

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi

Open Educational Resources (OER)

Fall 9-1-2016

GBLD 194.01: GLI Freshman Seminar - Deliberative Democracy

Cassandra J. Hemphill

University of Montana - Missoula, cassandra.hemphill@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Hemphill, Cassandra J., "GBLD 194.01: GLI Freshman Seminar - Deliberative Democracy" (2016).

University of Montana Course Syllabi. 7193.

<https://scholarworks.umt.edu/syllabi/7193>

This Syllabus is brought to you for free and open access by the Open Educational Resources (OER) at ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

UNIVERSITY OF MONTANA
GBLD 194.01: GLI Freshman Seminar
Fall Semester

Course Information

Meeting days/times: Tuesdays and Thursdays at 11:00 am–12:20 pm, August 29 through December 8, and Wednesday, December 14, 10:10 am–12:10 pm

Room: GBB 205
Credits: 3 credits, traditional letter grade

DiverseU Session: Thursday, November 3
Room: UC (room to be determined)

Overview

A pedestrian/bike bridge over the Clark Fork River. A community health plan for a First Nation in Canada. Participatory budgeting in Brazil. Citizen juries in Australia. These projects span the globe, cross disciplinary and cultural boundaries, empower ordinary citizens, and help civic leaders and government officials find sustainable solutions to societal problems. The common thread that binds these seemingly disparate projects is deliberative democracy.

This course will introduce you to deliberative democracy. Through readings, other media, and discussion, you'll learn about the theory and practices that enable citizens and governments to productively discuss issues and create feasible, practical solutions to societal challenges. You'll examine how cultures around the globe have adapted these principles to enable governments to allocate limited resources, meet societal needs, and achieve common goals. You will begin by developing and practicing your deliberative skills in the safe space of the classroom before exploring opportunities to use these skills in your communities. You will develop your capacity to listen, to understand, to find meaning, and to reach agreement. You will learn to provide information, identify options, and weigh the pros and cons of possible solutions to societal problems. You will leave the course with a greater understanding of the problems facing your own communities, whether universities, towns, states, or nations. After completing the course, you will have an increased ability to join the conversation, whether written or oral, to improve shared governance and contribute to solutions to society's most challenging problems.

Learning Outcomes

By the end of this course you will be able to:

1. Discuss the basis of deliberative democracy and describe how it can be used to improve decision-making and governance.
2. Demonstrate listening and reasoning skills that help you understand and contribute to constructive dialogue.
3. Compare and contrast how diverse cultures and societies use deliberative democracy to find common ground and solve complex challenges.
4. Assess the strategies and methods used by governments and civic leaders to engage citizens in decisions that affect them.

5. Reflect orally and in writing how you can use the principles of deliberative democracy in your learning, careers, and communities to improve decision-making and achieve sustainable, robust solutions.

Prerequisites

Prerequisites are enrollment in the GLI program.

Readings

Your primary readings this semester will be:

Atlee, T. (2003). *The Tao of Democracy: Using Co-Intelligence to Create a World that Works for All*. Cranston, RI: The Writers Collective.

Lerner, J. (2014). *Everyone Counts: Could "Participatory Budgeting" Change Democracy?* Chapel Hill, NC: Longleaf Services.

Makau, J. M., and Marty, D. L. (2013). *Dialogue & Deliberation*. Long Grove, IL: Waveland Press.

Additional readings will be assigned in class and posted on Moodle.

Evaluation

Assignment	Points	Evaluator
Questions from readings 21 readings total at 5 pts each. The lowest 3 scores will be dropped.	90	Instructor
Essays to demonstrate achievement of learning outcomes Six 1-page essays at 15 pts each	150	Instructor
Applying D&D: DiverseU Session Includes Topic Pitch (15 pts); Session Planning and Implementation (70 pts); and Evaluation of Personal Contribution (15 pts)	100	Instructor, based on observation and evaluations provided by self and teammates
Strategies and Methods Presentation Written outline (15 pts); presentation (20 pts)	35	Instructor
Self-Reflection and Personal Evaluation 4- to 5-page essay assessing personal growth and contribution to the class	75	Self and Instructor

Assignments

You will learn about and experience deliberative democracy through a variety of assignments, both oral and written, that you will complete individually or jointly in small and large groups. The assignments will help you learn about deliberative democracy through reading and first-hand practice, building your knowledge and understanding of the methods, tools, and techniques used by institutions around the world. You will start practicing your skills in the safe space of the classroom. Later in the semester, you and your classmates will facilitate a public dialogue about a topic of importance to the university

community. The schedule for the semester listing the focusing question, your homework, the assignments due, and the in-class activities is provided as Table 1 at the end of this syllabus.

1. **Ground Rules (Ungraded.)** Co-construct with your classmates and your instructor's guidance the ground rules your class will operate under throughout the semester. The process and outcome of this assignment will set the tone for the remainder of the semester.
2. **Topic Pitch (15 pts.)**. Write a 1-page essay in which you identify a topic suitable for DiverseU and provide a rationale for why the class should use it for your session. In your essay, provide at least one source for the evidence you use to support your discussion.
3. **Questions from Readings (5 pts. each)**. For each assigned reading, generate 3 questions. Asking insightful questions will help you identify gaps in your understanding, discover relationships and possibilities, recognize what you find interesting, develop your ability to direct your own learning, and foster a mindset of inquiry that opens you to dialogue and understanding.
4. **Essays (15 pts. each.)**. Write five 1-page essays demonstrating your understanding of five key topics you will learn about this semester: deliberative democracy, co-intelligence, listening, dialogue, and deliberation. In each essay, you will provide at least one source for the evidence you use to support your discussion.
5. **DiverseU Session**. DiverseU provides a forum for honest dialogue in order to explore the complexities of human experience, promote understanding, and create community through the practice of civil discourse. Students will jointly, as a single group, plan, implement, facilitate, and then evaluate a session at DiverseU. The DiverseU session will employ dialogue and deliberation. The topic of the session will be chosen by your class through a deliberative consensus-based process.
6. **Strategy or Method Presentation (Written outline worth 15 pts.; presentation worth 20 pts.)**
Prepare a written outline detailing one method or strategy used by institutions to engage citizens and analyzing its effectiveness, its potential for use in other settings or for other purposes, and challenges of implementation. The method or strategy you investigate will be documented in a chapter or chapters of an academic or professional text selected by your instructor and placed on reserve in Mansfield Library or from another book approved by your instructor. You will provide a 5-minute semi-formal oral presentation of this information to the class followed by a Q&A session.
7. **Self-Reflection and Personal Evaluation (75 points)**. Prepare a written reflective evaluation of your learning over the course of the semester; your contribution to the class; your strengths and areas for improvement in dialogue and deliberation; and how you can apply and use what you have learned in the future in other classes, in your career, and in your personal life. Incorporate at least five references to materials you read or watched in class.

Policies

Students at the University of Montana are expected to practice academic honesty at all times. Academic misconduct is subject to academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](http://www.umt.edu/vpsa/policies/student_conduct.php), which is available online at http://www.umt.edu/vpsa/policies/student_conduct.php.

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. Students with disabilities may request reasonable modifications by contacting me. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact [Disability Services](#) in Lommasson Center 154, online at <http://www.umt.edu/dss/default.php>, or by phone at 406-243-2243.

Instructor

Your instructor is Cassandra J. Hemphill, Ph.D. Cassie has more than 25 years of experience as a communications educator and consultant. In 2013, she began teaching communication courses in the Department of Applied Arts and Sciences at Missoula College. She has taught courses in public speaking, interpersonal communication, intercultural communication, and workplace communications. In 2016, she began teaching in the Global Leadership Initiative at the University of Montana, serving as a Capstone Mentor and leading a first-year seminar. She serves on the University’s Parking and Transportation Sustainability Committee and on the editorial board of the Northwest Communication Association Journal (NWCA). She previously served NWCA as a conference planner. She enjoys serving each year as chief judge for the 8th grade physical science division at the Montana State Science Fair.

Cassie also works as a communications consultant. She is currently the Professional Development Manager for the International Association of Public Participation, a global advocacy group for meaningful involvement of the public in decisions that affect them. Her responsibilities include oversight of the Association’s current training products, development and retention of 30+ Licensed Trainers, and creation of new training to develop citizen capacity around the globe. Before joining IAP2, Cassie managed commercial and government proposals with values of over \$1M US; led project teams of up to 75 people; served as lead writer and editor for complex, multi-volume technical and scientific reports; and facilitated numerous business, civic, and professional meetings and projects. In addition to serving the IAP2 Federation at the global level, Cassie is active at the national and regional levels of IAP2 USA. She currently serves on the IAP2 USA Certification Task Force, developing a credentialing program for public participation practitioners, and has been tasked to serve as an Assessor for a joint Canada/US Assessment Center in Fall 2016.

Cassie earned her Ph.D. and M.A. at the University of Montana. Her Ph.D. research focused on the implementation of an innovative government procurement policy by a federal natural resources agency. Her M.A. research examined the dialogic deliberative decision-making processes used by teams in federally mandated environmental cleanup projects. She holds a B.S. in managerial leadership from Northwest Christian University and a certificate in natural resources conflict resolution from the University of Montana. She has completed additional training in project management, proposal management, public participation, and facilitation.

Cassie’s contact information is:

Cassandra J. Hemphill, Ph.D.
Office: Missoula College East Campus, Room HB 02
Cell/Text: 406-370-8344 Skype: cassie_hemphill
Email: cassandra.hemphill@umontana.edu

Office Hours: Mountain Campus: Tuesdays, 12:20–1:00 pm – location TBD
Missoula College East Campus: Wednesdays, 1:00-2:00 pm – Room HB 02

Schedule for GBLD 194.01 – Deliberative Democracy (Fall 2016).

Key: D&D = J. M. Makau and D. L. Marty, “Dialogue and Deliberation” (2013). *Tao* = T. Atlee, “The Tao of Democracy” (2003).

Week	Day/Date	Focusing Question	Before Coming to Class	Assignments Due (point value)	In-Class
1	Tues 8/30	What can I expect from this course?			Ground rules
	Thurs 9/1	What will we do? How will we be evaluated?	Read and take notes on “Everyone Counts”		Define “deliberative” and “deliberative democracy” Course orientation Begin first dialogue and discussion: assignments and weights
2	Tues 9/6	What is DiverseU?	Read and take notes on “Everyone Counts”	3 Qs: “Everyone Counts”	Guest Speaker: Chloe Reynolds Continue D&D on assignments and weights
	Thurs 9/8	What is the argument culture?	Read and take notes on D&D Ch. 1	3 Qs: D&D Ch.1	Compare dialogue and deliberation Discuss D&D Ch. 1 Continue D&D on assignments and weights
3	Tues 9/13	How does a small group reach consensus?	Read and take notes on <i>Tao</i> Prologue through Ch. 2	Topic pitch (15 pts) 3 Qs: <i>Tao</i> Prologue through Ch. 2 (5 pts)	Discuss <i>Tao</i> , Prologue through Chapter 2 Small group D&D: topics for DiverseU
	Thurs 9/15	How does a large group reach consensus?	Read and take notes on D&D Ch. 2	3 Qs: D&D Ch. 2 (5 pts)	Large group D&D: topics for DiverseU
4	Tues 9/20	Can you have dialogue and deliberation online?	Deliberate online Read and take notes on D&D Ch. 3	3 Qs: D&D Ch. 3 (5 pts)	Reflections on online deliberation Final deliberations on topic choice Report out on student feedback Review tips for success PPT
	Thurs 9/22	What are the implications of co-intelligence?	Read and take notes on <i>Tao</i> Chs. 3 and 4	Short essay: “Deliberative democracy” (15 pts) 3 Qs: <i>Tao</i> Chs. 3 and 4 (5 pts)	Discuss D&D Ch. 3 Announce topic choice Discuss <i>Tao</i> Chs.3 and 4
5	Tues 9/27	What is “dialogue”?	Read and take notes on D&D Ch. 4	3 Qs: D&D Ch.4 (5 pts)	Discuss method: World Café mash-up Discuss roles and responsibilities Begin D&D on Team Contract

Week	Day/Date	Focusing Question	Before Coming to Class	Assignments Due (point value)	In-Class
	Thurs 9/29	What would a co-intelligent culture look like?	Read and take notes on <i>Tao</i> Chs.5 and 6	[Qs due next Tues. 10/4]	Work ahead on your own – Cassie will be at a conference in Montreal
6	Tues 10/4	What do we gain from dialogue?	Read and take notes on D&D Ch. 5	3 Qs: <i>Tao</i> Chs.5 and 6 (5 pts) (from last Thursday) 3 Qs: D&D Ch.5 (5 pts)	Discuss <i>Tao</i> Chs. 5 and 6 Discuss D&D Ch. 5
	Thurs 10/6	What are some ways to have dialogue?	Read and take notes on <i>Tao</i> Chs.7 and 8	Short essay: “Co-Intelligence” (15 pts) 3 Qs: <i>Tao</i> Chs.7 and 8 (5 pts)	Discuss <i>Tao</i> Chs.7 and 8
7	Tues 10/11	How can we become better listeners?	Read and take notes on D&D Ch. 6	3 Qs: D&D Ch.6 (5 pts)	Discuss D&D Ch.6
	Thurs 10/13	What is collective wisdom?	Read and take notes on <i>Tao</i> Chs.9 and 10	3 Qs: <i>Tao</i> Chs.9 and 10 (5 pts)	Discuss <i>Tao</i> Chs.9 and 10
8	Tues 10/18	What are the dangers of misunderstanding?	Read and take notes on D&D Ch. 7	3 Qs: D&D Ch.7 (5 pts)	Discuss D&D Ch.7
	Thurs 10/20	What are the benefits of holistic processes?	Read and take notes on <i>Tao</i> Chs.11 and 12	Short essay: “Listening” (15 pts) 3 Qs: <i>Tao</i> Chs.11 and 12 (5 pts)	Discuss <i>Tao</i> Chs.11 and 12
9	Tues 10/25	What are “belief systems”?	Read and take notes on D&D Ch. 8	3 Qs: D&D Ch.8 (5 pts)	Discuss D&D Ch.8
	Thurs 10/27	What are some ways to deliberate?	Read and take notes on <i>Tao</i> Chs.13 and 14	3 Qs: <i>Tao</i> Chs.13 and 14 (5 pts)	Discuss <i>Tao</i> Chs.13 and 14
10	Tues 11/1	How do we know if we’re ready?	No reading – Final preparations		Dry Run
	Thurs 11/3	How can we create a safe, inclusive space for the public to engage in dialogue and deliberation about a topic that matters?	Pack any necessary supplies to bring with you.	Arrive early. Smile. Enjoy the process. ☺	DiverseU!!
11	Tues 11/8	NO CLASS – ELECTION DAY	NO CLASS	NO CLASS	NO CLASS
	Thurs 11/10	How do you debrief an activity?	Read and take notes on <i>Tao</i> Chs.15 and 16	Written Outline of Strategy or Method due (15 pts) 3 Qs: <i>Tao</i> Chs.15 and 16 (5 pts)	DiverseU debrief and evaluation Discuss <i>Tao</i> Chs. 15 and 16

Week	Day/Date	Focusing Question	Before Coming to Class	Assignments Due (point value)	In-Class
12	Tues 11/15	How can we be more discerning?	Read and take notes on D&D Ch. 9	3 Qs: D&D Ch.9 (5 pts)	Individual Strategy or Method presentations (presenters TBD) (20 pts) Discuss D&D Ch.9
	Thurs 11/17	What is a culture of dialogue and consensus?	Read and take notes on <i>Tao</i> Chs.17 and 18	3 Qs: <i>Tao</i> Chs.17 and 18 (5 pts)	Individual Strategy or Method presentations (presenters TBD) (20 pts) Discuss <i>Tao</i> Chs.17 and 18
13	Tues 11/22	Does argumentation have a place in D&D?	Read and take notes on D&D Ch. 10	Short essay: "Dialogue" (15 pts) 3 Qs: D&D Ch.10 (5 pts)	Individual Strategy or Method presentations (presenters TBD) (20 pts) Discuss D&D Ch.10
	Thurs 11/24	NO CLASS - THANKSGIVING	NO CLASS	NO CLASS	NO CLASS
14	Tues 11/29	Can we advocate without argument?	Read and take notes on D&D Ch. 11	3 Qs: D&D Ch.11 (5 pts)	Individual Strategy or Method presentations (presenters TBD) (20 pts) Discuss D&D Ch.11
	Thurs 12/1	How does co-intelligence empower citizens?	Read and take notes on <i>Tao</i> Chs.19 and 20	3 Qs: <i>Tao</i> Chs.19 and 20 (5 pts)	Individual Strategy or Method presentations (presenters TBD) (20 pts) Discuss <i>Tao</i> Chs.19 and 20
15	Tues 12/6	What can we learn from evaluation?	Read and take notes on D&D Ch. 12	Short essay: "Deliberation" (15 pts) 3 Qs: D&D Ch.12 (5 pts)	Individual Strategy or Method presentations (presenters TBD) (20 pts) Discuss D&D Ch. 12
	Thurs 12/8	Where do we go from here?	Review your questions from semester		Discuss next steps
Finals	Fri 12/16 8–10 am	How do you bring closure to a process?		Essay: Self-Reflection (10 pts)	Debrief and Evaluation