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**List of Threshold Concepts as Applied to Our Subject Area**

* Active listening rather than listening to counter people’s arguments.
* Start with points of agreement.
* Civil society – what is civil discussion and civil discourse?
* The Turing Test for Ideology – describe someone\*\* (tips for implementation
* “Turning down the temperature” (of the argument).
* What’s my role as a teacher and how to conduct conversations.
* Respecting differences.
* Content specific items –
	+ What is the role of government in society?
	+ Populism
	+ Pluralism
	+ Significance of the rule of law.
	+ Varying political ideologies
* Inform your audience rather than persuade your audience.
* Allow all speech. Combat speech you disagree with with your own right to free speech.

**Tips for Implementation**

* When students are discussing – keep a list of points of agreement when listening to opponent. Have them repeat back points of agreement. Maybe have them repeat back opponent’s points in general. No talking over others, norms before discussion. Have rules of engagement before the discussions even begin.
* Don’t censor, let students talk it out. Stop if it gets heated and let it cool down.
* Do the ideological Turing test after someone makes a point.
* Don’t allow the “strong man” to hijack the conversation and take it in a different direction.
* Do a fair coverage of all ideologies, even the ones we don’t agree with.
* Model these practices – videos, community members model a debate.
* Research first – don’t just throw them into a debate. Establish an assignment with research component. It has to be factual information from resources that are respectable and academic. Structure as a Socratic seminar or “conversation” rather than a debate.
* Have a conversation before a conversation. Why aren’t we talking to each other? What are we missing when we don’t talk about things? What can we gain from talking about things?
* Respecting differences shifts talks from debates to conversations. We’re all people who can have rational conversations.
* Active listening – pair the students up and make them repeat the other person’s argument instead of just talking about their opinion.
* If students say something, ask for evidence. Ask them to support their opinions with evidence. Provide a counter opinion backed with evidence as well.
* Tools – graphic organizers with ideologies – give students an issue and figure out independently what each ideology would think about the issue/prescribe policy wise about the issue.