and Civility" in *Civility in Politics and Education* **BB**
- Michael Walzer, "Civility and Civic Virtue in Contemporary America" **BB**

Intellectual Virtue

- Jeff Buechner, "Authentic Civic Participation Requires Critical Thinking Methods That Work" in *Civility in Politics and Education* **BB** or book
- Kristin Schaupp, "Epistemic Peers and Civil Disagreement" in *Civility in Politics and Education* **BB**
- Wayne Riggs, "Open-Mindedness" **BB**
- Ward Jones, "Higher Education, Academic Communities, and the Intellectual Virtues" **BB**
- Christopher Lepock, "Unifying the Intellectual Virtues" **BB**
- Allan Hazlett, "Higher Order Epistemic Attitudes and Intellectual Humility" **BB**

Pedagogy and Education

- Olivia Newman, *Liberalism in Practice*, Chapter 5: "Learning Public Reason"
- Olivia Newman, *Liberalism in Practice*, Chapter 6: "Institutionalizing the Pedagogy of Public Reason"
- Harry Brighouse, "Civility, Citizenship, and the Limits of Schooling" in *Civility in Politics and Education* **BB**
- Paul Gaffney, "Competition in the Classroom: An Ideal for Civility" in *Civility in Politics and Education* **BB**
- Emily R. Gill, "Civic Education in the Liberal State," **BB**
- Edwin J. Delattre, "Civility and the Limits of the Tolerable" in *Rouner* **BB**

Free Speech/Hate Speech

- Timothy C. Shiell, "Debunking Three Myths about Civility" in *Civility in Politics and Education* **BB**
- Thomas Peard, "Regulating Racist Speech on Campus," **BB**
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