



**WE THE
VOTERS**



OUR IMPACT ON 2020

CLEAN 
ELECTIONS

#wethevoters

Clean Elections Commission – We the Voters

October 2019 workshop

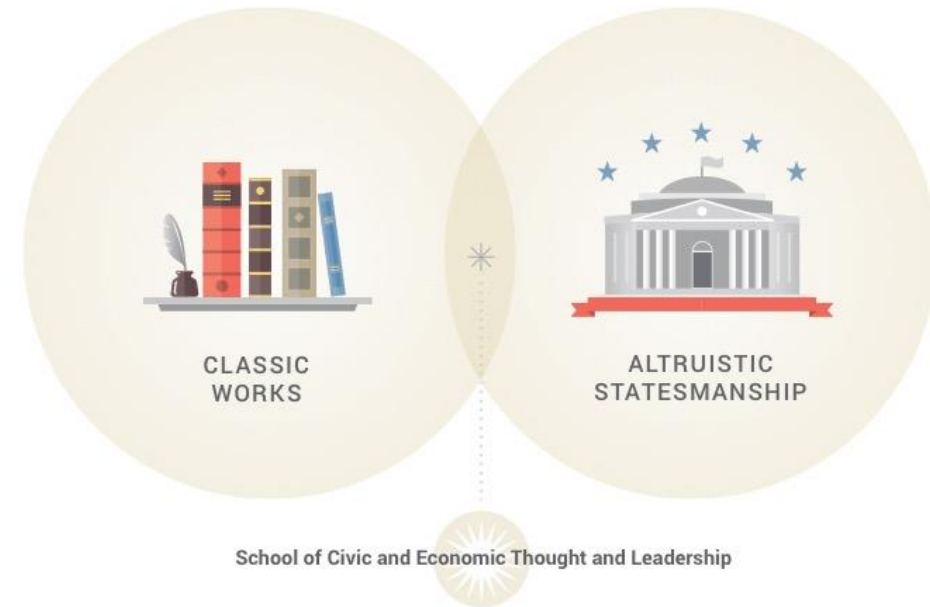
School of Civic & Economic Thought and Leadership

Dr. Paul Carrese
Founding Director



SCETL's Mission: liberal arts education + civic education for service-leadership

SCETL's classical liberal arts education prepares future leaders in public service, the professions, business, and civil society. Our unique curriculum combines essential knowledge from the past with skills gained from experiential learning in the 21st century.





Diverse classes provide environment for discussion and debate: *liberal arts education + civic education for leaders*

Curricular Themes for Major and Minor

Students are required to choose 3-credit courses from each of four curricular tracks

Moral and Political Thought

American Political Thought

Political Economy

**Leadership
for the 21st Century**

Experiential

learning



**Global Intensive Experience:
taking the SCETL service-
leadership mission abroad –
India, and Israel/West Bank**

A photograph of a seminar session. In the foreground, a young man with short blonde hair, wearing a light blue t-shirt, is seated at a white table and looking towards a young woman. The woman has long brown hair and is wearing a light blue t-shirt; she is gesturing with her right hand towards a display in the background. On the table in front of her is a white paper cup with green polka dots. In the background, a display case is draped with a dark red cloth, revealing a photograph of a theatrical production. To the left of the display, a framed portrait of William Shakespeare is visible, with the text 'WILL PO' below it. To the right, another framed portrait of Shakespeare is partially visible. A sign with the word 'COUR' is also present in the background. The setting appears to be a classroom or seminar room with a corkboard on the wall.

**Summer Shakespeare Seminar:
students discuss leadership in
intensive communities**

Civic

education

A photograph of high school students in graduation gowns sitting in a classroom. The students are looking towards the left of the frame. The background is a wood-paneled wall. A yellow semi-transparent box is overlaid on the left side of the image, containing white text. A water bottle is visible on the desk in the foreground.

**Civic Leadership Institute
introduces high school
students to civic engagement
beyond the classroom**

Board of Counselors

Civic and political leaders to advise SCETL and its Center for Political Thought and Leadership; to:

- **Improve civil discourse and constructive disagreement in our liberal democracy**
- **Increase America's knowledge of and engagement with fundamental civic principles that should inform robust debate on political and economic issues.**

Members:

Co-chairs

Kathleen Kennedy Townsend
Former Lt. Governor of Maryland

Jon Kyl
Former U.S. Senator, Arizona

Members

Dan Cardinali
President and CEO, Independent Sector

Ron Christie
Former assistant for domestic policy to President George W. Bush

Grady Gammage Jr.
Senior research fellow at ASU's Morrison Institute for Public Policy

Tom Gentzel
Executive Director and CEO, National School Boards Association

Donald Graham
Former publisher, "The Washington Post"

Rich Lowry
Editor in chief, *National Review*

Marc Morial
President and CEO, National Urban League

Anna Tovar
Mayor, Tolleson, Arizona (ASU alum)

Public programs

World-class speaker series

- contemporary civic & educational theme each academic year
- university partners – the **Walter Cronkite School of Journalism and Mass Communication** and the **Sandra Day O'Connor College of Law**
- Solo and dialogue events, and a 2-day conference
- **AZ PBS** produces & broadcasts a series from our events

ARCHIVED VIDEOS on **Arizona PBS** and the SCETL website
and

PODCAST – ***KEEPING IT CIVIL*** – extended interviews with the speakers

The Civic Discourse Project

Addressing the pressing issues of our time.

- Entering our third season.
- Each episode is aired on **Arizona PBS** and all are available on the Arizona PBS website.

2017-2018

**Free Speech and
Intellectual Diversity in
Higher Education
and American Society**

2018-2019

**Polarization and
Civil Disagreement:
Confronting America's
Civic Crisis**

2019-2020

**Citizenship and
Civic Leadership
in America**



**“Truth-seeking and Freedom of
Expression: a Dialogue”**

Cornel West and Robert P. George



**“Campus Speech:
When Protests Turn Extreme”**

**Allison Stanger and
Lucía Martínez Valdía**



“Disagreement and Civil Dialogue in American Politics and Civic Culture”

Sens. Tom Daschle and Jon Kyl

Working Across Perspectives – Workshop



Civic and Economic
Thought and Leadership



School of Civic and Economic
Thought and Leadership



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Civic and Economic
Thought and Leadership

Arizona State University

A
class
leader

Civil Discourse – or Disintegration, Dysfunction?

- **Leadership:** motivating, guiding, serving a group/community, by words and example, to efficiently achieve its larger aims and long-term policies
- **Civility:** the difficult practice of tolerating different views in a free society, to sustain discourse rather than violence, toward finding a common good
- **Civic Friendship:** shared ideals and community undergird debate, disagreement

Charlottesville, Portland,
Berkeley . . . Phoenix

Leaders as responsible for
civic order, on many levels

Finding balance: truth and
justice, but also civic peace

Habits, norms: free speech,
but reasonable – not sliding
toward/promoting violence

Civil discourse exercise – then reflection

- 25 minute role-playing exercise: 5 prep; 15 role-playing, 5 minutes group work to discuss reflections – 2 lessons learned
- five groups of 5-6 (or so); each group splits into 2 teams (Team A, Team B)
- Discuss a difficult, contentious issue:
 - DACA, immigration – A: comprehensive/liberal policy
vs. B: law & order, border security
 - AZ education policy – A: expand charter schools, vouchers
vs. B: support public school systems
 - Gov't & the economy – A: public investments
vs. B: lower taxes, markets
- In your group, **CHOOSE THE SIDE YOU LEAST AGREE WITH**

Civil discourse exercise – then reflection

- In the exercise: 15 minutes to disagree, argue your view as the right, just, best (etc.) policy
- ***BUT KEEP IT CIVIL*** – *this is not Fox, MSNBC, talk radio, or Twitter*
- 5 minutes in group to reflect, and generate 2 lessons or observations to share
- **Afterward:** 10 minutes for entire group to report, reflect, discuss

Exercise: 6 groups/tables – of 5-6 each?

Table 1 group & Table 2 group

1 & 2: immigration

Table 3 group & Table 4 group

3 & 4: education

Table 5 group & Table 6 group

5 & 6: public policy, taxes

**NOT Fox News, or MSNBC,
or talk radio, or Twitter**

***Tone and manner* – not just
words, logic, content**



Group Reports and Discussion

Final Reflection, Discussion

- Why did I ask you to role-play on the opposite side of your preferred view? Benefits?
- Leadership is hard work; civic leadership, in fractured times, is very hard
- Practicing and modeling civil discourse is hard: the BALANCE of right & civility
- Difficult to LISTEN, then see what is remotely reasonable in other/opposite view; easier to slide toward personal attacks, to fiercely defend one's own group or view

Final Reflection, Discussion

- Sustaining discourse and debate but avoiding anger, polarization, violence; a civic leader as a moderator or a moderating influence; exemplar of CIVIC FRIENDSHIP
- Free communities or nations will always disagree – about shared principles, just what they mean or require: liberty, equality, law, fairness, opportunity, etc.
- We must do the tough work of civility: disagree, argue for right & justice, but maintain the rules of the game, the civic order, civic friendship

Wisdom and Inspiration

- MONTESQUIEU, in 1748 (!) warns against polarization, civic disintegration
 - Free peoples vs. tyrannies: freedom is better, yes . . .
 - BUT: free peoples will always break into parties, factions, opposing groups
 - *Bewildered by freedom, we gain comfort from **joining a team, a party***
 - PARADOX: we can become as enslaved to our viewpoints as if living under a tyranny
- ABRAHAM LINCOLN, 1861: no wimp; no relativist; argued for civility

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.

Wisdom and Inspiration

Lincoln, 2nd Inaugural – 1865: With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds . . . to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.

Martin Luther King, Jr. – 1963: Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. . . **I have a dream** that one day . . . the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.// I have a dream that one day . . . little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers. // This is our hope . . . With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. . . This will be the day when all of God's children will be able to sing with new meaning: "My country, 'tis of thee, sweet land of liberty . . . let freedom ring!"

Inspiring Leadership and Statesmanship for the Common Good

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Arizona State University