

SOAN 350: DIVERSITY AND DEMOCRACY IN AMERICA

Spring 2018

Carleton College

Department of Sociology and Anthropology

Professor Wes Markofski

Class: MW 9:50-11:00am, F 9:40-10:40am (2a), Leighton 303

Office Hours: MW 3:00-4:15pm, Thurs 10-12pm or by appt.

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The classical American pragmatist tradition presents us with a vision of ethical democracy that accounts for the vast racial, ethnic, cultural, and religious diversity of the United States. But what are we to make of this vision in practice? Does social difference always lead to conflict and inequality? Can we forge common ground with justice across deep differences? What forms of respect, recognition, reciprocity, and redistribution do democratic citizens owe one another? Can the cultivation of diverse human experiences and relationships across difference lead to more robust and ethical democratic institutions? This course explores these and related questions through a roughly equal mix of democratic theory and empirical studies of race/class/gender/religion diverse grassroots democratic movements in the U.S. We will consider the demands and challenges of "different types of difference" (racial-ethnic, gender-sexuality, class-culture, citizenship, language, and religion) for addressing inequity and pursuing ethical democracy in the United States (and beyond).

Student Learning Outcomes

The Department of Sociology and Anthropology has specified six student learning outcomes we want students to acquire before graduating. The relevant outcomes for this course are:

- Articulating the complexity of contemporary socio-cultural phenomenon in their many dimensions (e.g., temporal, structural, spatial, and symbolic).
- Applying sociological theory to analyze socio-cultural phenomena.
- Learning how to connect information about historical and contemporary socio-cultural phenomena.
- Drawing upon your understanding of historical and contemporary socio-cultural phenomena to engage the world.

Course Materials

There are three required books for the course, which are available at the Carleton bookstore. Other required readings will be made available on the Moodle course website.

- Inazu, John D. 2016. *Confident Pluralism: Surviving and Thriving through Deep Difference*. Chicago: University of Chicago Press.
- Stout, Jeffrey. 2010. *Blessed are the Organized: Grassroots Democracy in America*. Princeton: Princeton University Press.
- Wood, Richard L. and Fulton, Brad R. 2015. *A Shared Future: Faith-Based Organizing for Racial Equity and Ethical Democracy*. Chicago: University of Chicago Press.

Course Requirements

Your final grade for the course will be calculated as follows:

Participation 15%	[Due each class session]
Reading Questions 15%	[Due each class session]
Discussion Leadership Assignment 10%	[TBD]
Critical Response Papers 24%	[Due Monday of weeks 2, 4, 6, 8]
Final Paper Draft & Peer Review 6%	[Due Friday, 5/25]
Final Paper Presentation 5%	[Due Monday, 5/28]
Final Paper 25%	[Due Friday, 6/1]

A = 100-93; A- = <93-90; B+ = <90-87; B = <87-83; B- = <83-80; C+ = <80-77; C = <77-73; C- = <73-70; D+ = <70-67; D = <67-63; D- = <63-60; F = <60

Policy on Late Work: Late work will be penalized one grade increment (e.g., A to B, B to C) per day in the absence of clear and demonstrable extenuating circumstances (e.g., extended illness, family emergency, letter from dean's office, etc.).

Readings: To do well in this course, it is imperative that you commit to active, focused reading prior to each class meeting in order to complete the readings and reading questions and be prepared to engage dynamically in class discussions.

Some questions to keep in mind while reading: What is the main argument of the section/text? Key concepts and definitions? What methods & evidence are used to support the authors' arguments? Make a note of concepts/arguments you find difficult to understand (to bring up in class). Make a note of things you agree/disagree with, or find plausible/improbable, exciting/problematic, etc. (to bring up in class discussions).

Reading Questions: In order to facilitate active, critical engagement with the readings, and to stimulate discussion & debate with one another (through which much of our learning will occur), each student is required to upload via Moodle at least two reading questions prior to each class meeting:

- (1) One (or more) question, comment, or critique about a main idea in the text. (*Examples: The ideal of racial democracy great in theory, but I don't think it can work in practice, and here's why ... Or What does Habermas mean by "post-secular society"? Or Do multicultural identity politics provide a sufficient basis for democratic solidarity? ...*)
- (2) One (or more) comment or question comparing, contrasting, or otherwise relating something from the readings to a prior reading, personal experience, or contemporary issue. (*Examples: Young's notion of the politics of difference seems to differ from Anderson's vision of the imperative of integration in a couple ways, here's how ... Or What similarities and differences exist between the Black Lives Matter movement and democratic organizing as discussed in Wood and Fulton? Or Do Alexander and Habermas think about democracy and civil society in the same way? ...*)

Reading questions should be posted by 8am before each class session. You may miss two session's worth of reading questions without consequence; beyond that, each failure to upload reading questions will incrementally lower your reading question grade (e.g., A to A-, A- to B+). Reading question submissions can range from a couple sentences up to a single paragraph in length. The key is to demonstrate substantial, thoughtful engagement with each day's readings.

Participation: Your personal success in this course (as well as its collective success) depends on your active and sustained engagement throughout the entire term. I expect everyone to participate at a high level; however, I recognize we don't all have the same personalities or learning styles. While participation includes asking questions and contributing vigorously (yet respectfully) to class discussions and small group work, it also involves consistent presence and attentiveness to others throughout the term. Active participation also means refraining from non-course related use of electronic devices during class time. *Think of the class as a mini-democratic public sphere in which any and all questions, arguments, and perspectives can be brought to the table for deliberation, discussion, and critique.* You may miss two class sessions without consequence; beyond that, each missed class will incrementally lower your participation grade.

Civil Discourse at Carleton: At Opening Convocation, President Poskanzer challenged us as a community to pursue the difficult task of developing habits and skills of civil discourse across difference and disagreement. Let's work together to ensure that classroom discussions throughout the term reflect our shared commitment to academic and democratic norms of mutual respect, tolerance, and civility. This does *not* mean engaging in "tone policing" or mandating emotionless argument: sometimes authentic intellectual-democratic discourse across deep difference and disagreement can become heated! Rather, it involves the difficult task of combining our passionate personal, intellectual, moral, political, and religious convictions with "intellectual humility," defined as "the owning of one's limitations," a "willingness to improve one's knowledge of the world," and "low concern for intellectual domination" over others. It is "closely allied with traits such as open-mindedness, a sense of one's fallibility, and being responsive to reasons. Thus, intellectual humility advocates for conviction through critical self-reflection" (humilityandconviction.uconn.edu).

Please keep these guidelines in mind, revisiting them at times throughout the term to aid our collective effort at promoting civil discourse and learning across difference

(<http://www.crlt.umich.edu/examples-discussion-guidelines>):

- Listen carefully to what others are saying even when you strongly disagree with what is being said. Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker's actual points.
- Respect others' rights to hold opinions and beliefs that differ from your own. When you disagree, challenge or criticize the idea, not the person.
- Don't interrupt or engage in private conversations while others are speaking.
- Support your statements. Use evidence and provide a rationale for your points.
- Share responsibility for including all voices in the discussion. If you have much to say, try to hold back a bit; if you are hesitant to speak, look for opportunities to contribute.
- Recognize that we are all still learning. Be willing to change your perspective, and make space for others to do the same.

Discussion Leadership Assignment: Those who have a say in how and what they learn tend to learn more and enjoy the process better. As such, each student will have the opportunity to facilitate class discussion for roughly one half of one class period (~25-35 minutes) during the term. This means you will be "extra familiar" with the required reading assignments, arrive with discussion questions and/or other prepared discussion format, and be the primary discussion facilitator for a segment of one class period. You will email me a brief outline of your plan/discussion questions by 9pm the day before you lead discussion.

Critical Response Papers: Four 2-page (double-spaced) critical response papers, uploaded to Moodle by 11:59pm on the Mondays on which they are due (Weeks 2, 4, 6, 8).

Final Paper Draft & Peer Review: A 5-6 page draft of your final paper, along with constructive critical feedback on the final paper drafts of one or two of your peers, due Friday, 5/25 in class, consisting of notes, in-class verbal feedback, and a one-two paragraph summary of key comments and suggestions to be given to author(s) and turned in to me.

Final Paper Idea Presentation: A 3-4 minute presentation of your final paper, to be presented Monday, 5/28, describing your final paper main idea & argument, followed by peer feedback.

Final Paper: A 10-page paper, due Friday, 6/1, at 5pm, topic TBA.

Paper Formatting: All papers must be uploaded to Moodle in either a Microsoft Word or PDF file format and use APA, MLA, Chicago, or ASA citation styles.

Important Note: If at any point in the term you become concerned about your grade, a particular assignment, classroom participation or classroom climate issues, falling behind, or anything else, *please don't wait to come visit me during office hours or otherwise contact me!* The sooner we identify potential problems and concerns, the more effectively we will be able to work together to address them.

Academic Integrity

In line with Carleton's policy on academic integrity, it is assumed that a student is the author of all coursework submitted by that student. Please refer to Carleton's full policy for additional information or see me if you have questions. <http://apps.carleton.edu/campus/doc/integrity/>

Academic Support

Accommodations for Students with Disabilities: Carleton College is committed to providing equitable access to learning opportunities for all students. The Disability Services office (Burton Hall 03) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, sensory, or physical), please contact Chris Dallager, Director of Disability Services, by calling 507-222-5250 or sending an email to cdallager@carleton.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

Technological Resources for Students with Disabilities: The Assistive Technology program brings together academic and technological resources to complement student classroom and computing needs, particularly in support of students with physical or learning disabilities. Accessibility features include text-to-speech (Kurzweil), speech-to-text (Dragon) software, and audio recording Smartpens. If you would like to know more, contact aztechs@carleton.edu or visit go.carleton.edu/aztech.

Library: Ask a librarian for help with your research in this class. You can drop by the library's Research/IT desk to ask any question you have, at any point in your process. Librarians help students find and evaluate articles, books, websites, statistics, data, government documents, and more. For more information, visit the Gould Library website at go.carleton.edu/library.

The Writing Center: The Writing Center, located in 420 4th Libe, has peer writing consultants who can work with you during any stage of the writing process (brainstorming to final proofreading). Hours and more information can be found on the writing center website. You can reserve specific times for conferences in 420 4th Libe by using their online appointment system. Walk-ins are welcome, though writers with appointments have priority.

Writing Assistance for Students Whose First Language Is Not English: If you are a second language writer and believe you might benefit from working individually with a writing consultant on a regular basis this term, email Renata Fitzpatrick, Multilingual Writing Coordinator, call her at x5998, or stop by her office in 420D 4th Libe. She can arrange once- or twice-a-week meetings between you and a specific writing consultant throughout the term.

Class Presentations and Public Speaking: Speech coaching is a student-staffed resource designed to assist you with class presentations, comps talks, and other speech-related events. Your coach can assist you with speech & communication skills including clarity, organization, articulation, projection, body language, eye contact, and effective use of aids (e.g., notes, PowerPoint, Keynote, etc.). Depending on your goals, your coach can also work with you on the content of the presentation: organization, voice, clarity, and, ultimately, persuasive impact. For more information: go.carleton.edu/speakeasy.

Time Management, Test-Preparation Strategies, and Study Skills: All Residential Life Area Directors are trained to work with you to improve your time management and academic skills. Their goals are to heighten your awareness of your personal strengths and skills and to offer different ways you can approach your academic work so you're more efficient and effective. Meetings are by appointment; you simply need to email one of them to arrange a visit. For details and resources: Academic Skills Coaching website.

Course Outline and Reading Schedule

* Please read the selections in order as they are listed on the syllabus, and be sure to bring the day's readings with you to class. Stop and start your reading at the obvious place (section beginning/end, first/last paragraph, etc.) unless otherwise noted.

THEORIZING DIFFERENCE & DEMOCRACY

Mon 3/26 (Week 1)

Course Introduction

- Jane Addams and Charlene Haddock Seigfried, *Democracy and Social Ethics*, Introduction to the Illinois Edition & Introduction

Wed 3/28

Difference and Inequality (1)

- Rogers Brubaker, Grounds for Difference, pp. 2, 4 (from "The third undertheorized")-6 (stop at "Chapter 4"), Chapter One

Fri 3/30

Difference & Inequality (2)

- Elizabeth Anderson, *The Imperative of Integration*, Chapter One

Mon 4/2 (Week 2)

***** Critical Response Paper #1 Due *****

Gender & Sexuality (1)

- Iris Marion Young, *Justice and the Politics of Difference*, Foreword to the 2011 Edition, Chapter 6

Wed 4/4

Gender & Sexuality (2)

- Iris Marion Young, *Justice and the Politics of Difference*, pp.91-95
- Nancy Fraser, "From Redistribution to Recognition? Dilemmas of Justice in a 'Postsocialist' Age"

Fri 4/6

Religion & Language (1)

- Jürgen Habermas, "Religion in the Public Sphere" and "Notes on Post-Secular Society"

Mon 4/9 (Week 3)

Religion & Language (2)

- Michelle Dillon, "Can Post-Secular Society Tolerate Religious Differences?"
- Rogers Brubaker, *Grounds for Difference*, Chapter 3

Wed 4/11

Democracy & Civil Society (1)

- Jeffrey C. Alexander, *The Civil Sphere*, Introduction & Part One (Chapters 1-3)

Fri 4/13

Democracy & Civil Society (2)

- Jeffrey C. Alexander, *The Civil Sphere*, Chapters 15 & 16

Mon 4/16 (Week 4)

***** Critical Response Paper #2 Due *****

Democracy & Civil Society (3)

- Jeffrey C. Alexander, *The Civil Sphere*, Chapter 17

Wed 4/18

Democracy & Civil Society (4)

- Elizabeth Anderson, *The Imperative of Integration*, Chapter 5

Fri 4/20

Race & Ethnicity (1)

- Elizabeth Anderson, *The Imperative of Integration*, Chapters 6 & 9

Mon 4/23 (Week 5)

Race & Ethnicity (2)

- Mustafa Emirbayer and Matthew Desmond, *The Racial Order*, Chapter 7

PRACTICING DEMOCRACY WITH DIFFERENCE

Wed 4/25

A Shared Future (1)

- Richard Wood and Brad Fulton, *A Shared Future*, Introduction & Chapter 1

Fri 4/27

Opening Convocation & Civil Discourse across Difference discussion

Mon 4/30 (Week 6)

Midterm Break

Wed 5/2

***** Critical Response Paper #3 Due *****

A Shared Future (2)

- Richard Wood and Brad Fulton, *A Shared Future*, Chapters 2-3

Fri 5/4

A Shared Future (3)

- Richard Wood and Brad Fulton, *A Shared Future*, Chapters 4-5
- OPTIONAL: Chapter 6

Mon 5/7 (Week 7)

A Shared Future (4)

- Richard Wood and Brad Fulton, *A Shared Future*, Chapter 7 & Conclusion

Wed 5/9

Blessed are the Organized (1)

- Jeffrey Stout, *Blessed are the Organized*, Preface, Chapter 1, Chapters 5-6

Fri 5/11

Blessed are the Organized (2)

- Jeffrey Stout, *Blessed are the Organized*, Chapters 8-9, Chapter 11

Mon 5/14 (Week 8)

***** Critical Response Paper #4 Due *****

Blessed are the Organized (3)

- Jeffrey Stout, *Blessed are the Organized*, Chapters 16-17

Wed 5/16

Blessed are the Organized (4)

- Jeffrey Stout, *Blessed are the Organized*, Chapter 18 & Chapter 20

Fri 5/18

Confident Pluralism (1)

- John Inazu, *Confident Pluralism*, Introduction

Mon 5/21 (Week 9)

Confident Pluralism (2)

- John Inazu, *Confident Pluralism*, Part I (Chapters 1-4)

Wed 5/23

Confident Pluralism (3)

- John Inazu, *Confident Pluralism*, Part II (Chapters 5-8), Conclusion

Fri 5/25

***** Final Paper Draft & Peer Review *****

Mon 5/28 (Week 10)

***** Final Paper Presentations *****

Wed 5/30

Conclusion (TBA) (*Final Course Evaluations*)

***** Final Paper Due Friday, 6/1, 5pm *****