Professor David Primo
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Fall 2022, Mon. 12:30 – 3:15 PM
Classroom: Harkness Hall 329
Office Hours: Wed. 12 – 2 PM, or by appt.
Office Hours In-Person: Harkness Hall 318
Office Hours over Zoom: https://rochester.zoom.us/j/948872840

PSCI 232/PSCI 232W: Disagreement in a Democratic Society
This Version: December 6, 2022

COURSE DESCRIPTION

Is consensus overrated? In this seminar course we will study the role of disagreement in a democratic society. Topics will include the causes and consequences of political polarization, academic freedom and viewpoint diversity on college campuses, and conflict as a tool for innovation.

READINGS

The required readings for this course are available on Blackboard. In addition to the required readings, students should regularly read the news (including *Inside Higher Ed* and *The Chronicle of Higher Education*) to identify current events related to the course. We will set aside time each week to discuss relevant articles. *Inside Higher Ed* is free with registration, and a subscription to *The Chronicle* is free for students if you register with your UR email address.

PROFESSOR PRIMO'S PERSPECTIVE ON SEMINAR COURSES

Seminar courses are spaces where ideas should be shared, debated, and challenged, as this is how we strengthen our understandings and beliefs about the world. To that end, Professor Primo will often encourage students to question their beliefs and further refine their arguments. In other situations, Professor Primo may articulate arguments for or against an idea in ways that do not necessarily reflect his own views. When appropriate, he may choose to articulate his own opinions, and students are encouraged to challenge him, as well.

In order to foster an open exchange of ideas and allow for the frank discussion of controversial topics, class sessions will not be recorded. There may be times when class gets "uncomfortable." This is a positive, not a negative, so long as it is clear we are all working together toward a shared end of deeper understandings about the world. To use an analogy, you can go to the gym and sit on an exercise bike pedaling slowly and texting friends. You are likely to be quite comfortable doing so. Alternatively, you can get on the same bike with a heart rate monitor and push yourself hard, to the point that you are quite uncomfortable. Which is the better workout? Think of a seminar course in the same way—as a workout for your mind and your ideas.

COURSE REQUIREMENTS

- **Prepare for, attend, and be an active participant in class.** A small seminar of 20 students requires the active involvement of all students. Students are expected to attend all classes (health permitting), complete the readings in advance of class, and share their ideas during class discussions.
- **Set the stage for class discussions.** For classes in weeks 2 – 10 and week 12, you must submit one question to Professor Primo that you would like discussed during class (think of it as a "conversation starter") along with a brief explanation (1 or 2 paragraphs) of why you selected that question. *These conversation starters should be based on the readings for the week.* These conversation starters should be submitted on Blackboard by 8 AM on the day of class; late conversation starters will not be accepted except in unusual circumstances.

COURSE REQUIREMENTS (cont.)

- **Lead a class discussion for 30 minutes once during the semester.** On the first day of class, you will be paired up with another student and sign-up to lead 30 minutes of the class discussion for one of our class meetings. If you are scheduled to lead a class discussion, you and your teammate will submit a single conversation starter summarizing your plan for the discussion. You have leeway as to how to structure your time, and we will discuss possible approaches during the first class meeting.
- **Complete a project (proposals due on Blackboard by 7 PM on October 25; required peer group workshops will take place the week of November 28, with a brief follow-up survey that should be completed on Blackboard by within 24 hours of concluding the workshop; projects due via email by 7 PM on December 14).**
  - Students are required to complete a project on a topic of their choosing. Possible project formats include a traditional, 3,500 word research paper or a non-traditional approach such as a writing a set of op-eds related to the themes of the course. (W students must complete a project with 3,500 words of writing.)
  - The project format and topic must be approved by Professor Primo. Professor Primo will tailor his guidance and project requirements to the specifics of the proposals.
  - In an effort to encourage students to make progress on their papers well in advance of the deadline, in lieu of class on November 28, students will instead participate in a peer group workshop in which students will meet in small groups to offer feedback on each other's projects. Participation in the workshop is required and will be part of your project grade.
  - Additional details regarding this assignment are available in a separate Project Guidelines document available on Blackboard under Syllabus and Project Guidelines.
  - The bottom line: this project should be one that you are invested in and are excited about. Professor Primo will be there to help along the way.

GRADING

- *Conversation starters* count toward 15% of your course grade. Conversation starters will be graded on a credit/no-credit basis. Questions that are submitted without an explanation or with an explanation that fails to demonstrate a connection to the readings will receive no credit. You can receive credit for a conversation starter even if you do not attend class, so long as it is submitted on time. Following the "life happens" rule, you may skip two conversation starters without penalty.
- *Leading one class discussion* counts toward 5% of your grade. You and your teammate will receive the same grade, which will be based on the quality of preparation for the discussion.
- *Class participation* counts toward 20% of your course grade. Students are expected to do the reading in advance of class and come prepared for discussion. Students should "take ownership" of the seminar by sharing their ideas, asking questions, challenging each other's ideas (and those of Professor Primo), and keeping up with the news to participate in the "current events" portion of class discussion. *Class attendance factors into class participation. However, please do not come to class if you are not feeling well or it would present a hardship to do so; just give Professor Primo advance notice when possible.*
- *The project* counts toward 60% of your course grade. 5% of your course grade is based on fulfilling all aspects of required participation in the workshop. 55% of your course grade is based on the final project submission. Additional details regarding the grading of the workshop and the project are available in a separate Project Guidelines document available on Blackboard under Syllabus and Project Guidelines.

PROFESSIONALISM

Professor Primo strives to create a professional atmosphere in class where all are treated with respect. To help achieve this goal, please make every effort to attend and be on time for each class meeting, silence mobile phones and other electronic devices, keep texting and other non-course-related activities to a minimum, and come to class prepared to engage with others and be open to perspectives that may differ from your own.

SCHEDULE OF MEETINGS

Note: Topics are subject to change as the course evolves. Readings will go on Blackboard one week in advance of each class meeting. Conversation starters are due by 8 AM on the day of class for weeks 2 – 10 and week 12.

Date	Topic
1. September 12	Introduction and Course Preliminaries
2. September 19	Foundations
3. September 26	Political Polarization I
4. October 3	Political Polarization II
5. October 17	Higher Education I: The Campus Speech Climate
6. October 24	Higher Education II: DEI vs. (?) Free Speech
→October 25 at 7 PM	Project topics due on Blackboard
7. October 31	Higher Education III: Scientific Advancement
8. November 7	Disagreement in the Workplace
9. November 14	Disagreement, Diversity, and Innovation
10. November 21	Student-selected Topic: Social Media and the Future of Free Speech
11. Week of November 28	Peer Group Workshops (in lieu of class meeting) →Post-workshop survey due within 24 hours of completing workshop
12. December 5	Disagreement: A How-To
13. December 12	Course Wrap-Up
→December 14 at 7 PM	Final projects due via email

ADDITIONAL COURSE POLICIES

Class Recordings

Due to the sensitive nature of the course material, classes will not be recorded.

Intellectual Property

No photography, video recording, or audio recording of any kind is allowed during class. In addition, no reproduction or dissemination of course materials, slides, or lectures—electronically or through other means—is allowed.

Academic Honesty

All assignments and activities associated with this course must be performed in accordance with the University of Rochester's Academic Honesty Policy. More information is available at www.rochester.edu/college/honesty.

Statement on Credit Hours

This course follows the College credit hour policy for four-credit courses. This course meets once per week for a total of 150 minutes per week of faculty-led instructional time. The course also includes independent out-of-class activities for 50 minutes per week; specifically, students will read novel academic papers and research reports as well as seek out news articles related to the course.

READINGS

September 19: Foundations
- Mill, John Stuart. 1859. *On Liberty*, ch. 2.
- Milton, John. 1644. *Areopagitica*, excerpts.
    - *WSJ* article regarding the importance of this publication.
- Loury, Glenn C. 1994. "Self-Censorship in Public Discourse." *Rationality and Society* 6(4):428-261.
- Strossen, Nadine. 2019. *HATE: Why We Should Resist It with Free Speech, Not Censorship*. New York: Oxford, ch. 1.
- Rauch, Jonathan. 2021. *The Constitution of Knowledge*. Washington, DC: Brookings Institution Press, ch. 1.

September 26: Political Polarization I
- Barber, Michael, and Nolan McCarty. 2015. "Causes and Consequences of Polarization." In *Political Negotiation: A Handbook*, ed. Jane Mansbridge and Cathie Jo Martin. Washington, DC: Brookings Institution Press.
- Fiorina, Morris P. 2016. "Has the American Public Polarized?" Hoover Institution.
- Fiorina, Morris P. 2016. "The Political Parties Have Sorted." Hoover Institution.
- Druckman, James N., Erik Peterson, and Rune Slothuus. 2013. "How Elite Partisan Polarization Affects Public Opinion Formation." *American Political Science Review* 107(1):57-79.
- Allcott, Hunt, et al. 2020. "Polarization and Public Health: Partisan Differences in Social Distancing the Coronavirus Pandemic." *Journal of Public Economics* 191:104254.

October 3: Political Polarization II
- Iyengar, Shanto, et al. 2019. "The Origins and Consequences of Affective Polarization in the United States." *Annual Review of Political Science* 22:129-46.
- Mason, Lilliana. 2018. *Uncivil Agreement.* Chicago: University of Chicago Press, chs. 2-3.
- Dias, Nicholas, and Yphtach Lelkes. 2021. "The Nature of Affective Polarization: Disentangling Policy Disagreement from Partisan Identity." *American Journal of Political Science* 66(3):775-790.
- Krupnikov, Yanna, and John Barry Ryan. 2022. *The Other Divide: Polarization and Disengagement in American Politics.* New York: Cambridge University Press, chs. 1, 4.

October 17: Higher Education I—The Campus Speech Climate
Placing Current Debates into Historical Context
- Chemerinksy, Erwin, and Howard Gillman. 2017. *Free Speech on Campus.* New Haven: Yale University Press, excerpt.
- Lukianoff, Greg, and Jonathan Haidt. 2015. "The Coddling of the American Mind." *The Atlantic* 316(2):42-52.
- Lukianoff, Greg. 2022. "The Second Great Age of Political Correctness." *Reason*, January.
- Optional: Gonzales, Richard. 2014. "Berkeley's Fight for Free Speech Fired Up Student Protest Movement." *NPR*, October 5.
- Optional: Fuller, Thomas. 2017. "A Free Speech Battle at the Birthplace of a Movement at Berkeley." *New York Times*, February 2.

The Chicago Principles
- Background on the Chicago Principles.
- The Chicago Principles.
- Ben-Porath, Sigal. 2018. "Against Endorsing the Chicago Principles." *Inside Higher Ed*, December 11.

Survey Says...
- Knight Foundation. 2022. "College Student Views on Free Expression and Campus Speech 2022."
- Heterodox Academy. 2022. "Understanding the Campus Expression Climate."
- College Pulse/FIRE. 2022. "College Free Speech Rankings."

October 24: Higher Education II—DEI vs. (?) Free Speech
- Whittington, Keith. 2019. "Free Speech and the Diverse University." *Fordham Law Review* 87(6):2453-2477.
- Baer, Uhlrich. 2019. *What Snowflakes Get Right.* New York: Oxford University Press, excerpt.
- Kronman, Anthony. 2019. "The Downside of Diversity." *Wall Street Journal*, August 2.
- Haidt, Jonathan. 2022. "When Truth and Social Justice Collide, Choose Truth." *Chronicle of Higher Education*, September 23.
- Diversity Statements in the University of California system (definitely read in order)
  - Jerry Coyne's discovery that diversity statements are used to screen out job candidates out in the UC system
  - UC Berkeley's Rubric for Assessing Candidate Contributions to Diversity, Equity, Inclusion, and Belonging
  - The UC System's Revised Recommendations for the Use of DEI Statements Click for more options
  - Soucek, Brian. 2022. "How to Protect DEI Requirements from Legal Peril." *Chronicle of Higher Education*, May 24.
  - Leiter, Brian. 2022. "Diversity Statements Are Still in Legal Peril." *Chronicle of Higher Education*, June 1.
- Campus Controversies
  - Anderson, Greta. 2020. "Hand-Delivered Hate or Free Speech Exercise?" *Inside Higher Ed*, February 7.
  - Anderson, Nick. 2020. "A Stanford Law Professor Read a Quote with the N-word to His Class, Stirring Outrage." *Washington Post*, June 3.
  - Bartlett, Tom. 2022. "Georgetown Reinstated Him After a Controversial Tweet. He Quit Anyway." *Chronicle of Higher Education*, June 7.

October 31: Higher Education III—Scientific Advancement

Ideological Diversity in the Academy
- Abrams, Sam. 2016. "Professors Moved Left Since 1990s, Rest of Country Did Not." Blog, Heterodox Academy, January 9.
- Shields, Jon A. 2018. "The Disappearing Conservative Professor." *National Affairs* 37:138-150.
- Rom, Mark Carl. 2019. "Does Political Science Lack Diversity? Ideologically, That Is." *PS: Political Science & Politics* 52(4):701-705.

The Effects of Ideological Diversity on Scientific Inquiry
- Duarte, Jose L., et al. "Political Diversity Will Improve Social Psychological Science." *Behavioral and Brain Sciences* 38:e130. Note: Read the main article by Duarte et al. and then the replies from Baumeister, Eagly, Gelman and Gross, and Hibbing et al.
- Whittington, Keith E. 2021. "The Value of Ideological Diversity among University Faculty." *Social Philosophy* 37(2):90-113.
- Primo, David M., and Jeffrey D. Milyo. 2020. C*ampaign Finance and American Democracy: What the Public Really Thinks and Why It Matters.* Chicago: University of Chicago Press, selected tables.
- Optional: Ceci, Stephen J., and Wendy M. Williams. 2018. "Socio-Political Values Infiltrate the Assessment of Scientific Research." In T*he Politics of Social Psychology*, ed. Jarret T. Crawford and Lee Jussim. New York: Routledge, 156-167.

A Recent Controversy
- Pettit, Emma, and Jack Stripling. 2022. "Inside the Academic-Freedom Crisis That Roiled Florida's Flagship." *Chronicle of Higher Education*, Sept. 6.
- Letter from professors (including Prof. Primo) regarding this situation.

A Recent Survey
- Kuimelis, Carolyn. 2022. "Most Americans Oppose Laws that Curtail Professors' Classroom Speech." *Chronicle of Higher Education*, October 17. (Also, review results from the survey referenced in this article.)

November 7: Disagreement in the Workplace

Research and Data

- SHRM. 2019. "Politics in the Workplace."
- Weber Shandwick. 2019. "Employee Activism in the Age of Purpose: Employees (Up)Rising."
- Miles, Stephen A., et al. 2021. "Protests from Within: Engaging with Employee Activists." Stanford Closer Look Series, Corporate Governance Research Initiative.
- SHRM. 2022. "SHRM Study Reveals 20% of Workers Mistreated Due to Political Views." Press Release.
- Smith, Allen. 2022. "Political Affiliation Bias Strains Some Workplaces." SHRM Blog.

Cases and Commentaries

- Rall, Ted. 2021. "Free Speech Has Consequences, but Should Firing Be One?" *Wall Street Journal*, September 30.
- Damore, James. 2017. "Google's Ideological Echo Chamber." July Memo.
- Grind, Kirsten, and Douglas MacMillan. 2018. "Google vs. Google: How Nonstop Political Arguments Rule Its Workplace." *Wall Street Journal*, May 1.
- Armstrong, Brian. 2020. "Coinbase is a Mission Focused Company." Blog, September 20.
- Sey, Jennifer. 2022. "Yesterday I Was Levi's Brand President. I Quit So I Could Be Free." Blog, February 14.
    - Optional: *NYT* story about Sey's situation

November 14: Disagreement, Diversity, and Innovation

- Edmondson, Amy C. 2012. *Teaming: How Organizations Learn, Innovate, and Compete in the Knowledge Economy.* San Francisco, CA: Jossey-Bass, ch. 2.
- Sawyer, Keith. 2017. *Group Genius: The Creative Power of Collaboration.* New York: Basic Books, ch. 4
- Kudesia, Ravi. 2021. "Diversity Is Not Enough: Why Collective Intelligence Requires Both Diversity and Disagreement." Blog, July 21.
- Johansson, Frans. 2004. *The Medici Effect: Breakthrough Insights at the Intersection of Ideas, Concepts, and Cultures.* Boston, MA: Harvard Business School Press, ch. 6.
- Chua, Roy Y.J. 2013. "The Costs of Ambient Cultural Disharmony: Indirect Intercultural Conflicts in Social Environment Undermine Creativity." *Academy of Management Journal* 56(6):1545-1577.

November 21: Student-selected Topic—Social Media and the Future of Free Speech

The Facebook Oversight Board

- We will welcome a guest speaker--John Samples of the Facebook Oversight Board--for the first part of class. For this part of class, please look over the website for the Oversight Board, which includes information on its history, procedures, and recent cases. You may also want to review its most recent report, which describes some of its cases and decisions. Please also read the *New Yorker* article detailing the backstory of the Board's creation.

Free Speech vs. Hate Speech

- Gates, Jr., Henry Louis. 1993. "Let Them Talk: Why Civil Liberties Pose No Threats to Civil Rights." *New Republic*, September 20.
- Selected articles regarding Twitter.
- Op-ed regarding Kyrie Irving, Ye, and antisemitism.
- Op-ed regarding Ye.

December 5: Disagreement—A How-To

What Scholarship Tells Us

- Brooks, Arthur C. 2019. *Love Your Enemies: How Decent People Can Save America from Our Culture of Contempt.* New York: Broadside Books, ch. 8.
- Grant, Adam. 2021. *Think Again: The Power of Knowing What You Don't Know.* New York: Viking, ch. 8.
- Hartman, Rachel, et al. 2022. "Interventions to Reduce Partisan Animosity." *Nature Human Behavior* 6(September):1194-1205.
- Hillard, Van. Undated. "Deliberating Together."

- Bennett, Jessica. 2020. "What If Instead of Calling People Out, We Called Them In?" *New York Times*, November 19.
- Amenabar, Teddy. 2022. "9 Tips to Debunk False Claims Made by Friends and Family." *Washington Post*, October 5.
- Podcast: Ted Radio Hour on NPR featuring Adam Grant.

<u>Organizations Committed to Bridging Divides (Skim the Documents/Websites)</u>
- Heterodox Academy
- Constructive Dialogue Institute
- Listen First Project