

ISD 2935: Democracy in Theory and Action



FALL 2020, Synchronous Zoom Meetings: MWF 3-3.50pm

General Education: Humanities, Writing Requirement (2000 words)

[Note: A minimum grade of C is required for General Education Credit]

<p>Instructor: Ifigeneia Giannadaki, Assistant Professor and Cassas Chair in Greek Studies</p> <p>URL: <u>https://florida.academia.edu/IfigeneiaGiannadaki</u></p> <p>Email: <u>giannadaki.if@ufl.edu</u></p>	<p>Virtual Office Hour: Wednesdays 4-5pm, or by appointment</p>
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Course Description

This course will showcase the lively dialogue between ancient democracy and modern, tackling some of the most pressing issues of our times, including the limits of political participation and the real power of the people, the elitism of politics and distrust of modern politicians, the limits of free speech and the role of the press/media in modern politics and in shaping public opinion. This dialogue between democracy ancient and modern will be discussed from comparative approach of democratic principles, political institutions, civic rights, limits of political participation, and criticisms to the democratic government, in the ancient world and in our times. These topics are also essential to approach both political history and political theory: evolution as against stability, freedom and equality, law and popular sovereignty, cultural ideals and practice.

Finally, through a wealth of topics to be discussed and debated in the virtual classroom, the module concludes by asking interconnected, timely and pressing questions, relevant to all modern democratic societies: is after all the democracy a good or a defective constitution? Are there better alternatives? Or is there room for political reform?

Student Learning Outcomes:

Reflecting the curricular structures of Quest 1 and these Gen Ed designations, after taking Democracy in Theory and Action, students will be able to:

1. Identify, describe, and explain the historical processes involved in the passage of humanity into the era of social and political organization under democratic constitutions, and of the history of political thought from ancient Greece to modern times, political power and justice, socio-political inquiry, rational quest, experimentation and the study of democracy in action from a comparative viewpoint for the benefit of human communities diachronically, as well as the flourishing of human communities under democratic organization. (*Content SLOs for Gen Ed Hum, and Q1*).
2. Analyze and evaluate some important culture texts from the early Greek political theorists, historians and active politicians, as well as some comparable key-texts on modern political thought and democratic government, using established practices appropriate to the arts and humanities (*Critical Thinking*).
3. Analyze and evaluate how political thought and analysis (and critique) of democratic government initially developed in Greece and explain how their employment can be applied to significantly understand modern socio-political and economic organization and development of modern societies of the western world (*Critical Thinking*).
4. Analyze and evaluate essential questions about the progress of humanity on the basis of socio-political organization under democratic government from a comparative perspective. (*Critical Thinking*).
5. Observe and evaluate the role arts and humanities play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs. (*Communication*).
6. Analyze, evaluate, and critically reflect on connections between course content and their intellectual, personal, and professional development at UF and beyond (*Critical Thinking*).
7. Develop and present clear and effective responses to essential questions about the political thought in action, democracy ancient and modern, and other relevant humanities disciplines intersected during the course into the course (*Communication*).

Writing Requirement:

The course confers 2,000 words toward the Writing Requirement (WR), which ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. The writing course grade assigned by the instructor has two components: the writing component and a course grade. **To receive writing credit a student must satisfactorily complete all the assigned written work and receive a minimum grade of**

C (2.0) for the course. It is possible to not meet the writing requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.

Course Format:

Synchronous Zoom Meetings, three times a week, on Mondays, Wednesdays and Fridays, at 3pm until 3.50pm.

The University's Humanities and General Education Requirements:

The ISD 2935 fulfils the UF Core requirements and 3 credits of the Humanities [General Education](#) requirement.

Required Books and Readings:

Required book chapters and articles are provided on Canvas.

Cartledge, P. 2016 *Democracy: A Life*, Oxford University Press.

Hansen, M. H. 1999 *The Athenian Democracy in the Age of Demosthenes*, Bristol Classical Press.

***Readings* (i.e. required articles and chapters of the following books)**

Carey, C. 2017 *The Democracy in Classical Athens*, Bloomsbury.

Cartledge, P. 2016 *Democracy: A Life*, Oxford University Press.

Croissant, A. and Merkel, W. 2019 'Defective Democracy', in W. Merkel, R. Kollmorgen, and H.-J. Wagener (eds) *The Handbook of Political, Social, and Economic Transformation*, Oxford University Press.

Dahl, R. 2005 'What Political Institutions does Large-scale Democracy Require?', *Political Science Quarterly* 120, 187-197.

Golden, M. and Toohey, P. 2003 *Sex and Difference in Ancient Greece and Rome*, Edinburgh University Press.

Hansen, M. H. 1999 *The Athenian Democracy in the Age of Demosthenes*, Bristol Classical Press.

Hare, I. and Weinstein, J. 2009 *Extreme Speech and Democracy*, Oxford University Press.

Herman, E. and Chomsky, N. 2002 *Manufacturing Consent: The Political Economy of the Mass Media*, Pantheon Books.

Marwick, A. and Lewis, R. 2017 'Media manipulation and disinformation online'.

Ober, J. 'Classical Athenian Democracy and Democracy Today', in *The Promotion of Knowledge: Lectures to Mark the Centenary of the British Academy 1902-2002*.

Ober, J. *Demopolis – Democracy Before Liberalism in Theory and Practice*. Cambridge University Press.

Sinclair, R. K. 1988 *Democracy and Participation in Classical Athens*, Cambridge University Press.

Walsh, D. 2010 *Women's Rights in Democratizing States*, Cambridge University Press.

Wolpert, A. and Kapparis, K. 2011 *Legal Speeches from Democratic Athens*, Hackett Publishing.

Graber, M.A., Levinson, S, and Tushnet, M. 2018 *Constitutional Democracy in Crisis?* Oxford University Press.

Source Materials

Important Source Materials (available online at no additional cost; all links to source materials will be available on Canvas; the same applies to PowerPoints and other course materials):

- Aristotle, *Politics* book 1, 3, and 4
- [Aristotle] *The Constitution of the Athenians* 5-11, 20-22.
- Thucydides, book 2.34-46
- Demosthenes, speech 22 (*Against Androtion*)
- Lysias, speech 16 (*On Behalf of Mantiheos*)
- Plato *Apology*
- [Xenophon] *The Constitution of the Athenians*

Recommended Writing Guide and Information about Citations

Strunk, William and White, E.B. 2014 *The Elements of Style*. 4th edition, Pearson Education Limited.

Citation Management Guide from UF Libraries:

<https://guides.uflib.ufl.edu/citationsoftware>

Grading Scale

Grades for the Course will be calculated through evaluation of the following assignments:

1. 10 on-line quizzes = 40%
2. mid-term = 15%
3. final = 15%
4. Participation = 10%
5. Paper (2,000 words) = 10%
6. Experiential learning component/ reflection essay = 10%

TOTAL = 100%

I record your points on all assignments over the course of the semester in the Canvas gradebook, which translates total points into a letter grade using a standard grading scale:

A= 94-100% of points possible	A- =90-93%	
B+=87-89%;	B=84-86%	B- =80-83%
C+=77-79%	C=74-76%	C- =70-73%
D+=67-69%	D=64-66%	D- =60-63%
<60=F		

More information on UF grading policy is [available here](#).

Assignments:

- 10 online quizzes = 40 %
(11 quizzes will be offered, one for each week except week 1, week 9 and week 14; the 10 best will count).
- Midterm = 15 % (10% is based on multiple choice questions, and 5% on one essay-format question).
- Final = 15 % (10% is based on multiple choice questions, and 5% on one essay-format question).
- Participation = 10 %
- **Participation Grading:** Consistent high-quality class participation—in large and small groups—is expected. “High-quality” in this case means
 - informed (i.e., shows evidence of having done assigned work),
 - thoughtful (i.e., shows evidence of having understood and considered issues raised in readings and other discussions), and
 - considerate (i.e., takes the perspectives of others into account).
 If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.

- **Paper (2000 words, first draft due by October 2; second draft due October 23, final due November 6 = 10% (as described above)**
- **Experiential Learning Component essay (c. 500-700 words, first draft **due by November 13; final due by November 20**) = 10%**

UF student honor code, original work, and plagiarism:

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest

standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment’.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Original thought, writing, and discussion is critical for core questions about our place in the natural world and for meaningful discussions about culture and nature. Please be thoughtful and meticulous in your citations. This video offers useful information for how to avoid plagiarism and cite appropriately:

<https://mediasite.video.ufl.edu/Mediasite/Play/adaa44500eaf460a84f238e6b9a558f9>

If you have any questions, please ask your instructor.

Plagiarism on any assignment will result in a 0 for that assignment. A second incident of plagiarism will result in a failing grade (E) for the course.

Class Attendance and Make-up Policy:

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students Requiring Accommodations:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

Important Student Wellness Resources:

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center:

<https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161. University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

Materials and Supplies Fees:

There are no additional fees for this course.

Zoom Meetings Recording and Privacy:

Our class sessions may be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who unmute during class and participate verbally are agreeing to have their voices recorded.

If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared.

As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Weekly Course Schedule:

(subject to adjustment depending on the needs of the class)

Week 1: Introduction/class administration

Summary: Why is the study of Ancient Greek political thought and democracy still crucially important and timely in the study of modern political theory and practice?

Week 2: Athenian democracy: fundamental principles and political ideology.

Summary: The session aims to offer the political framework within which the Athenian democracy operated over the Classical period, the *polis* (city-state), its fundamental principles and the associated ideology, including freedom and equality.

Required reading:

Aristotle, *Politics* book 1:

[Aristotle] The constitution of the Athenians 5-11 (Solon), 20-22 (Kleisthenes)

Hansen, M. H. 1999 *The Athenian Democracy in the Age of Demosthenes*, pp.55-85

Week 3: Athenian democracy and modern democracies: major differences and similarities

Summary: The session explores the legacy of the Athenian democracy in the modern Western world and major similarities and differences in democratic administration.

Required reading:

Thucydides, Book 2.34-46

Hansen, M. H. 2005 'Direct Democracy Ancient and Modern', 45-70.

Cartledge, P. 2016 *Democracy: A Life*, chapters 19-20 (pp. 293-304).

Week 4: Political institutions: the Assembly, the Council and the Courts.

Summary: Study of the executive and judicial powers in Classical Athens and the direct decision-making process: political participation, amateurism, voluntary principle, accountability, publicity.

Required reading:

Carey, C. 2017 *The Democracy of Classical Athens*, ch. 4.

Hansen, M. H. 1999 *Athenian Democracy in the Age of Demosthenes*, pp. 141-160, 246-265

Week 5: Political institutions in the modern democracies. Rule by the people?

Summary: The session aims to discuss in depth the political institutions of modern democracies and compare those with their ancient counterparts. It also asks a timely question, namely to what extent the people rule in modern democracies?

Required reading:

Ober, J. 'Classical Athenian Democracy and Democracy Today,' in *The Promotion of Knowledge: Lectures to Mark the Centenary of the British Academy 1902-2002*.

Dahl, R. 2005 'What Political Institutions does Large-scale Democracy Require?', *Political Science Quarterly* 120, 187-197.

Writing Component Requirement: Deadline for submission of first draft (**October 2**)

Week 6: Athenian legal system in comparison with modern civil law and common law systems

Summary: The session focuses on the analysis of the Athenian legal system and its 'otherness' compared to modern civil law and common law systems. We will also address the question what does the study of Athenian law (and Greek law in general) matter for our understanding of modern legal systems through Demosthenes' speech *Against Androtion*.

Required reading:

Demosthenes 22

Wolpert, A. and Kapparis K. 2011 *Legal Speeches from Democratic Athens*, pp.ix-xxix.

Cartledge, P. 2016 *Democracy: A Life*, chapter 10, pp.169-81.

Week 7: Political leaders, political participation, and control of political power; accountability, checks and balances then and now.

Summary: Having studied the constitutional, the political, and the legal framework of the Athenian democracy, this session focuses on the political protagonists, the 'political figures' (as against modern 'politicians'), sheds light on political participation – risks and rewards of leadership – and accountability; ultimately, we shall draw conclusions about ancient and modern political practice.

Required reading:

Lysias 16

Sinclair, R. K. *Democracy and Participation in Classical Athens*, pp. 34-47, 77-83

Week 8: Politics: (not) a woman's job? Women's political rights: ancient Greek political thought and the position of women in the 21st century.

Summary: This session focuses on a sensitive and most timely issue in the modern world, namely the gender differences reflected onto the women's political rights. Thus we start with a very provocative question to be addressed this week. Having as

a starting point women's position in the ancient political thought and practice, we examine the progress on women's political rights and participation in the modern democracies.

Required reading:

Golden, M. and Toohey, P. 2003 *Sex and Difference in Ancient Greece and Rome*, pp. 23-43 ('Women in Classical Athens-Their Social Space: Ideal and Reality').

Walsh, D. 2010 *Women's Rights in Democratizing States*, pp. 29-54

Writing Component Requirement: deadline for the submission of draft 2: **October 23.**

Week 9: Review and mid-term exam

Mid-term exam: **October 30**

Week 10: Freedom of speech in Classical Athens (*parresia*) and today. Fake news: too much freedom of speech or lack of?

Summary: The session addresses a crucially important matter of heated debate not only in Classical Athens but in modern Western democracies, too: the freedom of speech in action. In addition, it sheds light to a 'modern' global phenomenon crucially linked with politics in action in democratic societies, fake news and their effects at the time of 'Digital Age'.

Required reading:

Plato, *Apology*

Tusinski Berg, K. 2017 'Media Ethics, Fake News, Politics, and Influence in Public Life,' *Journal of Media Ethics* 32, 179-186.

Herman, E. S. & Chomsky, N. 2002 *Manufacturing Consent: The Political Economy of The Mass Media*, ch. 1.

Optional reading:

Patryk Babiracki, '[Why Americans Keep Falling for Russian Propaganda.](#)' The Washington Post.

Writing Component Requirement: deadline for the submission of the final paper: **November 6.**

Week 11: Equal right to free speech? Isegoria in Classical Athens and today.

Summary: A defining principle of the democracy, as it first appears in Herodotus, the Greek historian of the 5th c. BC, is examined in depth over the session, which

also addresses questions of political theory and political practice in both ancient and modern democracy.

Required Reading:

Herodotus *Histories* Book 5. 78, 92. α 1

Ober, J. 2017 *Demopolis – Democracy Before Liberalism in Theory and Practice*, pp.18-33

Hare, I. and Weinstein, J. 2009 *Extreme Speech and Democracy*, pp. 11-22.

Experiential Learning Component: deadline for submission of draft 1: **November 13**.

Week 12: State record-keeping and access to information in the ancient Greek world and the era of the ‘social media politics’

Summary: This session explores the important question of transparency and the value of information in Classical democracy (e.g. state records on stone, inscribed financial archives, laws, decrees) and in modern democracies. It also sheds light to the important issue of access to information in ancient and modern democracies and examines issues of mass misinformation and manipulation or propaganda in politics via media/mainstream social media in modern democracies.

Required Reading:

Sickinger, 1999 ‘Literacy, Documents, and Archives in the Ancient Athenian Democracy’, *The American Archivist* 62, 229-246

Marwick, A. and Lewis, R. 2017 ‘[Media manipulation and disinformation online](#)’, pp. 1-56

Experiential Learning Component: deadline for the submission of the final paper: **November 20**.

Week 13: Criticisms to Athenian democracy and modern democratic states.

Summary: Is democracy the best constitution? Certainly not for great Athenian thinkers like Plato and Ps-Xenophon: this session explores this most timely question in relation not only to ancient democracy but most importantly for modern democratic societies, through study of texts which highlight defects and vulnerabilities of democracy ancient and modern.

Required Reading:

Pseudo-Xenophon, *The Constitution of the Athenians*

Aristotle, *Politics* books 3-4 (1291b30-1292a38, 1281a40-1281b6)

Adam Przeworski (2019) *Crises of democracy*, 'Introduction' (pp. 1-24)

Sinclair, R. K. 1988 *Democracy and Participation in Classical Athens*, 'The critics of the Athenian democracy', pp. 191-218.

Week 14: Is after all the democracy a defective constitution? Are there better alternatives? Or is there space for political reform?

Summary: At the end of the sessions, a vital question still seeks for an answer: ancient political theorists have criticized the democratic constitution and offered alternatives, if not-existing as real options. Modern critics are also debating the extend to which democracy is actually the government of the people or a defective constitution. The session will review the arguments put forward by the ancient critics and compare and contrast various modern views of democracy.

Required reading:

Croissant, A. and Merkel, W., 2019 'Defective Democracy', in Merkel, W., Kollmorgen, R., and Wagener, H.-J. (eds) *The Handbook of Political, Social, and Economic Transformation*, Oxford University Press, pp. 437-446.

Final Exam: 4 December

Image: what remains from the speaker's platform in the Athenian Assembly (5th and 4th centuries BCE)