DEEP 201: APPROACHES, FRAMEWORKS, AND CONCEPTS

• Wicked Problems and the Participatory Decision-Making Model (Kaner/Carcasson)
• Cognitive Hygiene and Cognitive Command (Aiken/Talisse)
• Aims and Best Practices of the Political Classroom (Hess/McAvoy)
• Humane Instincts and Deliberative Dispositions
• Types of Listening and Streams of Engagement
• Goals of Deliberation Framework
WICKED PROBLEMS AND THE PARTICIPATORY DECISION-MAKING MODEL (KANER/CARCASSON)

- “Wicked” Problems
- Passionate Impartiality
- Participatory Decision-Making Model
  - Divergent Thinking
  - Working Through the Groan Zone
  - Convergent Thinking

Guiding Question:
How can Kaner’s three-stage model help students engage with “wicked problems” and develop a deliberative mindset?
COGNITIVE HYGIENE AND COGNITIVE COMMAND
(AIKEN/TALISSE)

• Why Do We Argue?
  • Cognitive Health and Cognitive Hygiene
• Why Argument Matters
  • Cognitive Command vs. Cognitive Success

Guiding Questions
1. How would you characterize the cognitive health and cognitive hygiene of students in your classes?
2. Where have you seen the distinction between cognitive command and cognitive success in your classes?
AIMS OF THE POLITICAL CLASSROOM (HESS/MCAVOY)

Aims of the Political Classroom

- Political Equality
- Tolerance
- Autonomy
- Fairness
- Political Literacy
- Political Engagement
• **Best Practice Discussion** (vs. Discussion and Lecture) (p. 47)
  • Discussion > 20% of class
  • Advanced prep work for discussion
  • Significant student-to-student talk
  • High levels of participation
BEST PRACTICES OF THE POLITICAL CLASSROOM (HESS/MCAVOY)

• In Best Practice Discussion classes, *students* are:
  • Both Engaged and Learning in the Classroom
  • Hearing and Valuing Multiple Perspectives
  • Becoming More Interested in Political Discussion
BEST PRACTICES OF THE POLITICAL CLASSROOM
(HESS/MCAVOY)

• In Best Practice Discussion classes, instructors are:
  • Encouraging students to discuss political or social issues about which people have different opinions
  • Presenting several sides of an issue when explaining it in class
  • Helping students to feel free to disagree openly with them (and each other) about political and social issues
  • Respecting students’ opinions and encouraging participation
  • Supporting students to make up their own mind about the issues
BEST PRACTICES OF THE POLITICAL CLASSROOM (HESS/MCAVOY)

Guiding Questions

1. What are key reasons for and main challenges to creating “political classrooms?”

2. Which educational aims of the political classroom most resonate with your pedagogical goals, and why?
OTHER KEY CONCEPTS AND FRAMEWORKS
(CURATED BY THE DCI)

• Humane Instincts
• Deliberative Dispositions
• Types of Listening
• Streams of Engagement
• Goals of Deliberation
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<tr>
<th><strong>Greek Cardinal Virtues</strong></th>
<th><strong>Confucian Virtues</strong></th>
<th><strong>Christian Virtues</strong></th>
<th><strong>Hindu Dharmic Virtues</strong></th>
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<tbody>
<tr>
<td>Prudence</td>
<td>Ren (Benevolence)</td>
<td>Love</td>
<td>Ahimsa (Non-violence)</td>
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<td>Justice</td>
<td>Yi (Uprightness)</td>
<td>Joy</td>
<td>Dama (self restraint)</td>
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<td>Temperance</td>
<td>Zhi (Knowledge)</td>
<td>Peace</td>
<td>Asteya (Non-covetousness)</td>
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<td>Fortitude</td>
<td>Xin (Faithfulness)</td>
<td>Patience</td>
<td>Saucha (inner purity)</td>
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<td>Li (Propriety)</td>
<td>Kindness</td>
<td>Satyam (truthfulness)</td>
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DELIBERATIVE DISPOSITIONS

- Egalitarianism
- Openmindedness
- Empathy and Kindness
- Evidential Emphasis
- Attentiveness
- Humility
- Curiosity and Anticipation
- Charity and Grace
- Communal Orientation
- Action Inclination
1. **Enclave Listening**
   Building solidarity and understanding the perspectives of those with similar ideas.

2. **Alliance Listening**
   Forging connections and relationships with those who have somewhat different ideas.

3. **Adversarial Listening**
   Understanding and monitoring perspectives of those with very different beliefs.

4. **Transformative Listening**
   Finding common ground, identifying new ideas with a broad spectrum of people.

- **Affinity Groups**
- **Allies**
- **Opponents**
Engagement Streams

**EXPLORATION**
- Learn about oneself, community and/or issue
- Possibly discover innovative solutions

**CONFLICT TRANSFORMATION**
- Resolve conflicts
- Foster healing and growth
- Improve relations among groups

**DECISION MAKING**
- Influence public decisions and public policy
- Improve public knowledge

**COLLABORATIVE ACTION**
- Empower people and groups to solve complicated problems
- Take responsibility for solutions
Figure 1: The Goals of Deliberation

Deliberation

First-Order Goals
- Issue Learning
- Improved Democratic Attitudes
- Improved Democratic Skills

Second-Order Goals
- Individual/Community Action
- Improved Institutional Decision Making

Third-Order Goals
- Improved Community Problem Solving

Martin Carcasson, Beginning with the End in Mind
Which aspects of these frameworks might best reinforce and support your plans to embed deliberation into one of your classes?