

**CMN 540 01/02: Special Topics in Communication:  
Introduction to Civil Discourse [4 credits]  
Spring 2025**

**In-person on Tuesdays and Thursdays 11:10 AM to 12:30 PM  
105 Ham Smith Building**

Dr. Jennifer Borda, Professor of Communication & Co-Director UNH Civil Discourse Lab

**Department:** Communication

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**Office Hours:** Tues/Thurs 9:30-10:30 a.m., or contact me to make an appointment that fits your schedule.

**This course fulfills a 500-level requirement for the Communication major in the areas of Rhetoric or LSI (if grade earned is a C- or better) however, there is no 400-level pre-requisite for this course.**

**For non-majors, this course fulfills an elective course.**

**Course Description & Objectives:**

From our classrooms to our social media feeds, and our living rooms to our legislature, the vibrancy of our democracy hinges on how we talk about issues, problems, and decisions that impact our communities. And yet, these conversations are often difficult and make it tough to work together productively. We will contemplate the question: *How do we talk about issues we are concerned about in ways that encourage more meaningful engagement?* We will examine civil discourse in practice, including the role it plays in our U.S. democracy and civic structure, the civility/uncivility of advocacy, activism and protest; the possibilities of dialogue and deliberation as part of a participatory democracy; and the role of collaborative inquiry in addressing public problems. Using case studies for critical reflection, we will consider the complex dynamics of our civic landscape, the various mindsets necessary for engaging in civil discourse across these contexts, and the potential for cultivating more productive civil discourse around contentious issues in diverse contexts. Our primary objective will be to appraise the challenges and opportunities for fostering civil discourse in contemporary democratic discussion and decision-making in politics, organizations, on campus, and in our communities. We also will *practice* civil discourse, dialogue, deliberation, and facilitation, and as such this course is heavily discussion-based with lots of partnered and small group work.

**Course Learning Objectives:**

- Prepare students to become thoughtful and proficient communicators, who are able to:
  - engage and synthesize contested meanings of ‘civility’ as used in contemporary culture.
  - consider where and how civility matters, including which communication situations call for protest/civil disobedience, dialogue, deliberation, and/or collaboration.
  - recognize the collaborative construction of meaning and its relationship to social change through examination of the language, discursive openings, and public communication practices of civil discourse.
  - adapt messages and coordinate communication with others while recognizing your own and their diverse needs, interests, and values.
  - build critical reflexivity necessary for engaging in civil discourse by actively participating in deliberative dialogues and developing capacities for facilitation, active listening, and responsive questioning.

**Required Readings:** *Both books are available via Amazon. Please order as soon as possible!*

- *Cancel Wars: How Universities Can Foster Free Speech, Promote Inclusion, and Renew Democracy* by Sigal R. Ben-Porath. The University of Chicago Press, Chicago, IL, 2023.
- *Dare to Speak: Defending Free Speech for All* by Suzanne Nossel. Harper Collins: New York, 2020. Paperback: \$11.70 on Amazon new; or used for \$3.49 plus \$3.99 shipping. [Order using this link](#)

- *How America Works: Understanding Your Government and How You Can Get Involved* by Elliott Rebhun. Scholastic, New York, 2020. Paperback: \$16.95. [Order using this link](#)
- *If you can't afford these two books, please let Professor Borda know and I will assist you.*

\*\*\* Students also should purchase a SMALL notebook to use as your Civil Discourse Journal. A composition book or Blue Book from the UNH Bookstore will work. Students should bring their journal to class each day for in-class exercises and to take notes for your journal assignments.

**These books are available online at the UNH Library:**

- *Sustaining Democracy: What We Owe to the Other Side* by Robert B. Talisse. Oxford University Press: New York, 2021. [Use this link to access](#)
- *The Persuaders: At the Front Lines of the Fight for Hearts, Minds, and Democracy* by Anand Giridharadas. Knopf Doubleday Publishing Group, New York, 2022. [Use this link to access](#)
- The remainder of the readings for the course will be linked in MyCourses on weekly to do lists in Modules.

**Graded Assignments:**

Course Contribution/Technology Policy	15%
Civil Discourse Journal	20%
Need for Civil Discourse Problem Draft	ungraded
Concern Collecting Report	15%
Need for Civil Discourse Problem Paper	20%
Civil Discourse Intervention Paper	20%
Civil Discourse Intervention Presentation	10%

**Grading Scale:**

A	93.0-100%	C	73.0-76.9%
A-	90.0-92.9%	C-	70.0-72.9%
B+	87.0-89.9%	D +	67.0-69.9%
B	83.0-86.9%	D	63.0-66.9%
B-	80.0-82.9%	D -	60.0-62.9%
C+	77.0-79.9%	F	0-59.9%

**TOTAL** **100%**

\*rounding up of grades is at the discretion of Professor Borda and will be decided based on student effort.

**Unexpected Course Cancellations:**

Please get in the habit of quickly checking your e-mail before you leave for class each day. Winter weather can be unpredictable and if UNH issues a curtailment/delay/early release, we will not hold in-person activities for our safety and the safety of others. I may put material for that day online and ask that you do some work asynchronously (on your own) if we can't afford to shift the class schedule, but I will do my best to honor the snow day. I also live about 25 minutes from campus, often across the rain/snow line, so there may be times when I need to cancel due to my own dicey commute or loss of power. I will e-mail through Canvas the night before (when possible) or by 9:00 a.m. the morning of class if we will not meet in person that day, as well as info about any assignment due dates, any make-up work, and (*if applicable*) any online options that may make sense depending on where we are in the course. Please make sure you have access to the UNH Alert RAVE system. If needed, sign up for RAVE Alerts [here](#).

**E-Mail Communication:**

I welcome your e-mail correspondence, but you likely will receive a prompt response from me ONLY during regular business hours: Monday through Friday 8:30 a.m. to 4:30 p.m. I MAY respond when I'm available in the evenings and on weekends, but do not expect that I will be checking e-mail as often during these times. Also, if you have a pressing issue (particularly related to grades or assignments), I recommend that you see me in person during office hours. I will not discuss grades or test scores via e-mail due to their sensitive nature.

**Name Coach:**

We have a new tool in Canvas, NameCoach, that will help us all to pronounce each other's names properly. Please join me in making our learning environment as inclusive as possible by recording your name (instructions [here](#)) and taking advantage of the opportunity to respectfully learn how to pronounce each other's names.

**Workload Expectations and Course Assignments:** SEE Graded Assignments above and adjust accordingly—can make the Op-Ed extra credit.

Weekly modules in MyCourses will include assigned readings, links to short videos, podcasts, and expert talks. **As a 4-credit course, students are expected to spend 12 hours per week engaging with course assignments.** See individual assignments for recommended time allotments. For more information, please see: [Pp111 Policy On Credits-And-Degrees.pdf \(neche.org\)](#).

- **Class Contribution (10% of your total grade):** A primary expectation for this class is that you are *present* in class so you can benefit from critical engagement with course content AND other students' contributions to the in-class discussion to practice and reflect on the processes of civil discourse, dialogue, deliberation, and collaboration. To do this, students must have completed all assigned course readings beforehand, as well as completed the assigned journal entries based on the day's readings (all journal entries should be dated in your notebook). [2 ½ hours per week attendance in class]
  - **Each day, I will either check your journal entries or have students complete a short class exercise in their journals that will be recorded for Contribution credit.** Your enrollment in this class means you are expected to engage in class discussions by actively listening, contributing insights and/or responding to the comments of others. Arriving late to class, texting, leaving during class (excessive bathroom breaks), packing up early, engaging in private conversations with other students (including via chat), and any other class disruption will not be tolerated, and you will be asked to leave.
  - **Technology Policy:** Laptop and smart phone usage, including text messaging and social media, is not permitted in this class unless specified with an accommodations request. I expect these devices to be out of sight unless I offer permission for them to be out. If you know you will need to be available by phone or text due to a personal situation, let me know at the beginning of class. **Those in violation of the technology policy will automatically receive a ZERO for Class Contribution that day.**
  - **Students who miss more than 6 classes (20% of the semester) will receive no higher than a C as their final grade in the course, no matter what their grades earned on individual assignments total. Participation in class activities and discussion is a critical component of learning in the course and can not be made up for outside of class.**
- **Group Writing:** Students will work in small groups (3-4 students) throughout the semester on an assignment that involves researching, naming, and framing a public problem at UNH that impacts students and/or faculty, staff and the greater Durham community. With each assignment, students will individually reflect on their group roles, discuss their engagement in dialogue, deliberation, and collaboration, and record their contributions to thinking together, drafting, writing, and revising. [approximately 4 hours per week in Feb/March]. See specific guidelines on Canvas.
  - **Group Topic Discussion Summary & Reflection (5% of your total grade)**
  - **Need for Civil Discourse Problem Statement (15% of your total grade)**
  - **Concern Collecting Report (15% of your total grade)**
  - **Op-Ed—Group Writing Assignment (15% of your total grade)**
- **Civil Discourse Intervention Paper—Individual Paper (20% of your total grade)** This paper will address the problem in need of civil discourse that is the focus of your group papers, however, you will write this paper on your own. This paper will require that you integrate material from course readings and the course reading bank to support your thoughtful exploration of possible civil discourse interventions that would allow for collective action, increased understanding, productive decision-making and/or collaborative problem-solving related to the issue your group has identified. [approximately 4 hours per week in March/April]. See specific guidelines on Canvas.

- **Civil Discourse Journal—Individual (20% of your total grade):** As Public Policy and Civil Discourse Professor Phil Barnes (University of Delaware) notes, "The deeper you venture into the intricacies of civil discourse theory and practice, and the more critically you examine policy issues, including your own understanding of them, the better you will perform. The capacities you will develop in this course will not only serve you well here but will become a real asset in your professional and civic life. Learn to dive deep." This journal is your opportunity to go beyond wading (looking for a passing grade), and snorkeling (curious, but hesitant), to take that deeper dive into the complexities of public problems and respectful dialogue across differences. **Daily discussion prompts for your journal are listed in the syllabus and on weekly Modules in MyCourses.** These prompts will engage your understanding, engagement, and application of the assigned readings. In-class activities also will be recorded in your journals. I will stamp your journal each class day to chart completion, but I will not grade this assignment until the end of the semester. [5 ½ hours per week of assigned readings and reflective writing]

### **Classroom Learning Environment and Civil Discourse:**

Active, thoughtful, and respectful participation will make our time together as productive and engaging as possible, especially in a course that attends to pressing and controversial social and political issues. Each student is encouraged to take an active part in class discussions and activities. Honest, authentic, and respectful dialogue is expected. Disagreement and challenging of ideas in a supportive and sensitive manner *is encouraged*. Hostility and disrespectful behavior directed towards others *are not acceptable*. At the beginning of the course, we will talk about more specific ‘conversational agreements’ to guide our interactions. This will include keeping confidential all issues of a personal or professional nature that are discussed in class.

In this class, our emphasis will be on engaging in the mutual exploration of ideas and issues as presented in the course readings in ways that build our capacities for critical thinking, rather than in defending points of view we have formed outside the classroom. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination to engage our texts, our classmates, and our own ideas and experiences. Thus, an important aim of our course will be for us to increase our abilities to have the difficult conversations that arise as we deepen our understandings of multiple perspectives – whatever our backgrounds, experiences, or position. In other words, *Introduction to Civil Discourse* is an opportunity for you to practice engaging in civil discourse.

### **Reading and Writing:**

Course readings are integral to learning by introducing key ideas and concepts that can scaffold understanding and knowledge creation. Class sessions are not intended to parrot the readings, but rather introduce you to additional learning materials, engage discussion about the ideas, and apply concepts through activities. Research has shown that students gain critical thinking skills when they read at least 40 pages per week, per course. Thus, I expect you to have engaged with the readings prior to coming to class. I recognize that you may not fully understand and/or you may have to struggle through reading about complex ideas at times. However, this is not an excuse for not coming to class with critical insights and/or questions. If I suspect students are not reading regularly for this course, I reserve the right to add a pop quizzes or an exam to test students on the course concepts that were not reasonably discussed and examined during the interactive course lectures.

### **Attendance Policy:**

Attendance is **required in this class**, and it is essential for your success. Since 30% of your final grade (Class Contribution and Civil Discourse Journal) requires your presence in class, even a few absences will negatively impact your grade. I will not be taking “attendance” but tracking your presence/contributions to class (and please do not e-mail me regarding excused/unexcused absences). It is ultimately your responsibility to keep up with all course expectations if you miss class, though our discussion and analysis of the examples I bring into class are where much of the learning happens and can’t be made up for if you miss class.

**If students are repeatedly missing class and exceed more than 3 absences in a row or 6 absences in total, the student will be required to produce an updated accommodations letter from the Dean of Students; meet with me to discuss whether you can remain in the course; and you will be reported to the COLA Associate Dean. Students who fail to attend the first day of class will be dropped from the course per Communication Department policy to allow students on the waiting list to join the class.** Please also review the [UNH Attendance Policy](#).

Also, Incompletes will only be an option for those who missed assignments in the last 3 weeks of the semester due to unforeseen personal or medical events; students with extended absences (more than two weeks) in the first 12 weeks of the semester will need to take an Academic Failure for the course. If you find yourself in this situation, please contact Professor Borda and the Dean of Students ASAP.

**Academic Integrity:** Plagiarism is the presentation of someone else's ideas as your own. I expect that you will write your own papers and properly cite ideas, information, and all wording not your own both in papers and journal entries (including from sources such as Wikipedia). The use of Automated Writing Tools, including ChatGPT and similar artificial intelligence (AI) tools, can be productive in certain contexts. **This course is not one of them.** Engaging in civil discourse requires curiosity, intellectual humility, authenticity, and vulnerability. Therefore, use of AI to write papers is strictly prohibited in this course, even when properly attributed. Papers downloaded from the internet or written wholly with the assistance of AI (e.g. ChatGPT) will receive an automatic ZERO in this class. The use of automated writing tools is considered plagiarism (as defined by SRRR 9.3) and will be handled in accordance with existing policy. **Submission of work for another course also is a violation of academic conduct.** If I find evidence of such examples of cheating and/or plagiarism, you definitely will fail the assignment, you may very well fail the course, and you will incur whichever University actions are deemed necessary. Please familiarize yourself with UNH's policies and complete the plagiarism tutorial at: [Plagiarism Tutorial](#) Also, see the [University Academic Honesty policy page 31](#).

### **Early Alert Progress Reports:**

The University is invested in your academic success, and myWildcatSuccess is a tool to help you, your faculty, and your advisors communicate. If a faculty member is concerned about your academic behavior or performance, they may submit an academic alert -- particularly around Week 5 (Feb. 19 - Feb 25). Academic alerts **are not** punitive. The goal is to provide you with support and resources to support your success. If you receive an academic alert, you will receive an email to your UNH email address from my name in the format <Instructor Name> [Notification@GradesFirst.com] on behalf of <Instructor Name>. Alternately, find your Progress Reports under the Reports tab in myWildcatSuccess. To get to myWildcatSuccess, search for it under Tools in the portal [my.usnh.edu](http://my.usnh.edu) and save it to Shortcuts. The email will contain the concern and campus resource links to help you address the concern before it becomes a problem. Please meet with me or your advisor about the concern. The purpose of these alerts is to encourage you to visit the campus resources you need early on so that you can get back on track for a successful semester.

### **Civil Discourse Lab:**

If you are taking this course, you may find that getting more involved with the Civil Discourse Lab (CDL) will be a great way to enhance what you are learning in this class, and allow you to further develop your facilitation, dialogue, and deliberation skills. I will be launching a new two-credit Civil Discourse Lab class in Fall 2024 (also offered Spring 2025 and can be taken in sequence for four credits total—and will count as part of the Communication major if taken all year). Please see me if you are interested as we will be looking for student leaders in that class next year. The mission of the Civil Discourse Lab is to: strengthen the ability of students and community members to conduct meaningful conversations, collaborate, and weigh decisions around sometimes difficult but important topics to a civil society through research, experiential learning, and

praxis. The CDL is a partnership with Communication faculty and students across UNH. See [The Civil Discourse Lab](#) for more information.

**Schedule of Meetings, Readings, and Assignments:**

You can see the full course schedule in the chart below; however, this plan may change over the course of the semester, so you should always consult the MyCourses Modules for a Weekly To Do List.

**\*\*\*Revise to spend 3 days on the need for civil discourse (flight from conversation, cancel culture, the certainty trap, polarization, high conflict, etc); then spend a day on the Civil Discourse Landscape, spend two days on How America Works, civics, and civil discourse/democracy, then two days on protest; three days on public dialogue; three days on deliberation; perhaps one day defining collaborative action; then use Binder chapter and Ben-Porath book to go through case study to talk about how to map a civil discourse problem, then to talk about interventions. Can weave in Complicating the Narrative, Polarity Thinking, Calling In, and other ways of thinking about how to map the problem and determine productive interventions. May not need facilitation training day; map out assignment due dates first to see what works. Build in 2 days at the end for presentations and spend one day looking at UNH free expression guidelines. Look at readings in CMN 540 folder on laptop and CMN 540 bag of books/readings from office clean-up.**

<b>Complete These Readings Before Class</b>	<b>On This Date</b>	<b>So We Can Discuss These Topics</b>	<b>And You Can Complete These Assignments</b>
Classroom Community-building/Civil Discourse Exercise	Tuesday, Jan. 23	Getting to know one another through conversation	Syllabus Scavenger Hunt; upload your intro of yourself to the Meet and Greet Discussion in MyCourses; Journal Entry #1: Describe yourself as a learner; reader; list your learning goals for the course (see Weekly To Do).
Klutsey <a href="#">"Living Together with Deep Divides"</a> ; Ripley, <a href="#">Complicating the Narratives</a> ; Miller, "Good Talk;" Newkirk, "Protest Isn't Civil"	Thursday, Jan. 26	What is civil discourse? <a href="#">"Is Civility a Sham?"</a> [by Teresa Bejan] Photo of <a href="#">Ieishia Evans protest with BLM</a>	Journal Entry #2: Find a definition and an example of civil discourse, and where/how you think civil discourse could be most productive. Is there a "proper" time and place for engaging in protest or collective action?
Turkle, "The Flight from Conversation;" McCoy, "Extreme political polarization;" <i>New York Times</i> Editorial Board "America Has a Free Speech Problem"	Tuesday, Jan. 30	Why civil discourse?: The civil discourse landscape Classroom Ground Rules <a href="#">Examining How U.S. Politics Became Intertwined with Personal Identity</a>	Journal Entry #3: What concerns you most: political polarization; social protest; freedom of expression on campus; the crisis of democracy; the flight from conversation; or cancel culture? Explain why.  <b>Submit Paragraph on Group Topic Ideas to MyCourses</b>
<b>PART 1: The Citizenship Mindset: The Role of Civil Discourse in Society and Government</b>			
Talisse, "Introduction" (pp. 1-19); <i>How America</i>	Thursday, Feb. 1	Civil discourse and the civic landscape	Journal Entry #4: What is your definition of democracy? How

Works, Units 1-2 (pp. 6-39)		In-class dialogic exercise on group topic	does Talisse define democracy in three parts? What role does civility play?
Talisse, Ch. 1 (pp. 20-41); <i>How America Works</i> , Unit 3 (pp. 41-62); Packer, “Can Civics Save America?”	Tuesday, Feb. 6	The (small d) democrats’ dilemma: Democracy as a society of equals <a href="#">Danielle Allen on "Our Common Purpose"</a>	<b>Journal Entry #5: How do you feel about your level of civic knowledge? What have you realized you didn’t know? Where have you been exposed to civic learning? Do you think civics can save America?</b>
Talisse Ch. 2 (pp. 42-67); <i>How America Works</i> , Unit 4	Thursday, Feb. 8	Dealing with disagreements personally and politically; <a href="#">Divided We Fall: Unity Without Tragedy</a>	<b>Journal Entry #6: Reflect on your participation in your group’s discussion about the paper topic. What went well? What could have gone better? How could you, individually, have engaged differently?</b> <b>Group Topic Summary &amp; Discussion Reflection Paper Due</b>
Talisse Ch. 3 (pp. 68-91); <i>How America Works</i> , Unit 5	Tuesday, Feb. 13	Three sites of polarization; <a href="#">Divided We Fall: Unity Without Tragedy</a>	<b>Journal Entry #7: Where have you experienced polarization in your lives? Explain Talisse’s different sites of polarization and real world examples of each.</b>
Talisse Ch. 3 (pp. 91-101); <i>How America Works</i> , Unit 6	Thursday, Feb. 15	The polarization dynamic & presidential politics	<b>Journal Entry #8 What kind of information do you need (about government, elections, voting) to help you be a more confident and informed voter and engaged citizen? Where in the civic structure do you think more civil discourse is needed?</b>
<b>PART 2: The Civil Discourse Landscape: The Advocacy Mindset of Protest &amp; Activism</b>			
Giridharadas, Ch. 1 (pp. 15-40); <i>How America Works</i> , Unit 7	Tuesday, Feb. 20	Activism, advocacy, and voting as civic responsibility	<b>Journal Entry #9: Answer questions in Step 1 of “Building Your Voice”</b>
Giridharadas Ch. 1 (pp. 40-81); <i>How America Works</i> , Unit 8	Thursday, Feb. 22	What is civil about civil rights? Equity, equality and democratic ideals	<b>Journal Entry #10: Fill out Steps 2 and 3 in “Building Your Voice”</b> <b>Need for Civil Discourse Problem Statement Due</b>
Binder & Kidder, Ch. 6 (pp. 115-143)	Tuesday, Feb. 27	The politics of campus speech <a href="#">NPR's Consider This: The Fight Over Free Speech on College Campuses</a>	<b>Journal Entry #11: Fill out Step 4 in “Building Your Voice.” What are three questions you have about freedom of speech and academic freedom on campus?</b>
Diebel, “Facilitating Public Issues;” Dillard, “Envisioning the Role of	<b>Thursday, Feb. 29</b> <b>CLASS IS ONLINE ONLY</b>	Worksheet on Thinking About Facilitation Videos:	<b>Journal Entry #12: What are the facilitator tips that most resonated with you and why?</b>

Facilitation”		<a href="#">What do facilitators do? Public Conversations Project/Essential Partners Series on Dialogue and Facilitation</a>	What do you think would be most challenging as a facilitator of difficult conversations? Think of an interpersonal conflict/conversation in your own life in which these skills may have helped—explain how/why.
<b>PART 3: The Civil Discourse Landscape: The Inquiry Mindset of Public Dialogue</b>			
CDL Notetaking & Facilitation Guides; Vogt, Brown and Isaacs, “Asking Good Questions;” Rourke, “Developing Materials,” pp. 1-20	Tuesday, March 5	Facilitation & notetaking skills <a href="#">Join with Prof. Heath’s Public Dialogue and Deliberation class</a>	<b>Hold Concern Collecting Session this Week;</b> <b>Journal Entry #13: What are your expectations for the Concern Collecting session? How have you supported your group in this project?</b>
Escobar, pp. 5-15; Nossel, pp. 13-40	Thursday, March 7	Language matters	<b>Journal Entry #14: Try out some of the Nossel’s tips-- which speak most to you? [list three and how you think you would apply them in your own life and in which situations]</b>
Escobar, pp. 16-34; Nossel, pp. 41-72	Tuesday, March 12	Empathy, storytelling, and difficult conversations <a href="#">Purple: America, We Need to Talk</a>	<b>Journal Entry #15: Reflect on your entry from the first day of class. How have you addressed challenges in your learning/engagement? How are you progressing toward your goals? What are 3 NEW learning goals you have?</b>
Nossel, pp. 73-132; Bennett, “What if instead of calling people out”	Thursday, March 14	Active listening and calling out ideas while calling in people	<b>Concern Collecting Report Due [No journal entry today]</b>
<b>March 19 &amp; 21 is SPRING BREAK---Enjoy!!</b>			
<b>PART 4: The Civil Discourse Landscape: The Civic Reasoning Mindset of Public Deliberation</b>			
Escobar, pp. 34-45; Ben-Porath, pp. 1-25	Tuesday, March 26	Polarization, civic trust and mistrust	<b>Journal Entry #16: Describe a conversation you had over the spring break in which you and others had to make a decision or solve a problem (family, friends, co-worker). What went well? What was difficult?</b>
Ben-Porath, pp. 26-58; Redstone, “The Certainty Trap”	Thursday, March 28	Truth, facts, knowledge and the “certainty trap” <a href="#">Americans in One Room</a>	<b>Journal Entry #17: What is a contested issue on which you hold a strong perspective or opinion? Where did your knowledge come from? Has your perspective ever been challenged? How would you</b>



			invite others into conversation on this topic, especially if they disagree?
Ben-Porath, pp. 59-72	Tuesday, April 2	Democracy, diversity, equity, inclusion, and belonging	<b>Journal Entry #18: Can DEI initiatives align with freedom of expression? What role does civil discourse play in addressing the challenges inherent in both? What are tools you've learned about this semester that could help you better engage with issues of diversity, equity, inclusion and belonging?</b>
Ben-Porath, pp. 72-91	Thursday, April 4	Join with Prof. Heath's Public Dialogue and Deliberation class	<b>Journal Entry #19: Reflect on your participation in the facilitated dialogue today. What went well? What was challenging? What about the questions, facilitator, notetaker do you think could have been improved?</b>
Ben-Porath, pp. 92-110	Tuesday, April 9	Complicating the narrative on freedom of speech protections	<b>Journal Entry #20: What does it mean to say that universities (especially public state universities) have a democratic mission? What is the civic role of the university, in your opinion?</b>
Escobar, pp. 58-61; Ben-Porath, pp. 111-125	Thursday, April 11	Free speech and universities' civic role <a href="#">College Campuses Become Focus of Debate Over What Constitutes Free Speech</a>	<b>Civil Discourse Intervention Paper Due [No journal entry today]</b>
<b>PART 5: The Civil Discourse Landscape: The Problem-Solving Mindset of Collaboration</b>			
Ben-Porath, pp. 125-152;	Tuesday, April 16	Understanding the stakeholders and stakes in debates over free expression: Protest, pluralism, and civic dialogue	<b>Journal Entry #21: Is it possible to encourage civic dialogue, keep students safe, and encourage ideological diversity on campus?</b>
Cohen & Fung, "Democratic Responsibility;" <i>How America Works</i> , Unit 10	Thursday, April 18	Jill Van Lokeren class visit—see bio in Modules on MyCourses <b>Write 3 questions for Ms. Van Lokeren</b> Join with Prof. Heath's Public Dialogue and Deliberation class	<b>Journal Entry #22: What is the role of media/social media, and also storytelling, in a democracy? How has the rise of social media either contributed to, or hindered, our civil discourse and civic engagement around public problems?</b>

Talisse, Ch. 3 (pp. 101-104) and Ch. 4 (pp. 105-121)	Tuesday, April 23	NASPA Free Speech and the Inclusive Campus small group discussions	<b>Journal Entry #23: How has your view of civil discourse and free expression on campus changed/evolved over the course of the semester? What have you learned? What concerns you? What is your perspective on this issue? What questions do you have?</b>
Talisse, Ch. 4; pp. 121-142; <a href="#">UNH Freedom of Expression and Guidelines on Peaceful Dissent</a>	<b>Thursday, April 25 CLASS IS ONLINE ONLY</b>	Use IF Collaborative Inquiry Activity to have a group discussion of what you think works and what could be improved regarding UNH guidelines.	<b>Journal Entry #24: Who did you invite into this discussion? What were the ground rules? What kinds of questions did you ask to keep the conversation going? Where was there conflict or disagreement? Where was there consensus?</b>
Talisse, Epilogue, pp. 142-153; Allen, “We’ve Lost Our Way”	Tuesday, April 30	Revisiting the Civil Discourse Landscape through the framework of UNH’s guidelines	<b>Op-Eds Due [No journal entry today]</b>
<b>Submit Course Evaluations</b>	Thursday, May 2	<b>Course Reflections</b>	<b>Journal Entry #25: Read through your entire journal—what have you learned? What surprised you? How did you progress toward your learning goals? In what ways has this class made you more and/or less hopeful for the future of democracy? Based on what you’ve learned this semester, what will you do this week, this year, and over the next decade?</b>  <b>Journals due at the end of class today.</b>

### **Student Support Resources**

UNH provides several ways to get academic and technical support with learning. For academic support available to UNH students see this [directory](#) of services and centers. This [article](#) has information to help you get technical support on items like submitting assignments, accessing software, and taking quizzes or exams including contacts for personalized assistance. The Center for Academic Resources (CFAR) is where students go to improve their study skills, time management, and understanding of UNH’s academic culture. Our [professional educational counselors](#) and [peer academic mentors](#) work within students’ course materials to demonstrate best practices for learning concepts and preparing for exams. Find an appointment with an academic mentor of your choice on the CFAR calendar at <https://unh.mywconline.com>. **To talk with a professional educational counselor**, email us at [unh.cfar@unh.edu](mailto:unh.cfar@unh.edu); use Chat Live on our website at <https://www.unh.edu/cfar>; or stop by **Smith Hall Second floor, Monday-Friday from 8:00-4:30**. The CFAR website also has a large selection of [study tips and tools](#) and [STEM videos](#).

**Student Accessibility Services:** According to the Americans with Disabilities Act (as amended, 2008), each student with a disability has the right to request services from UNH to accommodate his/her disability. If you are a student with a documented disability or believe you may have a learning issue that requires accommodations, please contact Student Accessibility Services (SAS) at **227 Smith Hall** or [sas.office@unh.edu](mailto:sas.office@unh.edu). Accommodation letters are created by SAS with the student. **Please follow-up with your instructor as soon as possible to ensure timely implementation of the identified accommodations in the letter.** It is your responsibility to inform the instructor of any accommodations necessary **before** any assignments are due; faculty have an obligation to respond once they receive official notice from SAS, but are under no obligation to provide retroactive accommodations.

**Emotional & Behavioral/Mental Health Issues:** Your academic success in this course is very important to me. If, during the semester, you find emotional or behavioral/mental health issues (anxiety, depression, stress-related ailments, psychological or emotional distress, addiction) are affecting that success, please let me know if you feel comfortable doing so. If you find you are experiencing emotional or mental health issues, please also contact the University's [UNH PACS](#) (**3<sup>rd</sup> floor, Smith Hall; 603-862-2090**) which provides counseling appointments and other mental health services. If urgent, students may call PACS M-F, 8 a.m.-5 p.m., and schedule an Urgent Same-Day Appointment (also available virtually).

**Confidentiality and Mandatory Reporting:** The University of New Hampshire and its faculty are committed to assuring a safe and productive educational environment for all students and for the university as a whole. To this end, the university requires faculty members to report to the university's [Title IX Coordinator](#) (Bo Zaryckyj, [Bo.Zaryckyj@unh.edu](mailto:Bo.Zaryckyj@unh.edu), 603-862-2930/1527 TTY) any incidents of sexual violence and harassment shared by students. If you wish to speak to a confidential support service provider who does not have this reporting responsibility because their discussions with clients are subject to legal privilege, you can contact SHARPP (Sexual Harassment & Rape Prevention Program) at (603) 862-7233/TTY (800) 735-2964. For more information about what happens when you report, how the university treats your information once a report is made to the Title IX Coordinator, your rights and reporting options at UNH (including anonymous reporting options) please visit [student reporting options](#) .

Help us improve our campus and community climate. If you have observed or experienced an incident of bias, discrimination or harassment, please report the incident by contacting the Civil Rights & Equity Office at [UNH.civilrights@unh.edu](mailto:UNH.civilrights@unh.edu) or TEL # (603) 862-2930 voice/ (603) 862-1527 TTY / 7-1-1 Relay NH, or visit the CREO website. Anonymous reports may be submitted.

**Behavior Intervention Team (BIT) – Durham** provides assistance to the UNH community when a student's behavior suggests harm to self or others, makes referrals to appropriate resources and recommends appropriate actions to the Dean of Students when needed (<https://www.unh.edu/dean-of-students/getting-help/behavioral-intervention-team>). More information can be provided by calling the Dean of Students at 603-862-2053. Please know that the associate dean of a student's college is also a helpful resource. We work as close partners in concerning student cases.