

POLITICAL SCIENCE 891
TOLERANCE AND CITIZENSHIP IN TRANSATLANTIC
PERSPECTIVE

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This course examines tolerance and citizenship in the European Union and North America, with particular attention to the United States, Britain, France, Spain, Italy, Germany and The Netherlands. Its chief goals are: (a) To develop a politically-informed understanding of the theory and practice of liberal democratic tolerance; (b) To introduce a variety of models and variables that are commonly used to explain it; and (c) To build a foundation of principles and concepts for recognizing, evaluating and responding to examples of intolerance. The course integrates three research traditions: applied political and social philosophy, political psychology, and empirical studies of recent and historical cases. Thus, the first part of the course uses moral commentaries from John Locke to the present to organize discussions about concrete examples of intolerance and tolerance in the United States and Europe. The second part examines some of the political and psychological factors that are widely used in cross-national explanations of intolerance. We consider controversies involving: race, religion, ethnicity, gender, sexual orientation, political ideology and multiculturalism. In the contexts of these controversies, we investigate the following topics: the assumption of fallibilism; the limits of toleration; challenges posed by nationalism, religious fundamentalism and political extremism; and the roots of intolerance in psychology, society and the state.

TOLERATION AS A VIRTUE, AND CONTEMPORARY CASES

CORE CONCEPTS: JOHN LOCKE'S LETTER

Aug 22 Orientation. WALZER, ON TOLERATION (ALL). BEGIN READING WALZER

Aug 29 Locke: Tolerance, the Intolerable, and Social Peace

The Psychology of Fallibilism: Open and Closed Minds (Rokeach)

Fallibilism Ensured by Secular States? (Cases: Toynbee / Dennett)

WALZER, ON TOLERATION (Ch 1,2,3).

[Choose Debates and Research presentations]

CORE CONCEPTS: JOHN STUART MILL ON LIBERTY

Sep 05 Mill: Tolerance and Liberty

WALZER ON TOLERATION (Ch 4,5,Epilogue)

[Debates and Research Presentations Assigned]

BEGIN READING GUTMANN, IDENTITY IN DEMOCRACY (All except Ch 3).

Sep 12 Mill, Eccentricity, and Comparative Religion (Cases: Hastings / Curtis).
Censorship: Religious and Political (Cases: Riding / Ash (2) / Thompson).
Freedom of Speech, Intimidation and the Law (Case: Nazis in Skokie).
GUTMANN, IDENTITY IN DEMOCRACY (Intro, Ch 1,2)

CONTEXTS: NATION STATES AND IMMIGRANT SOCIETIES

Sep 19 FIRST DEBATE: SAME SEX MARRIAGE and Discussion
GUTMANN, IDENTITY IN DEMOCRACY (Ch 4, Conclusion)
Religious Identity Groups in Politics: Legal Exemptions, Polygamy, Education and
Foreign Policy (Cases: Henriques (4) / Egan / Jacoby / Monbiot)
BEGIN READING BOWEN, WHY THE FRENCH....(Ch 1,2,4,7,8,10)

Sep 26 The Contextual Nature of Tolerance (Cases: Searing)
BOWEN, WHY THE FRENCH.... (Ch 1,2,4)

Oct 03 SECOND DEBATE: RELIGIOUS FUNDAMENTALISM and Discussion
BOWEN, WHY THE FRENCH....(Ch 7,8,10)
BEGIN READING SNIDERMAN AND HAGENDOORN, WHEN WAYS....(All)

MULTICULTURALISM CONTESTED AND TOLERATION RECONSIDERED

Oct 10 The British Multicultural Model (Cases: Benedictus / Davis/ Hattersley / Kettle / Ash /
Oliver).
Critiques of Tolerance from Right, Left and Center.
More Critiques: Parekh on the Rushdie Affair (Cases).
SNIDERMAN AND HAGENDOORN, WHEN WAYS.... (Ch 1,2,3)
BEGIN READING KOONZ, NAZI CONSCIENCE (1,2,3,4,6,10)

Oct 17 MID-SEMESTER EXAMINATION

EXPLAINING TOLERATION IN NORTH AMERICA AND EUROPE

IDENTITY IN CONTEMPORARY POLITICS

Oct 24 SNIDERMAN AND HAGENDOORN, WHEN WAYS.... (Ch 4,5,6)
The French Secularist and Dutch Separatist Models (Cases: Jeffries / Henley /
Sturcke / Leader / Ash / Siddiqui / Kramer)
KOONZ, NAZI CONSCIENCE (Ch 1,2,3)

THE ROLE OF THE STATE IN INTOLERANCE AND ACCOMMODATION

Oct 31 THIRD DEBATE: CONTEMPORARY PATRIOTISM and Discussion
KOONZ, NAZI CONSCIENCE (Ch 4,6,10)
BEGIN READING MARX, FAITH IN NATION (Ch 1,3 and passim)

Nov 07 Building Boundaries and Solidarity through Persecution and Publication:

Erikson's Wayward Puritans and the Danish Cartoon Controversy (Cases: Ekikson / Fouche / Joseph / Bowcott / Preston / Downing Street / Plunkett / Fouche (2))
MARX, FAITH IN NATION (Ch 1,3 and passim)

Nov 14 RESEARCH PRESENTATIONS (2)

Nov 21 THANKSGIVING BREAK

Nov 28 RESEARCH PRESENTATIONS (2)

Dec 05 RESEARCH PRESENTATIONS (2)

COURSE REQUIREMENTS

IN GENERAL. Each student will: (a) Lead seminar discussions of at least one topic; (b) Participate in one seminar debate; (C) Complete the mid-semester examination; and (d) Present one group research presentation and joint paper.

CLASS PARTICIPATION. Since this is a discussion class, where we will learn about tolerance through this deliberation, attendance and participation are required. Moreover, class participation (including leading a seminar discussion and participating in the scheduled class debates) will count as 50% of the final grade.

MID-SEMESTER EXAMINATION. This examination will consist of short answers and essays and will cover the first half of the semester. It will count as 25% of the final grade.

RESEARCH PRESENTATIONS. The class will be divided into six groups for research presentations, one group each for Britain, Germany, Spain, France, Czech Republic, and Italy. The assignment is to choose a case of intolerance and prepare a presentation for the seminar that (a) describes the case, and (b) explains it using one or more of the theories and groups of variables from an inventory of explanatory models that I will provide. Your explanation will be oriented by material from a bibliography that I will provide as well. Like the debates, this presentation to the seminar is to be organized as a presentation-discussion. In other words, it should be broken up by appropriate questions for discussion with members of the seminar. The research will be summarized in a collective research paper of no more than 6 pages. The first two pages will succinctly describe the case, and the next four will explain it. This paper and presentation will count as 25% of the final grade.

INSTRUCTIONS FOR THE SCHEDULED CLASS DEBATES

1. The class will be divided into debate teams, pro and con.
2. Each debate will be organized as follows:
 - a. Members of pro team will make a 30 minute presentation
 - b. Members of the con team will make a 30 minute presentation

- c. Open discussion
3. Each team will draw approximately half the cases it discusses from North America and half from Europe.
4. Each team will prepare a written explicated outline of its principal debate points, which will be submitted immediately following the debate.
5. Suggestions:
 - a. It is much more desirable to speak from an outline than to read lengthy notes. If you read, however, it is essential to establish eye contact with the other students and to pace the presentation by pausing after each main point.
 - b. Develop two or three main arguments to defend the position, and support each argument with illustrations, analogies and evidence. Don't be timid about emphasizing these arguments – we need to be able to follow what is being said. But don't overwhelm us with a deluge of data, for too much information has a numbing effect.
 - c. In developing your arguments, seek to incorporate important points that we have been discussing in the course.
 - d. The purpose of the debate exercise is to facilitate lively exchanges of ideas. Thus, winning the debate, whatever that means, isn't important. What is important is: intelligence, thoughtfulness, civility and mutual respect.

THE DEBATE RESOLUTIONS:

Sept 19 FIRST DEBATE: SAME-SEX MARRIAGE. Resolved: There should be a federal constitutional amendment to prohibit same-sex marriage.

Oct 03 SECOND DEBATE: RELIGIOUS FUNDAMENTALISM. Resolved: Christian, Muslim, Jewish and Hindu Fundamentalists are a danger to civil society and should not be tolerated.

Oct 31 THIRD DEBATE: CONTEMPORARY PATRIOTISM. Resolved: Patriotism still is the last refuge of scoundrels.