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## DEMOCRACY: FROM ATHENS TO ZUCCOTTI PATK in Fall 2019 (PL1091FB9)

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|-----------------------|-----------------------------|-------------------------|---------------------------------|
| <b>Course Code</b>    | PL1091FB9                   | <b>Professor(s)</b>     | Julian Culp                     |
| <b>Prerequisites</b>  | None                        | <b>Office Number</b>    | G-L19                           |
| <b>Class Schedule</b> | TF: 15:20-16:40 in<br>G-102 | <b>Office Hours</b>     | Tuesday + Friday<br>11h00-12h00 |
| <b>Credits</b>        | 4                           | <b>Email</b>            | jculp@aup.edu                   |
| <b>Semester</b>       | Fall 2019                   | <b>Office Tel. Ext.</b> | 618                             |

## Course Description

Democracy, which means government by, for, and of the people, is an intriguing idea that raises many questions: Who belongs to the people? What is the will of the people? Who can speak in the name of the people? In this course we survey classic and contemporary theories and practices of democracy, ranging from direct democracy in ancient Athens to the modern-day Occupy movement in Zuccotti Park. We pay special attention to the ways in which processes of digitalization such as the use of social media transform our understandings and evaluations of local, national and global forms of democratic life.

This course is part of the FirstBridge *Opting In: Democracy, Participation and Digital Life* (FB9). The other course connected to this FirstBridge is *Speaking Out & Logging In: Digital Participation and Public Life* (CM1091 (CCI), taught by Prof. Jessica Feldman). The Reflective Seminar of this FirstBridge meets every Thursday, 15h20-16h40, and is co-taught by Prof. Jessica Feldman and Prof. Julian Culp.

## Course Learning Outcomes

## General Education

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[PLEASE EDIT OR REMOVE THE FOLLOWING TEXT AS APPLICABLE]

The general education program at AUP consists of four requirements: Speaking the World, Modeling the World, Mapping the World, and Comparing Worlds Past and Present.

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This course can be used to fulfill the [INDICATE THE REQUIREMENT(S) FULFILLED BY THE COURSE] requirement and as such has the following learning outcomes:

[INDICATE THE GENERAL EDUCATION LEARNING OUTCOMES]

## Course Outline

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### Schedule

*N.B.: The schedule is subject to change throughout the course of the semester.*

#### Week 1 – Introduction

**Sept. 3: Introduction**

Reading (in class): Fukuyama, Francis. “The End of History.” (excerpts)

**Sept. 5: Reflective Seminar: Introduction to the AUP Library – we meet in Q-704**

**Sept. 6: Athenian Democracy or The Anti-Democratic Birth of Philosophy**

Required reading: Plato. *The Republic*. 380BC. **ONLY Book IV, 433a-444e** (Stephanus pagination).

**\*\*\*Sept. 6: Excursion to Re-Learn directly after class.\*\*\***

#### Week 2 – Direct Democracy

**Sept. 10: No class**

**Sept. 12: Reflective Seminar**

**Sept. 13: Ancient vs. Modern Liberty and Politics**

Required readings:

- Constant. Benjamin. 1820. “The Liberty of the Ancients and the Liberty of the Moderns.” (excerpts)

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- Berlin, Isaiah. 1969. "Two Concepts of Liberty." (excerpts)

### **Week 3 – Democratic Institutions: Constitutions, Laws and Representation**

**Sept. 17: Republican, Liberal and Deliberative Models of Democracy**

Required reading: Habermas, Jürgen. 1994. "Three Normative Models of Democracy."

**Sept. 19: No Reflective Seminar due to excursion to Assemblée Nationale**

**\*\*\*Sept. 20: Excursion to Assemblée Nationale at 11h00.\*\*\***

**No class on Sept. 20 due to excursion**

### **Week 4 - Public Sphere and Civil Society**

**Sept. 24: Civil Society**

Required reading: Dewey, John. 1927. *The Public and its Problems*. **ONLY pp. 171-182.**

**Sept. 26: Reflective Seminar**

**Sept. 27: Civil Society**

Required reading: Habermas, Jürgen. 1989. *The Structural Transformation of the Public Sphere*. (excerpts)

**\*\*\* 1st Reflective Statement is due.\*\*\***

### **Week 5 – The Transnationalization of the Demos**

**Oct. 1: Globalization and Democracy**

Required readings:

- Held, David. 1997. "Democracy and Globalization." **ONLY pp. 251-4, 260-67.**
- Rodrik, Daniel. 2014. "The Globalization Paradox."

**Oct. 3: Talk by Marcus Häggrot (Goethe University, Frankfurt) on the political rights of expatriates in Reflective Seminar**

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#### **Oct. 4: Challenges of Transnational Democracy**

Required reading: Fraser, Nancy. 2014. "Transnationalizing the Public Sphere." **ONLY pp. 19-34.**

#### **Week 6 – Distorted Discourse: Free Speech, Hate Speech, and Censorship**

**Oct. 8, 18h30:** Prof. Regina Kreide (Universität Giessen) "(Un-)Just Europe: Migration within and to Europe"

**Oct. 10:** Reflective Seminar: further exploration of AUP Library

**Oct. 11:** Free Speech

Required reading: Mill, John Stuart. 1859. "Of the Liberty of Thought and Discussion." (excerpts)

#### **Week 7 – Education**

**Oct. 15:** Book launch with Prof. Oliver Feltham and Prof. Julian Culp

**\*\*\*Oct. 17:** Visit of the National Education Museum in Rouen\*\*\* / No Reflective Seminar

**Oct. 18:** Why does Democratic Education Matter?

Required reading: Gutmann, Amy. 1987. "The Primacy of Political Education." **ONLY pp. 282-91.**

*\*\*\* 2nd Reflective Statement is due.\*\*\**

#### **Week 8 - Scientific Knowledge, Truth & Post-Truth**

**Oct. 22:** Does Democracy Promote Knowledge?

Required reading: Habermas, Jürgen. 2006. "Political Communication in Media Society: Does Democracy Still Enjoy an Epistemic Dimension? The Impact of Normative Theory on Empirical Research." **ONLY pp. 415-23.**

**Oct. 24:** Reflective Seminar

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**Oct. 25: Midterm Exam in Class**

**Week 9 – Fall Break**

**Oct. 29: No Class**

**Oct. 31: No Reflective Seminar**

**Nov. 1: No Class**

**Week 10 – Elites and Authority**

**Nov. 5: The Competitive Elitist Conception of Democracy**

Required reading: Schumpeter, Joseph. 1943. *Capitalism, Socialism and Democracy*. **ONLY pp. 250-56, 269-73.**

**\*\*\*Nov. 7: Visit of Station F\*\*\* at 16h00/ No Reflective Seminar**

**Nov. 8: Do We Live in a Post-Democracy?**

Required reading: Crouch, Colin. 2004. *Post-Democracy*. **ONLY pp. 1-6, 19-28.**

**\*\*\* 3rd Reflective Statement is due.\*\*\***

**Week 11 – Popular Sovereignty**

**Nov. 12: Armistice Break**

**Nov. 14: Reflective Seminar**

**Nov. 15: Popular Sovereignty**

Required reading: Rousseau, Jean-Jacques. 1997. *The Social Contract*. **ONLY Bk I, sections 6-8; Bk II, sections 1-4, 6; Bk III, sections 4 and 15.**

**\*\*\* Outline of Term Paper is due.\*\*\***

**Week 12 – Populism and Failing Democracies**

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**Nov. 19: Populism**

Required reading: Müller, Jan-Werner. 2016. *What is Populism?* **ONLY pp. 19-32.**

**Nov. 21: Reflective Seminar: further exploration of AUP library**

**Nov. 22: The Death of Democracy**

Required reading: Levitsky, Steven and Ziblatt, Daniel. *How Democracies Die.* **ONLY pp. 57-71.**

**Week 13 – Civil Disobedience, Protest and Revolution**

**Nov. 26: Democratic Agonism**

Required reading: Mouffe, Chantal. 2005. *On the Political.* **ONLY pp. 8-21.**

**Nov. 28: Reflective Seminar**

**Nov. 29: The Enfranchisement of Women**

Taylor Mill, Harriet. 1851. "The Enfranchisement of Women." **ONLY pp. 98-107.**

\*\*\*Draft of Term Paper is due.\*\*\*

**Week 14 The (Political) Nature of Human Beings**

**Dec. 3: What is Human Nature?**

Required readings:

- Aristotle. 4th century BC. *Politics.* **ONLY Book I, Chapters 1 and 2.**
- Hobbes, Thomas. 1642. *On the Citizen.* **ONLY Chapter 1, Sections 1 and 2.**

**Dec. 5: Reflective Seminar: Film screening of *Hannah Arendt* (2012)**

**Dec. 6: Political Action as Essentially Human Behavior**

Required reading: Arendt, Hannah. 1958. *The Human Condition.* **ONLY pp. 7-11, 175-188.**

\*\*\*Optional Reflection Statement is due.\*\*\*

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## Week 15 – Final Sessions

### Dec. 12: Preparation for Final Debate

### Dec. 13, 15:30: Final Debate

\*\*\* Term Paper is due.\*\*\*

## Textbooks

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This course doesn't have any textbook.

## Attendance Policy

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*Attendance* is required and will be taken every class. You may miss up to three sessions without excuse – though each of these three as well as all other unexcused absences will lower your participation grade by 5.00 score points. For example, if you miss one class unexcused, you will receive 95.00 score points instead of 100.00 score points as participation grade.

More than three unexcused absences will be reported to the *Student Development* office. In such a case you might also be asked to withdraw from the course. Absences may only be considered excused if they are officially excused, that is, in cases of medically documented student illness, participation in course-related study trips, family emergency or an appointment with the immigration office. It is the student's responsibility to make up work for the missed class and to communicate with the professor for that purpose.

Attendance at all exams is mandatory. Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

*Punctuality* is essential for undisrupted and efficient coursework. It is a sign of respect not only for the professor, but also for your fellow students. If you are more than 20 minutes late, you will be marked absent.

## Grading Policy

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| Requirement               | Relative weight for overall grade |
|---------------------------|-----------------------------------|
| Participation             | 10%                               |
| 3 Reflection Statements   | 15%                               |
| Midterm Exam              | 25%                               |
| Outline of Term Paper     | 10%                               |
| Draft of Term Paper       | 10%                               |
| Final Term Paper          | 20%                               |
| Final Debate Presentation | 10%                               |

## Other

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### Firstbridge Learning Goals

- Students will enhance their information literacy, acquiring an understanding of how information is produced, and discovering how to evaluate, create and use it effectively and ethically. Students will develop an awareness of the conversational nature of scholarship and be able to identify appropriate secondary sources to conduct effective research.
- Students will develop public speaking and presentation skills in order to participate effectively and appropriately in academic discussion and as community leaders, in a professional and engaging manner that can convey complex information.
- Students will be able to appreciate place as a site of knowledge, to interrogate the multiple meanings of place and develop a more informed and sensitive understanding of interactions between people and their physical environment.
- Students will learn to formulate questions that can lead to greater learning and productive individual and group research projects.
- Students will strengthen the concrete skills and aptitudes to be successful at AUP and beyond, such as study skills and time management, the mindsets that lead to lifelong learning, and desired classroom behaviors and interpersonal skills.

### Integrative Inquiry Learning Outcomes

- *Local and Global Perspectives:* Students will enhance their intercultural understanding of languages, cultures, and histories of local societies and the global issues to which these relate.
- *Exploring and Engaging Difference:* Students will think critically about cultural and social difference; they will identify and understand power structures that determine hierarchies and inequalities that can relate to race, ethnicity, gender, nationhood, religion, or class.
- *Civic and Ethical Engagement:* Students will demonstrate awareness of ethical considerations relating to specific societal problems, values, or practices (historical or contemporary; global or local) and learn to articulate possible solutions to prominent

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challenges facing societies and institutions today so as to become engaged actors at various levels in our interconnected world.

### **Philosophy Course Learning Goals**

- To grasp and express key core concepts in democratic theory
- To understand and reconstruct scholarly texts in philosophy and political theory
- To analyze and evaluate conceptual and normative political arguments
- To develop and convincingly argue for one's own position on how to think of and solve democratic problems in a globalized and digitalized world

### **Contact Information**

For consultation and meetings, please contact me before or after class, by e-mail via [jculp@aup.edu](mailto:jculp@aup.edu) or during office hours.

### **Blackboard**

Course-related material, such as readings, lecture slides, assignment tasks, etc., will be made available on the Blackboard portal. Make sure that you have joined the course and that you adjust your settings to receive notifications and messages. Important up-dates will be posted on the Blackboard course page.

### **Required and Further Readings**

All *required readings* will be made available on Blackboard. For the *required readings* assigned to each session, please consult the *schedule* below.

In case you are interested in studying a topic in further depth, please feel free to contact the professor for information, or contact the AUP Library: <http://library.aup.edu/index.html> – email: [library@aup.edu](mailto:library@aup.edu).

A fine online resource for philosophy is *The Stanford Encyclopedia of Philosophy*: <https://plato.stanford.edu>.

### **English Language Proficiency**

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As an Anglophone university, AUP is strongly committed to effective English language mastery at the undergraduate level. Most courses require scholarly research and formal written and oral presentations in English, and AUP students are expected to strive to achieve excellence in these domains as part of their course work. To that end, the evaluation includes English proficiency. Students can obtain help on specific academic assignments in the university *Writing Lab*. For more information, please visit <https://www.aup.edu/academics/academic-and-career-resources/academic-resource-center/writing-lab> – email: [writinglab@aup.edu](mailto:writinglab@aup.edu).

## **Academic Misconduct**

All work that you submit must be your own. Your sources must be properly cited. For example, direct quotations from others must be in quotation marks. If you have questions about how to attribute your sources, talk to the professor or to the staff of AUP's *Writing Lab* within the Academic Resource Center: <https://www.aup.edu/academics/academic-and-career-resources/academic-resource-center/writing-lab> – email: [writinglab@aup.edu](mailto:writinglab@aup.edu).

Plagiarism is a serious academic misconduct and will be dealt with accordingly. You should familiarize yourself with the university's policy on plagiarism at <http://www.aup.edu/academics/offices-resources/academic-resource-center/writing-lab/plagiarism>. For the sake of fairness and academic integrity, and in order to maintain the reputation of the degree you are earning with us, there will be no tolerance with plagiarism and other such forms of academic misconduct. Any conduct, whether intentional or unintentional, which creates the impression that some of the coursework you submit for grading is your own achievement when it is not will be reported to the *Academic Integrity Office* and may result in an "F" grade for the whole course.

Sometimes students present alien work as their own not because they want to earn an unfair advantage over their peers but rather because they feel unable to cope with the workload for some academic or personal reason. If this is the case, please do not hesitate to contact the professor or AUP's student guidance counselors Pamela Montfort via [pmontfort@aup.edu](mailto:pmontfort@aup.edu) or Yann Louis via [ylouis@aup.edu](mailto:ylouis@aup.edu). There is a lot that can be done to help you!