

The background is a dark blue-grey color. In the four corners, there are decorative white line-art patterns resembling circuit traces or neural network connections. These patterns consist of straight lines of varying lengths and angles, ending in small white circles. The patterns are most prominent in the top-left and bottom-left corners, and less so in the top-right and bottom-right corners.

DEEP 401: A DEEP CASE STUDY ETHICS AND POLICYMAKING COURSE

#1: LEARNING OUTCOME AND GRADED ASPECT OF THE COURSE

- **Learning Outcome:** “Deliberate respectfully with others about moral problems in policymaking.” (not necessary for deliberation modules)
- **Primary Graded Component:** Towards the end of the course, the students will take part in graded Deliberation Design Project.

#2: SIGNIFICANT TIME FOR DELIBERATION

- **Significant Time for Deliberation:** A significant portion of class time (and at least 25%) should be devoted to facilitated deliberations regarding significant political, social, aesthetic, ethical, scientific, historical, or other scholarly and public controversies made available through common texts, artifacts, or other materials. In a MWF course, for example, one class a week might be dedicated to deliberation, in a T Th course, one class every two weeks, or in a weekly seminar, a third of each class, or every third class.
 - *How much time will you devote to deliberation in the course?*
 - On the assumption that we spend twenty minutes deliberation in each of twenty-four class meetings, and that we spend two whole class meetings on a deliberation activity, we will spend a total of 710 minutes (11.83 hours, or 36% of total class time) on deliberation.
 - *How will you integrate it into the classroom experience?*
 - Deliberation will form substantial portion of most class discussions, and class discussions will take place in nearly every class meeting.
 - We will also be conducting a significant graded deliberation activity over the course of two class days

#1: SIGNIFICANT TIME FOR DELIBERATION (FOR DELIBERATION MODULES)

- **Significant Time for Deliberation:** A significant portion of class time (**at least two class periods**) should be devoted to facilitated deliberations regarding significant political, social, aesthetic, ethical, scientific, historical, or other scholarly and public controversies made available through common texts, artifacts, or other materials.

#3: ENGAGEMENT WITH THE DELIBERATION LITERATURE

- We will assign portions of landmark work on deliberation and its value, including:
 - Scott Aikin and Robert Talisse, “Public Argument in a Democratic Society,” 35-51
 - Amy Gutmann and Dennis Thompson. “What Deliberative Democracy Means,” 1-7
- How will students engage with the reading in class (e.g. discussion, lecture)?
 - 1) Through class discussion, including in-class deliberation.
 - 2) In weekly mini-essays. These will be due on Moodle twenty-four hours before the relevant class meeting.
 - 3) The final, graded deliberation activity. Students will be asked to make connections between what they learned from the reading and what they were doing during the activity.

#4: CULTIVATION OF DELIBERATION-RELATED SKILLS

- **Active and charitable listening:** Deliberators listen to one another with the aim of construing others' points in the most plausible sense possible.
- **Offering reasons:** Deliberators don't just say what they think, but also why they think it and why it's reasonable for others to accept it as well.
- **Humility and cooperation:** Deliberators don't aim to score points or to come out ahead of their deliberative partners. Rather, they seek to arrive at the conclusion or conclusions best supported by the reasons at hand. To this end, deliberators must be ready to be wrong, and to see others as sources of reasons that might be even better or more convincing than the ones they think of themselves.

This learning will be supported by in-class deliberations and by the final, multi-day deliberation activity. We will introduce these and other skills at the beginning of the course and highlight them throughout the semester.

#5: DELIBERATION-RELATED REFLECTION OPPORTUNITIES

- One unique feature of our course is its mini-essay component. Each week, each student will be required to compose a 300-word piece at least twenty-four hours before class and then post it to Moodle, where the other students will be able to read it and post replies. We will encourage, and sometimes require, students to use this medium to reflect on class deliberations and the deliberation literature.