

**Democracy and Crisis:
Freedom, Security and Emergency Politics (CEPS0940)**

*July 14, 2014 - July 25, 2014
Matthew J. Lyddon, Brown University¹*

Syllabus and Course Kit

General Information

Class Times: Mon-Fri, 9-11:50am
Class Room: Rockefeller Library, Rm 206
Instructor Email: mattlyddon@brown.edu
Class Policies: **see last page of this document**

Readings

The following core texts are available for purchase at the Brown Bookstore:

Crick, Bernard, Democracy: A very short introduction, (Oxford University Press, Jan 2003).
Clapham, Andrew, Human Rights: A very short introduction, (Oxford University Press, Aug 2007).
Lazar, Nomi Claire, States of Emergency in Liberal Democracies, (Cambridge University Press, June 2013).

Other readings will be listed below, and (i) linked directly to an online source, or (ii) provided via Online Course Reserves Access on the course Canvas site: marked [CANVAS].

When to do your readings: please complete each day's assigned readings in advance of the class session indicated.

Assignments

- There will be a number of individual and group assignments issued during the class. Those listed in this document are **colored blue** for ease of reference.
- Please complete and submit via Canvas all assignments by the deadline indicated.
- **Formatting and Citation:** please use Microsoft Word file, pages/google doc OK (no pdfs), 12pt Times, double-spaced, 1" margins. Please cite any external work referenced using [MLA format](#).

All assignments must be completed and submitted to achieve a Satisfactory grade for the class.

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Schedule: Readings and Assignments

Monday July 14 **Introductions; Course Overview and Objectives
Research and Writing
Concept-mapping: 'Democracy' and 'Crisis'**

(No readings)

Assignment #1: **Introductory Essay (2pp, double spaced due by MIDNIGHT on Canvas)**
Prompt: What does the term 'Democracy' mean on your understanding so far? What do you think are its advantages and problems as a system of government?

PART 1: FOUNDATIONS

Tuesday July 15 **The Idea(s) of Democracy**

Readings: [1] Crick: Intro, Chs 1-3
 [2] 'Democracy,' Stanford Encyclopedia of Philosophy
 (<http://plato.stanford.edu/entries/democracy/>) Sections 1, 2, 4

Wednesday July 16 **Democratic Conditions, Core Values, Individual Rights**

Readings: [1] Crick: Chs 4, 6, 7
 [2] Clapham: Ch1
 [3] Brettschneider: the Value Theory of Democracy (excerpt) [CANVAS]
 [4] 'Democracy,' Stanford Encyclopedia of Philosophy
 (<http://plato.stanford.edu/entries/democracy/>) Section 5.

Assignment #2: **Response Writing (2 pages, due by MIDNIGHT on Canvas)**
Prompt: What would you consider the core political values of a liberal democratic society to be? Why might it be important to prioritize these values over others? Be sure to draw on some of the readings so far.

Thursday July 17 **Liberty, Order, Security and Prerogative Power**

Readings: [1] Hobbes, Thomas: Leviathan, 1660, online edition, Oregon State University:
 <http://oregonstate.edu/instruction/phl302/texts/hobbes/leviathan-contents.html>

Read the following sections:

1. Ch XVII, Of the Causes, Generation, and Definition of a Commonwealth

(<http://oregonstate.edu/instruction/phl302/texts/hobbes/leviathan-c.html#CHAPTERXVII>)

2. Ch XXX, Of the Office of the Sovereign Representative
(<http://oregonstate.edu/instruction/phl302/texts/hobbes/leviathan-f.html#CHAPTERXXX>)
3. Ch XX1, Of the Liberty of Subjects
(<http://oregonstate.edu/instruction/phl302/texts/hobbes/leviathan-d.html#CHAPTERXXI>)

[2] Locke, John, **Second Treatise on Government**, 1690, online edition, The Constitution Society: <http://www.constitution.org/jl/2ndtreat.htm>;

Read the following sections (use search to find them):

1. CHAP. VIII. Of the Beginning of Political Societies, Sections 95-97;
2. CHAP. IX. Of the Ends of Political Society and Government, Sections 123-131;
3. CHAP. XIV. Of Prerogative, Sections 159-164, 168.

Friday July 18

Democracy and the Problem of Emergency

Readings:

[1] Lazar, Chs 1 & 3

[2] Schmitt, Carl, Excerpts **[CANVAS]**:

- (i) The Crisis of Parliamentary Democracy, pp3-15, 33-37
- (ii) Political Theology, pp5-7, 12-15 (read to halfway down p15)

Assignment #3:

Response Writing (2 pages, due MIDNIGHT on Canvas)

Prompt: based on the readings so far, what do you think are the key pressures that emergency situations bring to bear on liberal democratic politics and institutions (our 'usual' way of doing politics)? How do these, in your view, push against the core liberal democratic values identified in your previous assignment? Be sure to include some references to the readings.

Assignment #4:

Research Challenge (collaborative—add to resource page on Canvas by 7pm on SUNDAY)

Prompt: each student should research 3-4 online articles (e.g. NYT, Atlantic Monthly, etc.) on emergency situation or crisis event of your choice—the articles should touch in some important way on how liberal democratic core values are challenged by needing to deal with emergency situations. You'll add these links and a 1-2 sentence explanation for each as to why it's a good candidate reading for the class. Links to be added to a central page on Canvas.

Class Policies

Attendance and Participation

Students are expected to attend all class sessions promptly and to participate in class discussions. Students should complete the assigned readings for each class in advance of that class session. Students are also expected to complete and submit the class assignments by the times indicated. **In the event of any issue arising which might give rise to difficulty in attending a particular class or completing a particular assignment, please contact the instructor as soon as possible.**

Discussions

This course is intended to be largely discussion-based, and students are strongly encouraged to take all opportunities to express their opinions, experiences and perspectives. You are encouraged to bring with you any puzzling questions or difficulties you had with the readings, and especially to bring your own experience and knowledge. We hope that your diversity of knowledge and experience will enliven and enrich the conversation for all members of the class.

Academic Honesty

All work submitted must be the student's original work, with any references to the work of others cited or hyperlinked. Any incidents of plagiarism will be reported to the Leadership Institute Dean and proper action will be taken. Students who require advice on avoiding plagiarism should talk with their Instructor and/or Leader Fellow.

Class Etiquette

Inside and outside of class, students are expected to treat their peers, instructor and all other Brown personnel with the utmost respect. All students are to be afforded the opportunity to participate fully in lively debate and to offer their insights, opinions and reactions to the group. Students are encouraged to engage critically with their peers, instructor and leader fellow during discussions, but disrespectful, dismissive or hurtful language will not be tolerated. Phones should be turned off during class and laptops must be used strictly for note-taking: at designated 'laptop-free' discussion times, laptops are to be powered down at the instructor's request. No social media use (Facebook, Twitter, etc.) or recreational web browsing (words with friends, candy crush, sports games, news sites etc.) is allowed during class.

Special Accommodations

Students with any disability or personal circumstances that may require special accommodations are expected to have been in contact with the Leadership Institute staff prior to the start of the course. Such students should also speak with the instructor on the first day of class or as soon as possible thereafter to make or confirm proper arrangements.