

“How to Think in an Age of Political Polarization”
SCLL 190-01
Prof. John Rose

“Truth, not victory.” –unknown

“I am human, and I consider nothing human is alien to me.” –Terence

“He who knows only his own side of the case knows little of that.” –J.S. Mill

“We are not enemies, but friends. We must not be enemies. Though passion may have strained it must not break our bonds of affection. The mystic chords of memory, stretching from every battlefield and patriot grave to every living heart and hearthstone all over this broad land, will yet swell the chorus of the Union, when again touched, as surely they will be, by the better angels of our nature.”

–Abraham Lincoln, First Inaugural

“I don’t want you to be safe ideologically. I don’t want you to be safe emotionally. I want you to be strong. That’s different. I’m not going to take the weights out of the gym. That’s the whole point of the gym.” –Van Jones

Course Description and Overview

Americans today live in a time of deep political polarization, intellectual isolation, and intense partisanship. We are defined in terms of our differences, and our disagreements often appear to be intractable. We rarely have genuine and open interactions with those with whom we disagree; when we do, we often do so on the assumption that they are not just wrong, but are irrational, immoral, and contemptible.

This class aims to explore this phenomenon in its sociological, political, ethical, and intellectual dimensions. What are the causes and costs of our polarization? Is it possible to remedy our common ailments? Are we able to call upon “the better angels of our nature” and build and maintain civic and personal friendship across our differences and disagreements?

We will explore these and many other questions together across the next semester. However, we will do so in an experimental fashion—testing many of these questions in the context of our seminar room as a microcosm. We will discuss controversial political topics, while building a community of trust, friendship, and rigor amid political and intellectual disagreement.

Ground Rules

Our success at this experiment in community-building depends on the depth of our commitment to this cause. The following principles will serve as touchstones for how we speak to each other.

- **The Principle of Freedom:** This class assumes that the courage to hold, articulate, defend and debate ideas, whether popular or not, is essential to a university classroom. Without

the robust exchange of a diverse set of ideas, we will not be successful as an academic community. We are committed to an intellectual environment built on a commitment to free and open inquiry, encompassing both academic freedom and free speech. These rights are sacrosanct in this class and are possessed by faculty and students alike. Our goal is to advance and deepen every member's understanding of the issues addressed in the course; accordingly, I encourage each and every person to speak their mind, explore ideas and arguments wherever they might lead, voice your tentative thoughts and conclusions, play "devil's advocate," and engage in robust and civil discussion. We will not "police" each other's thoughts or language—instead, we will offer reasons for our views, through arguments and by telling our stories, reflecting and hopefully laughing together at times. In this class, intellectual courage is to be encouraged, imitated, and rewarded, rather than punished. You will find that such courage is contagious, and its practice creates greater freedom in the classroom. This freedom is as much a gift we give each other and a collective achievement as it is an individual right. The success of this class depends upon you all, not me.

- **The Principle of Charity:** This class is as much about moral character as it is about politics. I aim to remain politically neutral. I'm not trying to change anyone's political positions, but I will assume that virtues are real, and they we ought to pursue them. Preeminent among them is charity. When approaching a new idea, being charitable means attempting to understand the idea sympathetically and in its most persuasive form. When you then critique the idea, focus on the argument itself, not the person who said it. Do not attribute bad motives for other's beliefs, which they do not think they have. When disagreeing, work towards unity and towards keeping the conversation going. This means we do not cancel each other in this class. Rather than "calling out," we will "call in," which should be apparent in both the content and tone of our comments, as well as our body language. In everything we do, let's strive to create mutual *trust*. To help encourage honesty and a willingness to make oneself vulnerable, we will practice "Chatham House Rules."
- **The Principles of Humility and Curiosity:** Acknowledge the weaknesses in your own arguments and privilege the pursuit of truth over "winning" the argument. Let's have conversations, not "debates." Remember that we are all fallible and all of us surely hold beliefs that are wrong, though we don't know which ones. Keep your mind open to learning new things from authors and fellow classmates whose ideas you don't share. Keep returning to the question, "What might I be missing here?" A sincerely asked and probing question does wonders to improve the atmosphere surrounding difficult conversations, and by expressing curiosity about another's views you show respect and build trust. Being curious also means being willing to "think in real time" (instead of coming with prepackaged conclusions) and giving others the space, the grace, to do so as well.

Grading

The grading in this class is simple and straightforward. There are two medium-length essay assignments with prompts given in advance. There is one long writing assignment, again with a choice of prompts, in lieu of a final exam. We do not meet as a class on the day of the scheduled final exam period. Last, there is a course discussion grade, based on attendance and contributions to discussions.

***Note:** This syllabus is intended as a general sweep of the semester. We will, by and large, stick to it. However, I will inevitably add or subtract a text here or there, or shuffle topics assigned on this or that date, as I judge best. *For that reason, rely on Canvas' posted readings for confirmation of what will be discussed on any given day.*

Office hours: shoot me an email and let's grab coffee!

Day 1

Introductions to Each Other and the Course

Day 2

The University and Free Inquiry

Frederick Douglass, "A Plea for Free Speech in Boston"

Video: Van Jones on two types of "safe spaces" on college campuses

Cornel West and Robert George, "Trust Seeking, Democracy, and the Freedom of Thought and Expression"

Jonathan Zimmerman, "College Campuses Should Not be Safe Spaces," *Chronicle of Higher Education*

William Deresiewicz, "On Political Correctness: Power, Class, and the New Campus Religion," *The American Scholar*

Emma Camp, "I Came to College Eager to Debate. I Found Self-Censorship Instead," *New York Times*

Day 3

Can We Still Disagree?

Chimamanda Ngozi Adichie, "It is Obscene"

Sam Leith, "In Defence of Wokeness," *The Spectator*

Various, "A Letter on Justice and Open Debate," *Harper's Magazine*

Michael Roth, "Anxiety About Wokeness is Intellectual Weakness," *New York Times*

Robert George, "On Critics and Bullies," *Heterodox Academy*, "Defend Academic Freedom, Even When You Disagree," *Philadelphia Inquirer*

Anastasia Tsioulcas, "Chimamanda Ngozi Adichie Directs Fiery Essay At Former Student – And Cancel Culture," *NPR*

(Optional) Andrew Sullivan, "Is There Still Room for Debate?" *New York Magazine*

(Optional) Mark Twain, "The Privilege of the Grave," *New Yorker*

Day 4

"Cancel Culture"

Samuel Goldman, "What We Lose When We Lose Thomas Jefferson," *The Free Press*

(Optional) Michael Powell, “How Naming the James Webb Telescope Turned into a Fight Over Homophobia,” *New York Times*

(Optional) Anne Applebaum, “The New Puritans,” *The Atlantic*

Jessica Bennett, “What if Instead of Calling People Out, We Called Them In?” *The New York Times*

David Blixt, “‘Cancel Culture’ and Responsibility,” *Medium*

Ross Douthat, “10 Theses About Cancel Culture,” *New York Times*

BBC News, “Chappelle slams cancel culture amid Netflix transgender furor”

Ross Douthat, “The Ghost of Woodrow Wilson,” *New York Times*

Zaid Jilani, “The End of ‘Cancel Culture?’,” *Persuasion*

Erica Komisar, “Cancel Culture’s Mental Health Toll,” *Wall Street Journal*

Barack Obama, “Barack Obama takes on ‘woke’ call-out culture: ‘That’s not activism,’” *Guardian News*

Loretta Ross, “I’m a Black Feminist. I Think Call-Out Culture is Toxic,” *The New York Times*

(Optional) Valerie Strauss, “San Francisco school board votes to rename dozens of schools – including Washington and Lincoln,” *Washington Post*

Joshua Chaffin, “Was This the Year of Peak Woke?”

Day 5

The State of Our Polarized Democracy

Bill Maher, “Red and Blue Can’t Just Go Their Separate Ways”

Brooks, “Here’s the Mindset That’s Tearing Us Apart,” *New York Times*

“62% of Americans Say They Have Political Views They’re Afraid to Share,” 2020 Cato Institute Study

“Harvard Youth Poll, 42nd Edition | Fall 2021 Top Trends and Takeaways,” Harvard Kennedy School – Institute of Politics

Amanda Ripley, Rekha Tenjarla, and Angela Y. He, “The Geography of Partisan Prejudice, A Guide to the most – and least – politically open-minded counties in America,” *The Atlantic*

Yascha Mounk, “Republicans Don’t Understand Democrats—And Democrats Don’t Understand Republicans,” *The Atlantic*

Amanda Ripley, “The Least Politically Prejudiced Place in America,” *The Atlantic*

Walter Sinnott-Armstrong, *Think Again (excerpt)*

Molly Worthen, “Is There a Way to Dial Down the Political Hatred?” *New York Times*

Neal Rothschild, “Young Dems More Likely to Despise the Other Party,” *Axios*

Amanda Ripley, et al, “U.S. Counties Vary by Their Degree of Partisan Prejudice,” *The Atlantic*

Nicholas Goldberg, “Too Many Americans Have Lost Faith in Democracy,” *Las Vegas Sun*

David

Tish Harrison Warren, “America Has a Scorn Problem,” *New York Times*

(Optional) Yuval Levin, “How to Curb the Culture War,” *Comment Magazine*

Day 6

How to Think; The Scout Mindset

Julia Galef, *The Scout Mindset*, Chapters 1-4 and 13-14

Alan Jacobs, *How to Think*, Introduction, Chapters 1-4, and Afterword.

Adam Grant, “The Science of Changing Someone Else’s Mind,” *The New York Times*
New Yorker cartoon, *The New Yorker*

Day 7

Being Wrong

Kathryn Schulz, *Being Wrong: Adventures in the Margin of Error*, (excerpts)
Purdy, “We’ve Been Thinking About America’s Trust Collapse All Wrong”

Day 8

Why We’re Polarized

Ezra Klein, *Why We’re Polarized*, (excerpts)
Sarah Perez, “Pew: Most Prolific Twitter users tend to be Democrats, but majority of users still rarely tweet,” *TechCrunch*
Stephen Metcalf, “Ezra Klein’s *Why We’re Polarized* and the Drawbacks of Explainer Journalism,” *New Yorker*
Osita Nwanevu, “We’re Not Polarized Enough,” *Vox*

Day 9

America; Intellectual Diversity; Lost Trust in Institutions

Amy Chua, *Political Tribes: Group Instinct and the Fate of Nations*, (excerpts)
Ray Charles, America the Beautiful recording
John Stuart Mill, *On Liberty*, Introduction, Parts II-III
Michael Paulsen, “The Uneasy Case for Intellectual Diversity,” *Harvard Journal of Law and Public Policy*
Yuval Levin, *A Time to Build*, (excerpts)
Michael Lind, *New Class War – Saving Democracy from the Managerial Elite*, (excerpts)

Day 10

Love, Contempt, Forgiveness, and Friendship Across Ideological Lines

Arthur Brooks, *Love Your Enemies: How Decent People Can Save America from the Culture of Contempt*, 2019, Introduction and Chapter 1, pp. 80-85, Chapters 3-5, 8-9
Fyodor Dostoyevsky, *The Brothers Karamazov*, (excerpts, Book V, Ch. IV)
Martin Luther King, Jr., “Loving Your Enemies” and “The Power of Nonviolence, 1957
Eugene Scalia, “My Father’s Friendship with Justice Ginsburg,” *Washington Post*
Jennifer Senior, “The Ginsburg-Scalia Act Was Not a Farce,” *New York Times*
Aristotle, *Nicomachean Ethics*, Book VIII, Chapters 1-3, Book XI, Chapter 6.

Day 11

Case Study: Paying College Athletes

“Decades in the Making, a New Era Dawns for the N.C.A.A.: Paying Athletes Directly,” *New York Times*

“Big Money. College Athletes and the N.C.A.A.: A Timeline,” *New York Times*

Kurt Streeter, “New Endorsements for College Athletes Resurface an Old Concern: Sex Sells,” *New York Times*

Dan Murphy, “Schools brokering name, image and likeness deals adds layer to college conundrum,” *ESPN*

John I. Jenkins, “At Notre Dame, We Believe ‘Student’ Should Come First in ‘Student-Athlete,’” *New York Times*

Meredith Cash, “Cincinnati, Stanford, and 17 other Division I schools are permanently eliminating dozens of sports programs in an unexpected loss from the pandemic,” *Insider*

Joe Nocera, “The Difference Between an Unpaid and a Paid Student-Athlete? Not Much.,” *New York Times*

Ekow N. Yankah, “Why N.C.A.A. Athletes Shouldn’t Be Paid,” *The New Yorker*

Day 12

Case Study: Abolishing Greek Life

“Stanford’s War on Social Life,” Ginevra Davis, *Palladium*

“Bring Frats Back to Campus,” Community Editorial Board, *Chronicle*

AJ Whitney, “Letter: Being gay in Greek Life,” *The Chronicle*

Walker et. al, “Greek Organization Membership and Collegiate Outcomes at an Elite, Private University,” *Research in Higher Education*

Ezra Marcus, “The War on Frats,” *The New York Times*

Jared Bauman, “How Abolish Greek Life Gets It Wrong,” *Vanderbilt Hustler*

Day 13

Case Study: Legalizing Polygamy

“Lessons From a 20-Person Polycule,” *New York Times*

Kate Bailey, “My Relationships Have No Clothes,” *New York Times*

Christine Hauser, “Utah Lowers Penalty for Polygamy – No Longer a Felony,” *The New York Times*

William Baude, “Is Polygamy Next?,” *The New York Times*

Ellen Barry, “A Massachusetts City Decides to Recognize Polyamorous Relationships,” *The New York Times*

Fredrik deBoer, “It’s Time to Legalize Polygamy,” *Politico Magazine*

Joanna Grossman and Lawrence M. Friedman, “Is Three Still a Crowd? Polygamy and the Law After Obergefell v. Hodges,” *Verdict | Justia*

Robert P. George, “Is Polyamory Next?,” *The American Interest*

Chief Justice John Roberts, “Obergefell et al. v. Hodges, Director, Ohio Department of Health, et al. Dissenting Opinion”

Kennedy Mornah, “Women in Kenya celebrate as government legalizes polygamy,” *BestNewsGH | Best News Ghana*

Day 14

Case Study: Legalizing, Decriminalizing Drugs

Keith Humphreys, “Destigmatizing Drug Use Has Been a Profound Mistake”
Canada Moves to Decriminalize Hard Possession of “Hard” Drugs
College Drug Abuse Statistics 2021, 2022
Legalize Heroin to Save Lives
Legal Use of Hallucinogenic Mushrooms Begins in Oregon
The Psychedelic Revolution Is Coming. Psychiatry May Never Be the Same
Treating Addiction as a Crime Doesn’t Work. What Oregon Is Doing Just Might
Oregon's Pioneering Drug Decriminalization Experiment Is Now Facing The Hard Test
Prohibition worked better than you think
The Colleges with the Highest Rates of Drug Violations and Arrests

Day 15

Case Study: The Gender Gap in Big Tech - Google and James Damore

James Damore, “Google’s Ideological Echo Chamber”
James Damore, “Why I Was Fired at Google,” *Wall Street Journal*
Olga Khazan, “The More Gender Equality, the Fewer Women in STEM,” *The Atlantic*
Susan Wojcicki, “Response to the Controversial Google Anti-Diversity Memo” Sundar Pichai,
“Our Words Matter” (email to Google staff)
Peter Singer, “Why Google Was Wrong,” *New York Daily News*

Day 16

Case Study: Factors in College Admissions (visit from Professor Peter Arcidiacono)

Jennifer Lee, “Asian American Students Face Bias, but It’s Not What You Might Think,” *New York Times*
Amy Qin, “Applying to College, and Trying to Appear ‘Less Asian,’” *New York Times*
Camille G. Caldera, “Students for Fair Admissions Files Notice of Appeal in Harvard Admissions Case,” *The Crimson*
Anemona Hartocollis, “Does Harvard Admissions Discriminate? The Lawsuit on Affirmative Action, Explained,” *The New York Times*
Michael Li, “I support affirmative action. But Harvard really is hurting Asian Americans.,” *Vox*
Stu Schmill, “We are reinstating our SAT/ACT requirement for future admissions cycles,” MIT Admissions Blog
Students for Fair Admissions, Inc., v. Harvard College Brief
Students for Fair Admissions v. President and Fellows of Harvard College, Wikipedia
Genevieve Bonadies Torres, “Affirmative Action in Higher Education: Relevance for Today’s Racial Justice Battlegrounds,” *ABA Magazine*
Wesley Yang, “Harvard Is Wrong That Asians Have Terrible Personalities,” *The New York Times*
“Affirmative Action Is Wrong. There’s a Better Way to Make Campuses Diverse,” by Renu Mukherjee

“It’s Time to End Race-Based Affirmative Action,” and “Stop Making Asian Americans Pay the Price for Campus Diversity,” John McWhorter, *New York Times*

Day 17

Case Study: What is Race?

Luvell Anderson, “Whiteness Is the Greatest Racial Fraud,” *Boston Review*

“AP says it will capitalize Black but not white,” AP News

Inaya Folarin Iman, “We need to abolish race: Identity politics has revived racial thinking. It’s time to move beyond it,” *Spiked*

Conor Friedersdorf, “Unraveling Race, Thomas Chatterton Williams wants to discard traditional racial categories,” *The Atlantic*

Sandra Garcia, “Where did BIPOC Come From?,” *The New York Times*

Amy Harmon, “BIPOC or POC? Equity or Equality? The Debate Over Language on the Left,” *The New York Times*

India Census

Anna Purna Kambhampaty, “At Census Tie, Asian Americans Again Confront the Question of Who ‘Counts’ as Asian. Here’s How the Answer Got So Complicated,” *Time*

Mark Hugo Lopez, Jens Manuel Krogstad and Jeffrey S. Passel, “Who is Hispanic?,” Pew Research Center

US Census, by Race

UK Census

Day 18

Case Study: Racism, Racial Inequality, and Reparations

Daniel Bergner, “‘White Fragility’ is Everywhere. But Does Antiracism Training Work?” *The New York Times*

Roland Fryer, “Disparity Doesn’t Necessarily Imply Racism,” *Wall Street Journal*

Coleman Hughes, “Actually, Color-blindness Isn’t Racist,” *The Free Press*

Ta-Nehisi Coates and Danny Glover, House Testimony on Reparations, CSPAN

Robin DiAngelo, “Deconstructing White Privilege,” General Commission on Religion and Race of The United Methodist Church

Robin DiAngelo, “White Fragility,” *Journal of Critical Pedagogy*

Conor Friedersdorf, “The Narrative Is, ‘You Can’t Get Ahead,’” *The Atlantic*

Gabrielle Clark vs. Democracy Prep Brief

Coleman Hughes, House Testimony on Reparations, CSPAN

Zaid Jilani, “White People Don’t have a Monopoly on Hatred,” *Common Sense with Bari Weiss*

Keith Lawrence and Terry Keleher, “Structural Racism,” Race and Public Policy Conference 2004

Glen Loury, “Race and Equality,” *City Journal*

Glen Loury, “Why Does Racial Inequality Persist?” *Manhattan Institute*

Julianne Malveaux and Coleman Hughes, “Reparations,” Munk Debates

“Being Antiracist,” National Museum of African American History and Culture

Michael Powell, “‘White Supremacy’ Once Meant David Duke and the Klan. Now It Refers to Much More,” *The New York Times*

Shelby Steele, *What Killed Michael Brown?*, documentary
Bari Weiss, “The Miseducation of America’s Elites,” *City Journal*

Day 19

Embryos and Gene Editing

Cahn - Who Gets The Frozen Embryos?
CRISPR, 10 Years On: Learning to Rewrite the Code of Life - The New York Times
CRISPR Can Cure Disease by Editing a Person’s DNA. Now What? - The New York Times
Does Gene Editing Have a Future in Reproductive Medicine? - The New York Times
Harvard researchers share views on future, ethics of gene editing – Harvard Gazette
Honderich - Baby girl born from record-setting 27-year-old embryo
Krekora-Zajac - Civil liability for damages
Rosman - A Lawsuit Over Frozen Embryos
The Latest Issue in Divorces: Who Gets the Embryos? - The New York Times
Vigdor - California Couple Sues Fertility Clinic Over IVF Embryo ‘Mix-Up’

Day 20

Case Study: Abortion

Rebecca Peters, *Trust Women*, selection
Judith Jarvis Thomson, “A Defense of Abortion,” *Philosophy and Public Affairs*
David Brooks, “Abortion: The Voice of the Ambivalent Majority,” *The New York Times*
Caitlin Flanagan, “The Dishonesty of the Abortion Debate: Why we need to face the best arguments from the other side,” *The Atlantic*
Sidney Callahan, “Abortion and the Sexual Agenda: A Case for Pro-life Feminism”
Ross Douthat, “The Case Against Abortion,” *The New York Times*
Linda Greenhouse, “Religious Doctrine, Not the Constitution, Drove the Dobbs Decision,” *New York Times*
Obianuju Ekeocha, “An African Woman’s Open Letter to Melina Gates”
Patrick Lee and Robert George, “The Wrong of Abortion” in *Contemporary Debates in Applied Ethics*
Solveig Gold, “An Open Letter to My Liberal Friends,” *First Things*
Mehdi Hasan, “Being Pro-Life Doesn’t Make Me Any Less of a Lefty,” *New Statesman*
Justice O’Connor, Justice Kennedy, and Justice Souter, “Planned Parenthood v. Casey | Opinion of the Court”
Richard Neuhaus, “We Shall Not Weary, We Shall Not Rest,” *First Things*
Pro-Choice Rally photo
Pro-Life Billboard photo
Liz Robbins, “Billboard Opposing Abortion Stirs Debate,” *The New York Times*
John Shields, “A Hard but Real Compromise Is Possible on Abortion,” *The New York Times*
Peter Singer, “Killing Babies Isn’t Always Wrong,” *Spectator (archives)*
Justice Thomas, “Box v. Planned Parenthood | Concurring Opinion”
David Foster Wallace, Consider the Lobster (selection)
Tish Harrison Warren, “Dobbs, Roe and the Myth of ‘Bodily Autonomy,’” *New York Times*

Day 21

Case Study: Pronouns | Hormone Therapy for Youth

Des Bieler, “Ashlyn Harris says Jaelene Hinkle was left off USWNT over her ‘intolerance,’ not religion,” *Washington Post*

Religious Freedom Institute's Islam & Religious Freedom Action Team and Islamic Scholars in Support of Employers, “Bostock v. Clayton County, Georgia, et al. Amicus Brief”

“Why Pronouns Matter,” Columbia University (video)

Kelsey Dallas, “How the Supreme Court’s sex discrimination cases could affect BYU and hundreds of faith-based colleges,” *Deseret News*

Colleen Flaherty, “‘A Hotly Contested Issue,’” *Inside Higher Ed*

Bailey Glenetske, “Invitation of author Abigail Shrier sparks campus controversy, Princeton GSRC responds with teach-in,” *The Daily Princetonian*

Jewish Coalition for Religious Liberty in Support of Appellants, “Brush & Nib Studio LC, et al., v. City of Phoenix Amicus Brief”

Associated Press, “Court Backs a Teacher Who Refused to Use Transgender Students’ Pronouns,” *NPR*

Lane Patriquin, “Why it’s important to oppose Jordan Peterson’s views on gender pronouns,” *CBC*

Jordan Peterson, “Free Speech & the Right to Offend,” *ABC* (video)

Zachary Shevin and Omar Farah, “Prof. Robert George’s views on gender come under fire after controversial Twitter poll,” *The Daily Princetonian*

Abigail Shrier, “What I Told the Students of Princeton,” Abigail Shrier Substack | *The Truth Fairy*

“Why be Human When you can be Otherkin?”, The University of Cambridge

Colin Wright, “When Asked ‘What Are Your Pronouns,’ Don’t Answer,” *Wall Street Journal*

The Cass Review

“Hilary Cass Says U.S. Doctors Are ‘Out of Date’ on Youth Gender Medicine,” *New York Times*

“Youth Gender Medications Limited in England, Part of Big Shift in Europe,” *New York Times*

“The Battle Over Gender Therapy,” *New York Times*

“As Kids, They Thought They Were Trans. They No Longer Do,” *New York Times*

“Born This Way? Born Which Way?” *New York Times*

“Youth Gender Transition Is Pushed Without Evidence,” *Wall Street Journal*

Poll

Chloe Cole, Testimony Before Congress

“Freedom of Sex,” *New York Magazine*

Helen Lewis, “The Worst Argument for Youth Transition,” *The Atlantic*

Day 22

Case Study: Transgender Athletes and Female Sport

Michael Powell, “What Lia Thomas Could Mean for Elite Female Sports,” *New York Times*

Shayna Medley and Galen Sherwin, “Banning Trans Girls From School Sports Is Neither Feminist Nor Legal,” *ACLU*

Stephen Humphries, "In sports, what's fair for transgender athletes and their competitors?", *The Christian Science Monitor*

Veronica Ivy, "Veronica Ivy on why it is right for trans Olympians to compete," *The Economist*

Ivy League parents, "Parents of Ivy League swimmers write: Letting Lia Thomas swim isn't fair," *New York Post*

Chelsea Mitchell, "Chelsea Mitchell on the unfairness of trans women at the Olympics," *The Economist*

Chase Strangio and Gabriel Arkles, "Four Myths About Trans Athletes, Debunked," ACLU

"How swimming became the centre of the trans-sports debate," *The Economist*

"Sports should have two categories: 'open' and 'female,'" *The Economist*

Masha Gessen, "The Movement To Exclude Trans Girls From Sports," *The New Yorker*

Louisa Thomas, "The Trans Swimmer Who Won Too Much," *The New Yorker*

Women's Sports Policy Working Group, "Brief Book: A Request to Congress and the administration to Safeguard Girls' and Women's Sport & Include Transgender Athletes," Women's Sports Policy

Cyd Zeigler, "Lia Thomas and trans-athlete debate not as easy as left vs. right," *SB Nation Outsports*

Day 23

Case Study: The Israel/ Palestine Debate on College Campuses

Vimal Patel, "At Berkeley Law, a Debate Over Zionism, Free Speech and Campus Ideals," *New York Times*

"In Support of Boycott, Divest, Sanctions and a Free Palestine," The Crimson Editorial Board

"The Crimson Faces Backlash Over Editorial Endorsing BDS Movement," The Harvard Crimson

"I am a Jewish Crimson Editor, and I See the Writing on the Wall...of Resistance," Gemma Schneider, The Harvard Crimson

"'Antisemitism has mutated': Jewish students, leaders worry over UNC-CH instructor's comments," *ABC 11*

Farrah Anderson, "A campus divided against itself, Part 1: Jewish voices" *The Daily Illini*

"The Anti-Israel Movement on U.S. Campuses, 2020-2021," ADL

Noor Adwan, "Adwan: Mohammed El-Kurd's visit to campus indicates a shift in the Palestine narrative," *The Minnesota Daily*

Farrah Anderson, "A campus divided against itself, Part 2: Palestinian voices," *The Daily Illini*

Student Voices Community Editorial Board, "Defining free speech: DSG's role in funding speakers," *The Chronicle*

Blake Flayton, "On the Frontlines of Progressive Anti-Semitism," *The New York Times*

John Leland, "What Zoom Does to Campus Conflicts Over Israel and Free Speech," *The New York Times*

Judy Maltz, "The pro-Palestinian Jewish Activists on U.S. College Campuses," *Haaretz*

Rahel Musleah, "Battling Antisemitism on Campus," *Hadassah Magazine*

Ed Pilkington, "US campuses become a growing front in Israeli-Palestinian conflict," *The Guardian*

Future View | Student Voices, "What Threatens American Jews?", *Wall Street Journal*

Day 24

Case Study: Comedy in a Polarized Age

James Harris, *The Comedy of Inclusive Disrespect*

Trevor Noah BBC interview

Kyle Mann, “Why the Woke Can’t Take a Joke,” *WSJ*

Key & Peele Sketch, “Substitute Teacher”

James Acaster, “The British Empire”

Case Study: Dating, Marriage, and the Decision to Have (or Not Have) Children

Pew Study on Single Americans

Shellenbarger, “Where Is the Love? Students Eschew Campus Romance”

Hymowitz, “Where Have the Good Men Gone?”

Ezra Klein, “Your Kids Are Not Doomed,” *New York Times*

Suzy Weiss, “First Comes Love, Then Comes Sterilization,” *Free Press*

“Would Human Extinction Be a Tragedy?,” Todd May, *New York Times*

“Should you not have kids because of climate change? It’s complicated,” Shannon Osaka, *Washington Post*

“A World Without Children,” Emma Green, *The Atlantic*

“I Never Wanted Kids. Number Six Is Due In a Few Months,” Bethany Mandel, *Free Press*

“Children in the Hands of God and Climate Change,” Ross Douthat, *New York Times*

“No Happy Harmony,” Elizabeth Corey, *First Things*

Day 25

Concluding Thoughts



