

<u>COURSE TITLE:</u>	Democracy and Global Justice	<u>COURSE NO:</u>	LW-PO-5091
<u>PREREQUISITES:</u>	MA Student (Dipl. & Int'l Aff., Int'l Aff., Conflict Resolution and Civil Society Development)	<u>SEMESTER:</u>	Fall 2021
<u>PROFESSOR:</u>	Julian Culp	<u>CREDITS:</u>	4
<u>CLASS SCHEDULE:</u>	Tuesday & Friday 13h45-15h05	<u>ROOM NO:</u>	SD-4
<u>OFFICE HOURS:</u>	Tuesdays 17h15-18h15 and by appointment	<u>PERIOD (S):</u>	TF 4
<u>OFFICE NUMBER:</u>	G-L19		
<u>OFFICE TEL EXT:</u>	618		
<u>CONTACT:</u>	JCulp@aup.edu		

COURSE DESCRIPTION:

This course equips students to analyze (self-)critically problems and conceptions of democracy and justice across, between and beyond states. To develop solid understandings of the concepts of democracy and global justice, the course starts off by examining some of the core definitions of democracy and global justice. Following that, the course explores four sets of questions about democracy and global justice. *First*, how should we think of the distributive inequalities across and between countries? We will investigate the *cosmopolitan* or *globalist*, *nationalist* or *statist* as well as *transnational* or *post-westphalian* answers to this question. *Second*, is there a human right to democracy? Should we think of democracy as a universal value or norm? We will juxtapose and discuss opposing views regarding the claim that there is a human right to democracy. *Third*, how should we conceive of *global* democracy? We will study intergovernmental, cosmopolitan, deliberative, and radical approaches to global democracy, and we will engage with authors who put into question the desirability and feasibility global democracy. *Finally*, we will study attempts within comparative political theory to globalize the debate about democracy by recognizing the global roots of the idea of democracy. For that purpose, we will delve into African and Confucian conceptions of democracy.

This course pays special attention to close reading and discussion of seminal texts from, among others, Immanuel Kant, John Rawls, Jürgen Habermas, Charles Beitz, Nancy Fraser, and Kwasi Wiredu. Readings will be philosophical, political-theoretic, and social-scientific. The course will include *lectures*, *learning activities in small groups*, and *seminar-style discussions* concerning key figures and texts, as well as major philosophical conceptions, political, and legal contexts, as well as practical problems of democracy and global justice.

LEARNING OUTCOMES

- To read with care and understand philosophical and multi-disciplinary texts on legal, democratic, and political problems of contemporary globalization
- To analyze and evaluate theoretical, normative, and political arguments regarding their logical structure (or deductive validity), soundness (or empirical plausibility), and their informativeness (or effectiveness)
- To develop and articulate a compelling ethical, legal, or political position on at least one issue of contemporary democracy and global justice
- To effectively argue and communicate legal, political, and ethical theories and arguments on contemporary democracy and global justice in both oral and written form

GRADUATE PROGRAM LEARNING OUTCOMES:

Masters of Arts in International Affairs

1. Knowledge -In-depth reading and understanding of a cosmopolitan canon of academic and expert publications in international affairs.
2. Thinking - Clear analytical thinking as demonstrated by contributions to in-class discussions and argumentation as developed in written work. Demonstrated exploration of causality.

3. Research - Demonstrated initiative in selecting a range of rigorous academic sources for oral and written work. Original research.
4. Methods - Demonstrated mastery of qualitative methodology (especially case study methods) and a basic understanding of statistical methods.
5. Academic fluency in French (MAIA) – Ability to give oral presentations and produce coherent written work in the French system at the graduate level.

Learning outcomes: Masters of Arts in International Affairs, Conflict Resolution & Civil Society Development.

1. Knowledge -In-depth reading and understanding of a cosmopolitan canon of academic and expert publications in international affairs, conflict resolution and civil society development.
2. Thinking - Clear analytical thinking as demonstrated by contributions to in-class discussions and argumentation as developed in written work. Demonstrated exploration of causality.
3. Research - Demonstrated initiative in selecting a range of rigorous academic sources for oral and written work. Original research.
4. Methods - Demonstrated mastery of qualitative methodology (especially case study methods) and a basic understanding of statistical methods.
5. Academic fluency in French – Ability to give oral presentations and produce coherent written work in the French system at the graduate level.

Learning outcomes: Masters of Arts in Diplomacy and International Law.

1. Knowledge -In-depth reading and understanding of a cosmopolitan canon of academic and expert publications in international affairs and international law.
2. Analytical thinking - Clear analytical communication as demonstrated by contributions to in-class discussions and argumentation as developed in written work.
3. Intellectual initiative - selecting a range of rigorous academic sources for oral and written work
4. Fluency: Demonstrated mastery of oral and written legal analysis in preparation for the Oxford certificate.

BIBLIOGRAPHY:

Please see the course schedule below.

TEXTBOOKS:

Required:

Chris Armstrong. 2019. *Why Global Justice Matters*. Cambridge: Polity.

Recommended:

International Political Theory and Law:

- Bell, Daniel (ed.). 2008. *Political Thought and International Relations*. Oxford: Oxford University Press.
- Besson, Samantha and John Tasioulas (eds.). 2010. *The Philosophy of International Law*. Oxford: Oxford University Press.

Democracy:

- Bohman, James and William Rehg (eds.). 1996. *Deliberative Democracy*. Cambridge, MA: MIT Press.
- Mansbridge, Jane and John Parkinson (eds.). 2012. *Deliberative Systems: Deliberative Democracy at the Large Scale*. Cambridge: Cambridge University Press

Global Justice:

- Brooks, Thom (ed.). 2020. *The Oxford Handbook of Global Justice*. Oxford: Oxford University Press.
- Banai, Ayelet, Miriam Ronzoni and Christian Schemmel. 2011. (eds.). *Social Justice, Global Dynamics*. London: Routledge.

GRADING POLICY:

Requirements

2 Short Essays	30%
Term Paper	30%
2 Presentations	10%
Online Annotation of Readings	10%
Participation	20%

Grading Criteria for the Short Essays and the Term Paper:

Coherence and strength of the argumentation	25%
Clarity and elegance of structure and writing	25%
Adequate use of relevant primary texts (and secondary literature)	20%
Correctness of form	20%
Originality of the thesis	10%

Grading Criteria for the Presentations:

Coherence and strength of the argumentation	30%
Clarity and elegance of the presentation	30%
Convincing examples	20%
Engagement with the audience	20%

Annotations Due by midnight before each class period. (E.g. Monday and Thursday 11:59 PM.)

To encourage you to keep on top of your reading, I will ask you to submit *3 annotations for each reading*. The assignments will be set up on Perusall, which is linked to the Blackboard site for the class. This will be a collective exercise, as your fellow classmates will see your annotations. We will also use the annotations as a springboard for our class discussions. Annotation is a personal act, and your engagement with the text will vary.

But here are a couple of ideas of how you can annotate a text. You could focus on some or all of the following:

- Definitions of confusing words. Look up and find the definitions of words that seem unfamiliar or confusing to you.
- Concepts. Underline what you think are the most foreign, novel, or challenging difficult concepts.
- Tone or Rhetorical Strategies. What are the rhetorical strategies of the text? Does the writer use tone to make a point? What is the tone of the text—sarcastic, sincere, funny, etc.
- Biases. What are the writer's biases? What assumptions does the writer employ that are stated or unstated? What are your own assumptions when you come to the text?
- Responses. Is there something troubling in the text that you are grappling with? What are some questions that the text generated? Note your own immediate reactions to certain claims in the text.
- Connections. Put the text in dialogue with other readings from the semester. How are the texts similar? How are they different?

Participation

Students are expected to come to every class meeting on time and be prepared to participate actively.

The *student's preparation* includes, in particular, the careful reading of the assigned texts in advance of the planned session. When reading you should take notes and excerpt the core ideas of the texts – that is, you should engage in active reading. 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). Absences or tardiness will also result in a lower class participation grade. If you are more than 10 minutes late, you might be marked absent. Punctuality is essential for undisrupted and efficient coursework.

A	A student will receive an A 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	A student will receive a 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 A .
C	A student will receive a C 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 C 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.
D or F	A student will receive a D or F 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 F may be actually disruptive, radiating negative energy via hostile or bored body language, or be overtly rude.

AUP ATTENDANCE POLICY:

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to justify their absence. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in this course syllabus. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

In all cases of missed course meetings, the responsibility for communication with the professor, and for arranging to make up missed work, rests solely with the student. Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may also recommend that a student withdraw if absences have made it impossible to continue in the course at a satisfactory level. Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

ENGLISH LANGUAGE PROFICIENCY STATEMENT:

As an Anglophone university, The American University of Paris 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, professors include English proficiency among the criteria in student evaluation, often referring students to the university Writing Lab where they may obtain help on specific academic assignments. Proficiency in English is monitored at various points throughout the student's academic career, most notably during the admissions and advising processes, while the student is completing general education requirements, and during the accomplishment of degree program courses and senior theses.

COURSE SCHEDULE:

NB: This Course Schedule is subject to change throughout the course of the semester.

Week I – September 6th – 10th What is (Global) Democracy? What is (Global) Justice?

- Sept. 7: Introduction and Presentation of Syllabus.
- Sept. 10: Chris Armstrong. 2019. *Why Global Justice Matters*. Cambridge: Polity. Ch. 1.

Part I: The Contemporary Debate on Global Justice

Week II – September 13th – 17th The Cosmopolitan-Globalist Conceptions of Global Justice

- Sept. 14: Pogge, Thomas. 2006. "Recognized and Violated by International Law: The Human Rights of the Global Poor." *Leiden Journal of International Law* 18/4, 717-45.
- Sept. 17: Jaggar, Allison (ed.). 2010. *Thomas Pogge and His Critics*. Wiley-Blackwell. Ch. 2.
- Sept. 19: *First Essay is Due!*

Week III – September 20th – 24th The Statist and Republican Conceptions of Global Justice

- Sept. 21: Nagel, Thomas. 2005. "The Problem of Global Justice." *Philosophy & Public Affairs* 33/2, 113–47.
- Sept. 24: Pettit, Philip. 2010. A Republican Law of Peoples. *European Journal of Political Theory* 9/1, 70-94

Week IV – September 27th – 1st Republican and Democratic Conceptions of Global Justice

- Sept. 28: No Class!
- Sept. 29, 17h: *Lecture Series on Contemporary European Democratic Theory*
Center for Critical Democracy Studies
Guest Lecture by Miriam Ronzoni (University of Manchester, UK): How Should Transnational Solidarity Be Conceived for Republicans?
- Oct. 1: Fraser, Nancy. 2009. *Scales of Justice*. New York: Columbia University Press. Ch. 2.

Part II: Is There a Human Right to Democracy?

Week V – October 4th – 8th Transnational and Democratic Conceptions of Global Justice

- Oct. 5: Rawls, John. 1999. *The Law of Peoples*. Cambridge, MA: Harvard University Press. Part I.
- Oct. 8: Rawls, John. 1999. *The Law of Peoples*. Cambridge, MA: Harvard University Press. Part I.

Week VI – October 11th – 15th Is There A Human Right to Democracy

- Oct. 12: Buchanan, Allen. 2004. *Justice, Legitimacy, and Self-Determination: The Normative Foundations of International Law*. Oxford: Oxford University Press. Ch. 3.
- Oct. 15: Christiano, Thomas. 2010. The Instrumental Justification of a Human Right to Democracy. *Philosophy and Public Affairs*.
- Oct. 17: *Second Essay is Due!*

Week VII – October 18th – 22nd The Boundary Problem in Democratic Theory

- Oct. 19: Miller, David. 2020. Reconciling the Democratic Boundary Problem. *Philosophy Compass* 15/11, 1-9.

Oct. 20, 17h: *Lecture Series on Contemporary European Democratic Theory*
Center for Critical Democracy Studies
Guest Lecture by Eva Erman (University of Stockholm, Sweden): The Democratic Boundary Problem – A Function-Sensitive View

Oct. 22: TBD

Part III: The Contemporary Debate on Global Democracy

Week VIII – October 25th- 29th Global Democracy: The Intergovernmental and Cosmopolitan Models

Oct. 26: Kant, Immanuel. 1991 [1795]. "Towards Perpetual Peace." In Reiss, Hans (ed.) *The Cambridge Edition of the Works of Immanuel Kant. Political Writings*. Cambridge: Cambridge University Press, 93–130.

Habermas, Jürgen 2008. The Constitutionalization of International Law and the Legitimation Problems of a Constitution for World Society. *Constellations* 15/4, 444-455.

Oct. 29: Archibugi, Daniele. 2008. *The Global Commonwealth of Citizens*. Princeton: Princeton UP.

Oct. 29, 15h20: *Lecture Series on Historical (In-)Justice*

(optional) Schaeffer Center for Genocide, Human Rights, and the Prevention of Conflicts
Guest Lecture by Lukas Meyer (University of Graz, Austria): Climate Justice and Historical Emissions

November 1st to 5th, fall break (no classes)

Week IX – November 8th – 12th Global Democracy: The Deliberative the Radical Models

Nov. 9: Dryzek, John and Ana Tanascoa. 2021. *Democratizing Global Justice*. Cambridge: Cambridge University Press.

Dryzek, John. 2008. "Two paths to global democracy," *Ethical Perspectives*, 15(4): 469–486.

Nov. 10: *Lecture Series on Contemporary European Democratic Theory*

(optional) Center for Critical Democracy Studies
Guest Lecture by Jamila Mascot (University of Utrecht, The Netherlands): A Postcolonial Theory of Justice

Nov. 12: Mouffe, Chantal. 2009. "Democracy in a multipolar world," *Millennium*, 37(3): 549–561.

Scholte, Ian Aart. 2014. "Reinventing Global Democracy," *European Journal of International Relations*, 20(1): 3–28.

Week X – November 15th – 19th From Models to Values of Global Democracy

Nov. 16: Little, Adrian, and Macdonald, Kate, 2013, "Pathways to Global Democracy? Escaping the Statist Imaginary," *Review of International Studies*, 39(4): 789–813.

Nov. 19: Kuyper, Jonathan W., 2014, "Global Democratization and International Regime Complexity," *European Journal of International Relations*, 20(3): 620–46.

Part IV: Globalizing the Debate on Democracy

Week XI – November 22nd – 26th Globalizing the Debate on Democracy

Nov. 23: Williams, Melissa and Mark Warren. 2014. "A Democratic Case for Comparative Political Theory." *Political Theory* 42/1, 26–57.

Nov. 26: Weiß, Alexander. 2021. "Comparative Democratic Theory", *The Journal of Democratic Theory* 7/1, 27–44.

Sen, Amartya. 2003. "Democracy and Its Global Roots." *The New Republic* 229 (14)

Week XII – November 29th – December 3rd Confucian Understandings of Democracy

Nov. 30: Fukuyama, Francis. 1995. "Confucianism and Democracy." *Journal of Democracy* 6, 20–33.

Nuyen, A.T. 2000. "Confucianism, the Idea of Min-pen, and Democracy," *Copenhagen Journal of Asian Studies* 14, 130–151.

Dec. 1:
(optional) *Lecture Series on Contemporary European Democratic Theory*
Center for Critical Democracy Studies
Guest Lecture by Annabelle Lever (Sciences Po): Democracy in Selection

Dec. 3: Xu, Keqian. 2006. "Early Confucian Principles: the Potential Theoretic Foundation of Democracy in Modern China." *Asian Philosophy* 16/2, 135-48.

Culp, Julian. 2020. "On the Compatibility of Global Democratic Justice and Confucianism," in Hugo El-Kholi and Jun-Hyong Kwak, *Global Justice in East Asia*, London: Routledge, 34–51.

Week XIII – December 6th – 10th African Understandings of Democracy

Dec. 6: Wiredu, Kwasi. 1995. "Democracy and Consensus in African Traditional Politics: A Plea for a Non-Party Polity." *The Centennial Review* 39 (1), 53-64.

Dec. 10: Okeja, Uchenna. 2019. "Palaver and Consensus as Metaphors for the Public Sphere." In Idris, Murad, Leigh Jenco and Megan Thomas Oxford: Oxford University Press.

Dec. 17, 12h30: *Final Session Student Term Paper Presentations*