

Gov 97 Week 2 Lesson Plan

Outline:

- I. Introductions
- II. Discussion on Deliberative Democracy
- III. Deliberative Exercise
- IV. Questions about Democracy/Equality
- V. Democracy Activity

Intro:

Haris, Chiara

Name, From, Hobbies, Humankind's Greatest Achievement

Deliberative Democracy:

Relevant to class

My own history

"The public can best speak for itself when it can *gather together* in some way to hear the arguments on the various sides of an issue, and then, after face-to-face discussion, come to a collective decision"

In deliberation "a collective process occurs in which the group has a reasonable chance to form its collective, considered judgments – to give its public voice, if you will, to the topic in question. Arguments on rival positions get an extended hearing, and each side has a chance to answer the other. The same information is available to all"

-James Fishkin

"Difficult conversations are almost never about getting the facts right. They are about conflicting perceptions, interpretations, and values."

-Douglass Stone et al

Aristotle says that a citizen is one who has the power of deliberation and judicial administration.

Concerns:

Asymmetrical Influence

Manipulation

Open-mindedness

Respect

Deliberation Exercise: (~20 minutes)

What criteria should we use to determine who gets to vote and how much each vote should count? For those who are enfranchised, do they have a duty to participate? Apply this to who counts as a citizen.

Aristotle, Constant, de Tocqueville, Dworkin, Learned Hand

“Service guarantees citizenship” Heinlein

Criminality

Residency

Visitors

Age

Parent Status

Education

Equality/Democracy Discussion:

Presumably at this point we’ve talked about equality. If not, let’s. If so, let’s bridge into democracy

“It was not their irritating assumption of equality that annoyed Nicholai so much as their cultural confusions. The Americans seemed to confuse standard of living with quality of life, equal opportunity with institutionalized mediocrity, bravery with courage, machismo with manhood, liberty with freedom, wordiness with articulation, fun with pleasure - in short, all of the misconceptions common to those who assume that justice implies equality for all, rather than equality for equals.”

-Trevanian

Why democracy? This course is in part exploring why democracy, once used as a pejorative, has become desirable? Why does even North Korea call itself the Democratic People’s Republic of Korea when it is so clearly undemocratic?

“...democracy (including deliberative democracy) means fair procedures, not right outcomes.”

-Amy Gutmann and Dennis Thompson

Themes:

Republic v. Democracy

Is a republic really a democracy?

Inputs v. Outcomes

What is democracy?

Legitimate government

Tool for decision making

Impact v. Influence

Liberty of Ancients v. Moderns

1) Learned Hand seems to think that we have no hope of individually expressing political power (unless we are some kind of elite). Is this true, and is it a problem?

Along these lines, what do you think about Shklar’s claim that it is really the symbolic value of citizenship that matters most?

2) Does American government go too far to remove the people from power to be called Democracy? Consider de Tocqueville and the Federalist Papers?

3) De Tocqueville seems to think that the march of democracy is ever toward progress. Does our constitution go too far to protect us from democracy? Or is Constant correct that we should always be aware of the threats of democracy?

4) Is a constitution antidemocratic? Are supermajoritarian institutions?

5) What are the pros and cons of a federal system such as we have as noted by the Federalists and de Tocqueville? Do they hold water? For example, are we safe from factions?

Democracy Formation Activity:

We are going to break up into groups of 3-4 to design our ideal government.

You have to choose one of the options for each of these 10 choices. Make sure you are able to justify and defend your choice, make precise references to the text and the authors who support your choice (when possible), and check that the various choices are not in contradiction to each other. This means that you might have to prioritize some outcomes over others.

To justify these 10 choices, you will have to use this week's readings and lecture, last week's ones, and your brain:

1. Legislators selected through elections **OR** by lottery
2. Organized political parties **OR** individual legislators
3. A few decision on policies (e.g., budgets, taxes) made through internet voting **OR** *all* decisions left to legislators
4. Universal suffrage and/or active electorate **OR** limited suffrage/active electorate based on educational criteria
5. Mandatory military service **OR** voluntary military service
6. Secret votes (on legislation and/or policy preference) **OR** non-secret ballot/votes
7. In the legislatures, quotas for underrepresented groups (e.g., women, ethnic minorities) **OR** no quotas
8. A unicameral federal legislature reflecting "one person, one vote" **OR** a bicameral legislature where one house has two representatives from each state regardless of the states' populations
9. Term limits on all elected positions **OR** no term limits
10. Unlimited spending in political campaigns **OR** laws limiting expenditures