

## PL 1099 CCI FB 3 COMPARATIVE DEMOCRATIC THEORY

The American University of Paris

Associate Professor Julian Culp

Fall 2022



Benin National Assembly, designed by Francis Kéré, image copyright of Kéré Architecture

### 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 a great variety of classic and contemporary theories, practices, and critiques of democracy, ranging from African conceptions of consensual democracy to Confucian critiques of political equality. The course pursues a “de-parochializing” approach to political theory and philosophy, which aims at gaining a comparative understanding of African, East Asian, South Asian, Latin American, North American, and European democratic theory and practice. In that way it hopes to transcend Western biases in thinking about democracy.

This course is part of the FirstBridge *Digital Democracy – Global Perspectives* (FB3). The other course connected to this FirstBridge is *Democratic Practices in Digital Ecologies* (CM1099CCIFB3), taught by Prof. Fatima Aziz. The Reflective Seminar of this FirstBridge meets every other Wednesday, 13h45-16h40, and is co-taught by Prof. Fatima Aziz, Prof. Julian Culp, and the librarian Michael Stoepel.

### BASIC INFORMATION

<i>Prerequisites</i>	None	<i>Credits</i>	4
<i>Contact</i>	<a href="mailto:JCulp@aup.edu">JCulp@aup.edu</a>	<i>Final exam</i>	Dec. 13, 12h30-15h00
<i>Schedules</i>	Class: Tuesday 13h45-15h05 Class: Friday 13h45-15h05 Reflective Seminar: Wednesday 13h45-16h40	<i>Room number</i>	Class: Q-604 Reflective Seminar: Q-704
<i>Office hours</i>	Tuesdays and Fridays 15h30-16h30 and by appointment	<i>Office number</i>	G-L19

## SCHEDULE

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

### Week 1 – Introduction

Sept 6: **Introduction**

Sept 9: **The Global Roots of Democracy**

Required reading: Sen, Amartya. 2003. “Democracy and Its Global Roots.” *The New Republic* 229 (14)

### Week 2 – Methodology

Sept 13: **Provincializing Europe**

Required reading: Chakrabarty, Dipesh. 2000. *Provincializing Europe*. (excerpts)  
Princeton University Press.

Sept 14: **Reflective Seminar with Michael Stoepel:**

*Part I: Information Literacy (I): Library Tour & How to Select Information*

*Part II: Essential Academic Skills (I) How to Read Academic Texts (JC & FA)*

Sept 16: **Comparative Political Theory**

Required reading: Dallmayr, Fred. 2004. Beyond Monologue: For a Comparative Political Theory. *Perspectives on Politics* 2 (2), 249-257.

### Week 3 – Democracy in Africa

Sept 20: **Philosophy and Ideology for De-Colonization**

Required reading: Nkrumah, Kwame. 1964. *Consciencism*, ch. 3. Monthly Review Press.

Sept 23: **Philosophy and Ideology for De-Colonization**

Required reading: Nkrumah, Kwame. 1964. *Consciencism*, ch. 4. Monthly Review Press.

### Week 4 – Democracy in Africa

Sept 27: **Consensual Democracy**

Required reading: Wiredu, Kwasi. 1995. “Democracy and Consensus in African Traditional Politics: A Plea for a Non-Party Polity.” *The Centennial Review* 39 (1), 53-64

Sept 28 : **Reflective Seminar: Study Trip to Musée du Quai Branly (222 rue de l'Université 75007 Paris)**

NB: We meet at 13h45 in front of the Combes building (6 rue de Colonel Combes) and walk over to the museum! If you're late, come directly to the museum. The guided tour starts at 14h00.

Sept 30: **Palaver and the Public Sphere**

Required reading: Okeja, Uchenna. 2019. “Palaver and Consensus as Metaphors for the Public Sphere.” Oxford University Press.

**\*\*\* First Short Essay is Due. \*\*\***

### Week 5 – Democracy in East Asia

**Oct 4: Confucianism and Democracy**

Required reading: Fukuyama, Francis. 1995. "Confucianism and Democracy." *Journal of Democracy*

**Oct 7: Confucianism and Democracy**

Required reading: Tongdong, Bai. 2020. *Against Political Equality – The Confucian Case* (excerpts). Princeton: Princeton University Press.

### Week 6 – Democracy in East Asia

**Oct 11: Confucianism and Democracy**

Required reading: Tongdong, Bai. 2020. *Against Political Equality – The Confucian Case* (excerpts). Princeton University Press.

**Oct 12: Reflective Seminar on Essential Academic Skills (II + III):**

*Part I: Essential Academic Skills (II) How to Write (Short) Essays (JC)*

*Part II: Screening of Documentary (FA)*

**Oct 14: Confucianism and Democracy**

Required reading: Tongdong, Bai. 2020. *Against Political Equality* (excerpts). Princeton University Press.

### Week 7 – Midterm Exam & Democracy in South Asia

**Oct 18: Confucianism and Democracy**

Required reading: Tongdong, Bai. 2020. *Against Political Equality* (excerpts). Princeton University Press.

**Oct 21 : Mid-term Exam**

### Week 8 – Democracy in South Asia

**Oct 25: Hind Swaraj or On Indian Home Rule**

Required reading: Gandhi, Mohandas. 2009/1909. *"Hind Swaraj" and Other Writings*. Cambridge University Press.

**Oct 26: Reflective Seminar with Michael Stoepel:**

*Part I: Information Literacy (II): How to Assess the Credibility of Information*

*Part II: Essential Academic Skills (III) How to Manage Your Time (JC)*

**Oct. 28: Hind Swaraj on On Indian Home Rule**

Required reading: Gandhi, Mohandas. 2009/1909. *"Hind Swaraj" and Other Writings*. Cambridge University Press.

### Week 9 – Fall Break

**Nov 1: Fall Break – No Class!**

**Nov 4: No Class!**

### Week 10 – Democracy in Latin America

**Nov 8: Democratic Education**

Required reading: Freire, Paulo. 1970. *The Pedagogy of the Oppressed*. (excerpts)

- Nov 9: **Reflective Seminar with the Center for Advising, Careers, and Experiential Learning**
- Nov 11: **Democratic Education**
- Required reading: Freire, Paulo. 1970. *The Pedagogy of the Oppressed*. (excerpts).

**\*\*\* Second Short Essay is Due. \*\*\***

### **Week 11 – Democracy in North America**

- Nov 15: **Why Democracy Needs the Humanities**
- Required reading: Nussbaum, Martha. *Not For Profit – Why Democracy Needs the Humanities*, ch. 2. Princeton University Press.
- Nov 18: **Why Democracy Needs the Humanities**
- Required reading: Nussbaum, Martha. *Not For Profit – Why Democracy Needs the Humanities*, ch. 3. Princeton University Press.

### **Week 12 – Democracy in Europe**

- Nov 22: **The Transformation of the Public Sphere**
- Required reading: Habermas, Jürgen. 1989. *The Transformation of the Public Sphere*. (excerpts)
- Nov. 23: **Reflective Seminar with Michael Stoepel:**
- Part I: Information Literacy (III): How to Build Your Bibliography*
- Part II: Essential Academic Skills (V): How to Present in Class (JC)*
- Nov 25: **Deliberative Democracy**
- Required reading: Habermas, Jürgen. 1996. *Between Facts and Norms* (excerpts)

### **Week 13 – Transnational Democracy**

- Nov 29: **Transnationalizing the Public Sphere**
- Required reading: Fraser, Nancy et al. . 2014. “Transnationalizing the Public Sphere.” In: *Transnationalizing the Public Sphere*. Cambridge: Polity Press.

**\*\*\* Student Presentations. \*\*\***

- Dec 2: **Transnationalizing the Public Sphere**
- Required reading: Fraser, Nancy et al. . 2014. “Transnationalizing the Public Sphere.” In: *Transnationalizing the Public Sphere*. Cambridge: Polity Press.

**\*\*\* Student Presentations. \*\*\***

### **Week 14 Transnational Democracy**

- Dec 6: **Transnationalizing the Public Sphere**
- Required reading: Fraser, Nancy et al. . 2014. “Transnationalizing the Public Sphere.” In: *Transnationalizing the Public Sphere*. Cambridge: Polity Press.

**\*\*\* Student Presentations. \*\*\***

- Dec 7: **Reflective Seminar on Essential Academic Skills (VI + VII)**
- Part I: How to Succeed in Exams (FA)*
- Part II: How to Write a Long Essay (JC)*

- Dec 8–11: **Reading Days**

- Dec 13: **12h30–15h00 Final “Exam” Session**

**\*\*\* Student Presentations of Long Essay \*\*\* Long Essay is Due. \*\*\***

## LEARNING OUTCOMES

### Firstbridge Learning Outcomes

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

### Philosophy Learning Outcomes

- To grasp and express 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. Office hours are held in person or, upon prior registration, via videoconference.

### 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 updates will be posted on the BLACKBOARD course page.

### REQUIRED AND FURTHER READINGS

All *required readings* mentioned in the schedule above will be made available on BLACKBOARD.

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>.

The most relevant textbook for this course is David Held, *Models of Democracy*, Stanford University Press, 2006, ISBN: 9780804754729. It is available at bookstores as well as online via the AUP Library.

## REQUIREMENTS

Requirement	Relative weight for overall grade
Participation	20%
2 Short Essays	20%
Midterm Exam	20%
1 Long Essay	20%
2 Presentations	20%

Make sure that you familiarize yourself with the requirements and that you plan your time and work reasonably! The requirements are meant as springboards for your own, rewarding exploration of the topic.

### Participation

#### *Preparation*

Students are expected to come to every class meeting prepared. The *preparation* means *active and careful reading* of the assigned texts, which means you should take notes and excerpt the core ideas of the texts.

#### *Attendance and Punctuality*

*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.

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 the mid-term exam during the final exam period 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 late, you may be marked absent.

#### *Active Participation and Restricted Use of Digital Devices*

*Active participation* encompasses the active engagement in the discussions during class and in the work group activities. In discussions, all participants are expected to show respect and courtesy.

*Please silence all cell phones* prior to the start of class and *do not use digital devices* (laptops, phones, etc.) during class, unless truly necessary. Please bring your physical copies of the readings, that is, printed out PDFs.

#### *Participation Grade*

Your participation grade will be assigned based on your *participation in class throughout the semester*. Your class participation throughout the semester will be assessed based on the following rubric (adapted from Bean, John and Peterson, Dean. 1998. "Grading classroom participation." In: *New Directions for Teaching and Learning* 74, 33-40).

<b>A</b>	A student will receive an <b>A</b> if he/she: comes to class prepared; contributes readily to the conversation but doesn't dominate it; makes thoughtful contributions that advance the conversation; and shows interest in and respect for others' contributions and views.
<b>B</b>	A student will receive a <b>B</b> if he/she: comes to class prepared; makes thoughtful comments when called upon; contributes occasionally without prompting; and shows interest in and respect for others' contributions and views. This grade may also be appropriate for an active participant whose contributions are less developed or cogent than those of students who deserve an <b>A</b> .

<b>C</b>	A student will receive a <b>C</b> if he/she: comes to class prepared and listens attentively, but does not voluntarily contribute to discussions and gives only minimal answers when called upon. A student will also receive a <b>C</b> if he/she participates in discussion, but in a problematic way. Such students may talk too much, make rambling or tangential contributions, continually interrupt with digressive questions, bluff their way when unprepared, or otherwise dominate discussions, not acknowledging cues of annoyance from instructors or other students.
<b>D</b> or <b>F</b>	A student will receive a <b>D</b> or <b>F</b> if they often seem on the margins of the class and may have a negative effect on the participation of others. Such students often don't participate because they haven't come to class prepared. Students receiving an <b>F</b> may be actually disruptive, radiating negative energy via hostile or bored body language, or be overtly rude.

## Short and Long Essays

### *Essay Structure*

Help the reader to follow your line of reasoning by making it explicit: An *introduction* should outline what you will present and why it is interesting. The *main body* should develop your argument(s) step by step, and a *conclusion* should sum them up, with a final evaluation of your findings.

### *Two Short Essays of 1000 words*

In the two short essays you respond to set questions, available on BLACKBOARD, that concern the readings.

The writing of the short essays will guide your reading, foster your understanding and assessment of the texts, and prepare you for classroom discussions.

### *One Long Essay of 2000 words*

In the long essay you answer a question that you develop yourself.

The aim of the long essay is to discuss a philosophical, political, or democratic question based on the texts and theories you have encountered in the course. Your discussion should include (1) *an analysis* of key conceptions and arguments regarding content and structure, and (2) *a critical assessment* of the arguments and the position under consideration, and (3) *the defense of a thesis* you choose to adopt for the purpose of this assignment by producing effective arguments *for* this thesis and rebut relevant arguments *against* it.

### *Submission of the Essays*

The essays should be submitted via BLACKBOARD as *Word* document *by 23h59* on the due date.

The font should be Times New Roman, the font size should be 12 pt., the spacing should be 1.5, and the name of the file should include your last name: YourLastName\_Short Essay No. 1/2/Long Essay.dox(x).

### *Grading Criteria for the Short Essays and the Long Essay*

Your three essays will be graded according to the following, equally relevant, *four criteria*:

- (1) coherence of the argumentation (25%),
- (2) correctness of form (25%),
- (3) adequate use of relevant primary texts and secondary literature (25%), as well as
- (4) elegance of writing and clarity of structure (25%).

*Late* papers may be marked down 2.50 score points per day of lateness. For example, if you submit a 95.00/A/4.0 paper one day late, you may receive 92.50/A-/3.7. Extensions of the deadline are only possible for serious reasons. In general, an extension can only be granted if you apply for it *before* the deadline expires.

### **Mid-Term Exam**

After the first half of the course you will be expected to review the material and write an exam. The exam will consist of a set of questions on the materials covered in the course. These questions will contain knowledge questions regarding key terms and intellectual positions as well as short essay questions that ask you to *reconstruct* and *discuss* philosophical or theoretical texts and arguments that this course addresses.

## Two Presentations

In the *first presentation* you are asked to present the key points of a scholarly text as well as your questions regarding the text. In the *second presentation* you are asked to present the central ideas your long essay during the final exam period. You should use either handouts or powerpoint/prezi slides for your presentations.

The presentations will be graded according to the following, equally relevant, four criteria:

- (1) coherence of the argumentation (25%);
- (2) ability to speak freely without reading off your notes (25%);
- (3) quality of the power point / prezi slides or handouts convincing examples (25%);
- (4) engagement with the audience, including the ability to respond adequately to objections (25%).

## GRADING

The grades for the requirements and for the entire course are based on the 4.00 system stated below:

Letter Grade	4.0 Scale	Score	Meaning
A	4.0	94.00-100.00	Excellent
A-	3.7	90.00-93.99	Excellent
B+	3.3	87.00-89.99	Good
B	3.0	84.00-86.99	Good
B-	2.7	80.00-83.99	Good
C+	2.3	77.00-79.99	Satisfactory
C	2.0	74.00-76.99	Satisfactory
C-	1.7	70.00-73.99	Satisfactory
D+	1.3	67.00-69.99	Unsatisfactory
D	1.0	64.00-66.99	Unsatisfactory
D-	0.7	60.00-63.99	Unsatisfactory
F	0	0.00-59.00	Failure

## ENGLISH LANGUAGE PROFICIENCY

As an Anglophone university, AUP is committed to effective English language mastery at the undergraduate level. Courses require scholarly research and formal written and oral presentations in English, and 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's *Writing Lab*. For more information, please visit <https://www.aup.edu/academics/academic-resources/academic-resource-center/writing-lab> or 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 the *Writing Lab*: <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 AUP'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, 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 Charlotte Vernier via [cvernier@aup.edu](mailto:cvernier@aup.edu).