

# Civility and DISOBEDIENCE

**Dana Forum 2014-2015**

**Fall 2014 Forum Meetings: Wednesday, 5-6:30pm, Hoffman House**

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## **The Dana Scholars Program**

(adapted from information at <http://www.muhlenberg.edu/main/academics/dana-scholars/>)

The Dana Scholars Program, made possible by the Charles A. Dana Foundation, acknowledges students who display academic potential, good character, integrity, and leadership ability through contributions both inside and outside of the classroom. The Dana Program offers students an opportunity to belong to a community of scholars that promotes engaged citizenship and leadership, fosters conversations across disciplines, and pursues rigorous academic inquiry. All Dana seniors engage in collaborative research projects on issues of public concern and interest.

## **The Dana Forum**

The **Dana Forum** is designed as a senior year capstone experience to deepen a greater sense of community among Dana Scholars, and to enrich the intellectual climate on campus. Each year the Forum helps Dana seniors develop and execute collaborative research projects that are tied to the Center for Ethics' annual theme. In the fall semester, Dana seniors enroll in a 0.5 credit class, where they study literature related to the Center for Ethics' theme for that given year. By the middle of the fall semester, students form **groups of three or four** to research a topic of their choice and identify a faculty mentor for the project. The research component of the Dana Forum is completed during the spring semester of the senior year. You are expected to think critically beyond your disciplinary orientation(s), your nationality, and your current geographic location to engage with the discourse and topics in a global, multidisciplinary, ethically responsible manner. During the fall semester, we will study texts related to the theme ***Civility and Disobedience***, and you will begin to develop your research projects. The majority of research and writing will take place during the spring semester and will be presented to the campus in April.

My expectation is that this capstone experience should reflect the Fundamental Institutional Values of the College, which speak to developing “each individual's capacity for a life of leadership and service by challenging and strengthening mind, spirit, character, and community.” These values also reflect on “vigorous and open-minded debate within the context of civility; intellectual integrity and personal accountability;” and demonstrating “mutual respect for differing ideas, perspectives, experiences, and personal identities.”

During the fall semester, we will meet weekly on **Wednesdays from 5-6:30pm in the Hoffman House**. Your attendance and active participation in class will constitute a significant percentage of your final grade this fall. As such, tardiness and absenteeism are not permitted. Please read further for more information on expectations for and evaluation of class discussions.

The Forum is organized around the issues emerging from the Center for Ethics annual theme. This year's programming is centered on ***Civility and Disobedience*** (see the following for information and updates:

[http://www.muhlenberg.edu/main/aboutus/cfe/current\\_programs/index.html](http://www.muhlenberg.edu/main/aboutus/cfe/current_programs/index.html))



**The Center for Ethics is directed by Dr. Bruce Wightman. The 2014-2015 Program on *Civility and Disobedience* is directed by Dr. Christine Sistare, and Dr. Brian Mello.**

### **On Civility and Disobedience:**

*Thoreau wrote, "Law never made men a whit more just; and, by means of their respect for it, even the well-disposed are daily made the agents of injustice." Societies and organizations depend on compliance and obedience in order to function. Markets suffer if rules are not followed, and societies do not thrive in a state of chaos. But governments and organizations can be morally corrupt; the United States once allowed people to be enslaved, and the tobacco industry deliberately withheld the risks of their potentially lethal product. Under these circumstances, obedience becomes complicity and disobedience becomes the ethical course of action. Thus groups of people and individual whistle-blowers are often called to acts of disobedience and subversion by injustice they observe or experience. Martin Luther's reformation, the American Civil Rights Movement, environmental activism, military draft-resistance, WikiLeaks, Occupy Wall Street, the African National Congress, Gandhi's Indian independence movement, the Chiapas Rebellion, and the Arab Spring all represent significant rebellions against dominant authorities. The targets of dissent are not limited to governments, but also include economic, educational, religious, and social institutions that expect adherence to ideologies. In some cases, individuals and organizations engaged in disobedience may themselves engage in morally questionable activities.*

### **Fall 2014 Coursework: Reading and Inquiry**

The fall schedule is designed to engage us in the Center for Ethics theme from multiple perspectives and disciplines, and will lay the groundwork in preparation for your research projects. During this semester, you will form research groups, identify topics and faculty mentors, and develop a research prospectus. During the first part of the fall semester, we will focus our conversations on several discrete topics that emerge from the Center for Ethics theme.

As a brief introduction, topics Center for Ethics seeks to address include, but are not limited to, the following questions examined from all disciplinary perspectives:

*When is it ethical to rebel against authority? When do moral causes become more important than the rule of law or compliance with norms? What is the role of dissent in healthy democracies? Should protest always be peaceful or is violence sometimes the right thing to do? When is "working within the system" the best thing to do?*

In early October, you will form working research groups of three or four students. Each group is responsible for selecting readings and leading a class discussion (approximately 40 minutes) based on that material. The goal of this is for each group to utilize the assignment as an opportunity to launch your research projects and engage all groups in multidisciplinary discussions. Each group will ask a faculty member to mentor its research during the spring semester, and will submit a preliminary project description and proposal, and will present their proposal to the entire class. I will provide additional information regarding each assignment during the semester. Please consult the syllabus for the timeline and due dates.

### **Spring 2015 Research: Collaborative research projects**

Senior Dana Forum Collaborative Research Projects will be developed out of and be connected to the Center for Ethics theme on *Civility and Disobedience*, and with the goal of establishing interdisciplinary conversations. Students will organize groups of three or four students with multiple majors and disciplines. Research Proposals will be evaluated by the Dana Forum Director (Ouellette) and the Director of the Dana Scholars Program (Hashim), and your faculty mentor. Typically, research proposals require (multiple) revisions before groups may proceed with research during the spring semester.

During the spring semester, each working group will meet at least once each week to share and discuss research, and discuss future avenues of inquiry. Meetings with faculty mentors will occur every week or at least every two weeks. In addition, meetings with the entire research group, or individual representatives from research groups, with me will also occur. Each working research group will maintain a detailed log that records the details of each weekly meeting and the progress of the group; this log will constitute a portion of your final project grade. The written component of the final project composed of individually written sections and collaborative sections will be evaluated by Dr. Ouellette, Dr. Hashim, and your faculty mentor.

### **Fall 2014 Student Responsibilities and Evaluation**

The Dana Forum is connected to the Center for Ethics, and thus each of you is required to attend a minimum of **FOUR** Center events and reflect upon those experiences in two ways. Each student will submit **4 written responses** within one week of the event you attended. Each essay will be 2-3 pages double-spaced and typed (no handwritten responses will be accepted). Students will submit their assignments as hard copies (no electronic copies will be accepted) to me in my office or in class. Initial conversations in class will be focused on the Center for Ethics events and will occur in small groups while we each dinner.

Note: You must attend the **entire event**, including the Question and Answer sessions at the end. Failure to do so constitutes a violation of the AIC Code located here:

<http://www.muhlenberg.edu/pdf/main/aboutus/dean-academic/AcademicIntegrityCode.pdf>

**Grades are earned by students. As your professor, I keep track of the grades you have earned. Students should also keep track of their grades. Students will receive a final grade upon completion of the research project and presentation at the end of the spring 2015 semester.**

**Note: I will not accept assignments that are turned in late.**

**You will earn your final grade through the successful completion of these assignments:**

✓ Attendance and Active Participation (Fall)	15%
✓ Written Reflections on Center for Ethics Events (Fall)	10%
✓ Group-Lead Discussion (Fall)	5%
✓ Group research proposals (Fall)	10%
✓ Group proposal presentation (Fall course)	5%
✓ Project meeting log (Spring)	5%
✓ Final Project and Presentation (Spring)	40%
✓ Peer Evaluations (Fall and Spring)	10%
✓ <i>Be sure to check your email regularly</i>	

**Assigned Readings**

Readings are NOT optional. Students must bring the readings to class every day, having completed the reading. Lack of preparation will result in a “0” for class participation. Warning: if you do not have the reading with you, you may be asked to leave the class. All readings are for the day listed and must be read for that class. Please note that guest faculty will be present for some of these discussions, and you must be prepared to engage with the assigned reading each week.

**Class Discussion and Class Participation**

It is important for all participants to be able to express their opinions freely and in meaningful ways. Please be thoughtful and self-critical in composing and expressing your responses to fellow classmates. The goal is to promote productive conversations, and to avoid belligerence and judgment. More loquacious students should encourage quieter students to participate, and all students must listen and reflect prior to responding.

Participation can be positive (contributing to discussion in a courteous manner with relevant information) or negative (interrupting, ineffective listening, unprepared, disengaged, discourteous, immature, focused on self). Students should strive toward positive participation. I will keep track of positive and negative participation with the following scale.

**8-10:** Displays all of the qualities associated with maturity, relevance, effective listening, responds well to other’s opinions

**7:** Occasionally displays the qualities of positive participation, but also demonstrates lapses in listening skills, and interrupts or monopolizes class time and answers some questions

**5-6:** Infrequently participates and is an ineffective listener

**1-4:** Unprepared and disengaged; frequently displays the behaviors associated with negative participation

**0:** Unexcused Absence

## **Academic Integrity**

Muhlenberg College has developed a policy on appropriate academic behavior for the entire college community. Students should refer to the following website for a complete understanding of the **Academic Integrity Code**:

<http://www.muhlenberg.edu/pdf/main/aboutus/dean-academic/Iabc2.pdf>

Consult it carefully and if you have any questions, please ask me for guidance. **Any violation of the code will result in prompt and serious repercussions.** Plagiarism includes utilizing the ideas of another author or copying phrases or sentences from another author without citation. Failure to properly cite sources will result in an “F” in this course. If you have questions about proper citation(s) please consult with me or visit the writing center for additional support. Please do not collaborate or utilize ideas that are not your own in your written work without giving credit where credit is due.

## **Available Student Services**

Students with disabilities requesting classroom or course accommodations must complete an application/approval process through the Office of Disability Services prior to the development and implementation of an Accommodation Plan. Each Accommodation Plan is individually and collaboratively developed with the Directors or staff of the following departments, as appropriate: Academic Resource Center, Office of Counseling Services, Student Health Services, and the Office of Disability Services. If you have not already done so, please contact the appropriate department to have a dialogue regarding your academic needs and the recommended accommodations, auxiliary aides, and services.

## **Office Hours and Appointments**

Office Hours are held on Wednesday 2-4, and gladly by appointment. I will gladly meet with students during office hours or another time convenient for both parties. If you have doubts or questions about any of the assignments or the syllabus itself, please contact me. **Please keep appointments that you make. I reserve Monday for research. I am rarely on campus on Monday, and therefore I am rarely available for consultation. Please keep this in mind when looking ahead at assignments.**

## **Email Etiquette**

Please utilize formal email etiquette when contacting any staff or faculty member. Your email should include a proper subject (**not** “hey prof”, but “Inquiry about Dana Forum response paper”), and contain appropriate grammar (**not** “hey”, but “Dear Professor”). Utilize complete sentences with correct punctuation and capitalization. You are not sending a text to a friend, but are contacting a professional in a professional environment. Staff and Faculty will be grateful, and you will be better prepared for the career of your choice.

## **Syllabus**

I reserve the right to make changes to the syllabus during the semester, and will announce changes both electronically and in class with ample time for students to make the necessary adjustments.

## **Dana Forum 2014-2015 Course Schedule** *Civility and Disobedience*

### **Wednesday, August 27: Forum**

Introduction to Dana Forum

### **CFE: Barbara Cruikshank, UMASS Amherst**

**Tuesday, September 2, 7:30PM, Miller Forum, Moyer Hall**

#### **“Silencing Protest: On the Ethics and Politics of Social Theory”**

Cruikshank studies the history of reform, social movements, the politics of sex and sexuality, and relations of power and knowledge. She is the author of the forthcoming book *Neopolitics: Activism, Reform, and the Practices of Freedom*.

### **Wednesday, September 3: Forum**

\*Reflection on Barbara Cruikshank

\*Guest: Dr. Jeremy Teissere

\*Reading: Henry David Thoreau, “Resistance to Civil Government” from *Walden and Resistance to Civil Government* (New York: W.W. Norton & Company, Second Edition, 1992).

### **Wednesday, September 10: Forum**

\*Discussion: Forming Research Groups

\*Guest: Dr. Marcia Morgan

\*Reading: Walter D. Mignolo, “Epistemic Disobedience, Independent Thought and De-Colonial Freedom,” in *Theory, Culture & Society*, 2009 (SAGE, Los Angeles, London, New Delhi, and Singapore), Vol. 26(7–8): 1–23

### **CFE: Muhlenberg Alumni Activism Panel**

**Friday, September 12, 2014 2:00PM, Trumbower 130**

Adrian Shanker ('09), Alex Lotorto ('09), and Kelly Howe ('03)

Three Muhlenberg graduates discuss different forms of activism. Presented in conjunction with Homecoming Weekend.

### **Wednesday, September 17: Forum**

\*Reflection on Alumni Activism Panel

\*Guest: Chaplain Callista Isabelle

\*Readings:

\*"No One 'Does Catholic' Like Nuns on the Bus" by Charles J. Reid, Jr.

[http://www.huffingtonpost.com/charles-j-reid-jr/no-one-does-catholic-like-nuns-on-the-bus\\_b\\_5534856.html](http://www.huffingtonpost.com/charles-j-reid-jr/no-one-does-catholic-like-nuns-on-the-bus_b_5534856.html)

\*"Their Feet Were Praying: Remembering the inspiration Heschel and King drew from each other" by Susannah Heschel

[http://www.thejewishweek.com/editorial\\_opinion/opinion/their\\_feet\\_were\\_praying](http://www.thejewishweek.com/editorial_opinion/opinion/their_feet_were_praying)

\*"3 Reasons Interfaith Efforts Matter More Than Ever" by Eboo Patel

<http://www.huffingtonpost.com/eboo-patel/3-reasons-interfaith-efforts-matter-more-than->

[ever\\_b\\_3134795.html](#)

**CFE: Scott Lemieux, St. Rose College**

**Wednesday, September 17, 7:30PM Miller Forum, Moyer Hall**

**"From the Party of Lincoln to the Party of Calhoun: The Supreme Court and Voting Rights in Historical Perspective"**

Lemieux writes about blogging as activism and voting rights. He contributes to the blogs Lawyers, Guns and Money, and The American Prospect.

**CFE: The Molly Maguires**

**Monday, September 22, 2014, 7:30PM, Recital Hall, Center for the Arts**

**CFE: Erik Loomis, University of Rhode Island**

**Tuesday, September 23, 7:30PM, Miller Forum, Moyer Hall**

**"Resistance in the Pennsylvania Coal Country: Past and Present"**

Loomis studies U.S. environmental history and labor activism. He is working on the forthcoming book *Empire of Timber: Work and Nature in the Pacific Northwest Forests*. This visit will include a field trip to tour Pennsylvania coal mine country on Wednesday Sept 24 before the public talk, and will reference the *Molly Maguires* film screening the previous evening.

**Wednesday, September 24: Forum**

\*Reflection on Lemieux & Loomis

\*Guest: Dr. Jefferson Pooley

\*Readings:

\*Todd Gitlin, Excerpt from *The Whole World is Watching: Mass Media in the Making & Unmaking of the New Left* (Berkeley: University of California Press, 1980)

\* Malcolm Gladwell, "Small Change," *The New Yorker*, October 4, 2010

<http://gladwell.com/small-change/>

\* Zeynep Tufekci, "What Happens to #Ferguson Affects Ferguson: Net Neutrality, Algorithmic Filtering and Ferguson," *Medium*, August 14, 2014 <https://medium.com/message/ferguson-is-also-a-net-neutrality-issue-6d2f3db51eb0>

**Wednesday, October 1: Forum**

\*Guest: Dr. Linda McGuire

\*Readings: <http://www.math.uh.edu/~shanyuji/History/h-33.pdf>

Sophie Germain: <http://www.agnesscott.edu/lriddle/women/germain.htm>

Sofia Kovalevskaya: <http://www.agnesscott.edu/lriddle/women/kova.htm>

Maryam Mirzakhani: [https://www.youtube.com/watch?v=4GhbMhQLQ\\_g](https://www.youtube.com/watch?v=4GhbMhQLQ_g)  
<http://etnomatematica.org/articulos/Greene1.pdf>

**Fall Break, October 4, 5, 6, & 7**

**Wednesday, October 8: No Class**

**Groups & preferences for discussion due in my office by 2PM**

**CFE: Ursula Rucker**

**Saturday, October 11, 2014, 8:00PM Baker Theatre, Trexler Pavilion**

**Wednesday, October 15: Forum**

\*Reflection on Ursula Rucker

\*Guest: Dr. Jim Peck

\*Reading: Jill Dolan, "Introduction: Feeling the Potential of Elsewhere," 1-20; and "Def Poetry Jam: Performance as Public Practice," 89-112, from *Utopia in Performance: Finding Hope at the Theatre* (Ann Arbor: University of Michigan Press, 2005).

**CFE: David Pellow, Northwestern University**

**Monday, October 20, 2014 7:30PM, Miller Forum, Moyer Hall**

**"Radical Politics, State Repression, and the Problem of 'Eco-Terrorism'"**

David Pellow interests include environmental justice studies, racial and ethnic inequality, transnational social movements, and labor studies. He is the author of the forthcoming book *Total Liberation: The Power and Promise and Animal Rights and the Radical Earth Movement*.

**CFE: We.Are.Here.**

**Tuesday, October 21, 2014, Red Door Café, 8:00 PM**

*An evening of original performance by Muhlenberg students, curated by Ursula Rucker.*

Guest artist Ursula Rucker premieres an evening of new spoken-word performances created by the First Year students in Muhlenberg's Emerging Leaders program. Set to live music and themed on notions of civility, disobedience and identity. Co-sponsored by Theatre and Dance.

**Wednesday, October 22: Forum**

\*Reflection on David Pellow and *We.Are.Here*

\*Guest: Dr. Krista Bywater

\*Readings:

\*Martinez-Alier, Juan. 2002. "Currents of Environmentalism" pp. 1-15 in *Environmentalism of the Poor A Study of Ecological Conflicts and Valuation*. Massachusetts: Edward Elgar Publishing Limited.

\*Paul Mohai, David Pellow, and J. Timmons Roberts, 2009. "Environmental Justice" pp. 405-430, in *Annual Reviews Environmental Resource*, 34:405-30

**Wednesday, October 29: Forum**

\*Student-led Discussions I

**CFE: Carroll Bogert, Associate Director of Human Rights Watch**

**Monday, October 27, 7:30PM, Miller Forum**

Bogert studies human rights in the U.S. and abroad and media coverage of protest and human rights issues. Woodrow Wilson Visiting Fellow.

**Wednesday, November 5: Forum**

\*Reflection on Carroll Bogert

\*Student-led Discussions II

\***Proposal part I due** (brief description & identification of faculty mentor)

**Wednesday, November 12: Forum**

- \*Discussion of Research Involving Human Subjects
- \*Student-led Discussions III

**CFE: Nancy Fraser, The New School**

**Thursday, Nov 13, 2014 7:00PM**

Fraser is a critical theorist who studies justice and feminism. She is the author of *Fortunes of Feminism: From State-Managed Capitalism to Neoliberal Crisis*. Co-sponsored by Women's Studies

**Wednesday, November 19: Forum**

- \*Reflection on Nancy Fraser
- \*Student-led Discussions IV

**Friday, November 21: Proposal part II due** (expanded description & preliminary literature review) **due by 2pm**

**Wednesday, November 26: Thanksgiving Break**

**Wednesday, December 3: Forum, 5:00-8:00pm**

- \*Conclusions; Discussion of Spring Plans
- \*Proposal presentations
- \*Peer and Self Evaluations Due

Obrigada! ¡Gracias! Thanks!  
Até mais. Hasta pronto. See you soon!