



**Faculty of Letters
University of Coimbra**

Roads to Democracy(ies)

A European Masters Program in Contemporary Studies

University of Uppsala/University of Coimbra/University of Siegen

Seminars 2009-2010

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1.		Delfim F. Leão	Roots of Democracy [pp. 2-3]
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3.		Rui Martins	Frontiers of Democracy [p. 4]
4.		Rui Martins rcmartin@fl.uc.pt	Frontiers of Democracy [p. 4]
5.		António Sousa Ribeiro asr@ces.uc.pt	Democracy and translation [p. 5]
6.		Adriana Bebiano as1621170@sapo.pt	Feminist rewritings. Myths, fairy tales and others [p. 6]
7.		Ana Paula Arnaut arnaut@ci.uc.pt	<i>The Stone Raft</i> by José Saramago: the questioning of European political and cultural alliances [p. 7]
8.		Maria José Canelo mjc254@nyu.edu	Cultural Citizenship: the theoretical legacy of Carey McWilliams [p. 8]
9.		Isabel Nogueira isabelmnoqueira@hotmail.com	Visual arts and democracy: the Portuguese case [p. 9]
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The timetable – as well as the exact order of the seminars – will be decided after knowing all the professors' timetable for the academic year 2009-2010.

PROGRAMS AND LEARNING OUTCOMES

Delfim F. Leão

Roots of Democracy (two sessions)

7, 5 ECTS credits

The aim of the seminars is to discuss the way democracy developed in ancient Greece, by following the main traits of the Athenian constitutional history. The sessions are intended for a wide-range public, non-specialized in ancient history. After having examined the roots of democracy in its contextual set, further reflections will be proposed in order to discuss the way the historical past can still be made meaningful in the globalized world of the XXIth Century.

Main lines of the lecture

1. The Greek experience: *polis* and *polites*.
2. From Solon to Pericles: the long path to popular sovereignty and to the sovereignty of law.
3. The democratic citizen body: identity and exclusion.
4. The use and abuse of history: ancient democracy and modern ideology.

Learning outcomes

- Describe the emergence of democracy in its original historical context;
- Illustrate the main traits of the ancient democratic experience that were to be kept as the essence of modern democracies;
- Distinguish between historical factuality and propagandistic abuse in discussing ancient democracy and modern ideology.

Selected bibliography

DILLON, Matthew & GARLAND, Lynda

- 2000: *Ancient Greece. Social and Historical Documents from Archaic Times to the Death of Socrates* (London, revised edition).

GAGARIN, Michael

- 2008: *Writing Greek Law* (Cambridge).

HARRIS, Edward M.

- (2006) *Democracy and the Rule of Law in Classical Athens. Essays on Law, Society, and Politics* (Cambridge).

HIGNETT, C.

- 1952: *A History of the Athenian Constitution to the End of the Fifth Century B.C.* (Oxford).

LEÃO, Delfim Ferreira

- 2003/2004: "Plutarch and the dark side of Solon's political activity", *Ploutarchos* n.s. 1, 51-62.

MCGLEW, James F.

— 1993: *Tyranny and Political Culture in Ancient Greece* (Ithaca).

OSTWALD, Martin

— 1986: *From Popular Sovereignty to the Sovereignty of Law* (Berkeley).

RHODES, P. J.

— 1981: *A Commentary on the Aristotelian Athenaion Politeia* (Oxford, repr. 1993).

— 2003: *Ancient Democracy and Modern Ideology* (Duckworth).

STAHL, Michael

— 1987: *Aristokraten und Tyrannen im archaischen Athen. Untersuchungen zur Überlieferung, zur Sozialstruktur und zur Entstehung des Staates* (Stuttgart).

STANTON, G. R.

— 1990: *Athenian Politics c. 800-500 B.C. A Sourcebook* (London).

Rui Martins

Frontiers of Democracy (two sessions)

7, 5 ECTS credits

1. Frontiers of globalization research
2. Risk society and the limits of democracy
3. Beyond governance: scales of democracy
4. E-democracy and its challenges

Learning outcomes:

1. Problematize the limits of democracy
2. Problematize the scales of democracy
3. Define the concept of E-democracy

António Sousa Ribeiro

Democracy and Translation

7, 5 ECTS credits

The question of translation has become absolutely central in contemporary cultural and social theory. Its potential for a theory of democracy is, however, yet to be explored in its full implications. The seminar will focus on different aspects of the concept of translation and will highlight its relevance as a key signifier for a border reason that may offer a successful counterweight to the reason of borders.

Adriana Bebiano

Feminist rewritings. Myths, fairy tales and others

7, 5 ECTS credits

The received knowledge is that women have been erased from the Western archive. Since the 1970's, there's been an increasing body of scholarly world – done mostly, bit nit exclusively, within the area of Women Studies – which has been attempting to reread and rewrite History as “herstory” (Robin Morgan). In colonial and postcolonial situations, both women's issues and women's participation in political struggles are, as a rule, ignored in the narratives of the nation.

This seminar will discuss these issues drawing from nationalist narratives – both in fiction and non-fiction – as wide as possible in the time allowed.

References:

Alison Blunt & Gillian Rose (eds). 1994. *Writing Women and Space. Colonial and postcolonial geographies*. New York and London. The Guilford Press.

Hooks, bell. 1994. *Outlaw Culture: Resisting Representations*. New York : Routledge.
Ward, Margaret and Ryan, Louise (eds.). 2004. *Irish Women and Nationalism. Soldiers, New Women and Wicked Hags*. Dublin: Irish Academic Press.

McClintock, Ann & Mufti, Aamir & Shohat, Ella (edits). 1998. *Dangerous liaisons : gender, nation, and postcolonial perspectives*. University of Minnesota Press, Minneapolis.

Rossington, Micheal & Whitehead, Anne (eds). 2007. *Theories of Memory. A Reader*. Edinburgh University Press, Edinburgh.

Ana Paula Arnaut

***The Stone Raft* by José Saramago: the questioning of European political and cultural alliances**

7, 5 ECTS credits

The aim of this seminar is to explore the ways in which a novel, even though not a historical one, may contain a sense of historicity, thus conveying images and representations of a particular epoch. At the same time, the novel I propose to cover, *The Stone Raft*, by José Saramago, being about Portuguese adhesion to the European Union, not only questions the advantages of the alliance but also shows various ways of dealing with the problem of national identity. To a certain extent, this novel proves that by reading it one may almost learn more than by reading History "proper".

Learning outcomes:

- Describe how the novel conveys a sense of historicity;
- Illustrate the main arguments concerning Saramago's opposition to Portugal's adhesion to the UE.

Maria José Canelo

Cultural citizenship: the theoretical legacy of Carey McWilliams

7, 5 ECTS credits

This seminar takes at its focus the cultural critique of U.S. social historian, lawyer and activist Carey McWilliams, namely his theoretical contributions to what we now understand as 'cultural citizenship'. McWilliams stands as a crucial reference among those thinkers who, throughout U.S. history, contributed for a revision of theories of immigrant integration based on assimilation. His project was highly indebted to on the one hand, a reappraisal of culture in the process of integration and, on the other, a deep research into history, namely the imbrications between culture and the law. In the aftermath of World War II, a period McWilliams understood as a 'Second Reconstruction', he put forth several proposals towards immigrant integration based on the extension of the federal anti-discrimination legislation issued in the war years.

The community of Mexican origin in the Southwest was for him a case in point because its situation was directly tied to imperial politics, so it more easily exhibited the shortcomings of democracy and citizenship. But McWilliams's research also looked into the experiences of other ethnic groups in the West, from Blacks and Jews, to Filipinos, Japanese and Chinese. In this seminar, we shall be looking more specifically into his views on group rights; links between his ideas on race and Critical Race Theory and his concept of 'functional equality' – and how they might pave the way for revising the idea of democracy itself.

By analysing and discussing some extracts of McWilliams's writings, students are expected to develop an understanding of his contributions to current debates on cultural diversity, citizenship and democracy. Seminar methodology will consist on a short introductory lecture, followed by more practical exercises in textual analysis, discussion and writing.

Isabel Nogueira

Visual arts and democracy: the Portuguese case

7, 5 ECTS credits

In an agitated and promising period, as they had been the Seventies in Portugal, nominated with the destruction of the dictatorship, happened with the 25 of April of 1974, the country lived a complex and contradictory period. The visual arts had known an evolution particular, that if points out enters a relation with the Revolution and an aesthetic autonomy face it, what it lead the excellent aspects of postponed modernities.

Bibliography (Portuguese/English)

ALTERNATIVA Zero: Tendências Polémicas na Arte Portuguesa Contemporânea. Org. de Ernesto de Sousa; textos de Ernesto de Sousa e Eduardo Prado Coelho. Lisboa: Secretaria de Estado da Cultura, 1977. [Catálogo da exposição].

ERNESTO de Sousa. Revolution my Body. Curadoria de Maria Helena de Freitas e Miguel Wandschneider; textos de Maria Helena de Freitas, Miguel Wandschneider, José Miranda Justo [et. al]. Lisboa: Fundação Calouste Gulbenkian, 1998. 354 p. [Catálogo da exposição]. ISBN 972-635-109-X.

GUARDA, Dinis; FIGUEIREDO, Nuno (ed.) – *Videoarte e filme de arte & ensaio em Portugal*. Lisboa: Número – Arte e Cultura, 2008. 278 p. ISBN 978-972-97705-8-6.

LIS'79 – Lisbon International Show/Exposição Internacional de Desenho Portugal. Apresentação de Achille Bonito Oliva. Lisboa: Secretaria de Estado da Cultura, 1979. 158 p. [Catálogo da exposição].

MELO, Alexandre – *Arte e artistas em Portugal/Art and artists in Portugal*. Lisboa: Instituto Camões/Bertrand Editora, 2007. 271 p. ISBN 978-972-25-1601-3.

MELO, Alexandre; PINHARANDA, João – *Arte contemporânea portuguesa/Portuguese contemporary art*. Lisboa: Ed. dos Autores, 1986. 76 p.

Fernando Taveira

Human rights teaching in early modern Iberian universities

7, 5 ECTS credits

The Spanish colonization in the New World raised a debate concerning the situation of the indigenous populations and their relationship with the conquerors. Such debate discussed the legitimacy of the sovereignty of the Catholic Monarchs over America and American Indians and developed into several questions: which legal titles allowed the occupation of the newly found territories? Was there a right to make war against the inhabitants of those territories and consequently reduce them to slavery? Could evangelization justify the occupation of their lands? And more essentially: should the Indian be respected as a free person? Should the Indian be considered capable and responsible?

These questions were addressed from a threefold point of view, at least: that of those who were in direct contact with such populations; that of the authorities entitled to make laws and regulations; and that of university teachers - both theologians and jurists - who tried to adapt established doctrinal principles to new realities. We will focus on this third issue (though not neglecting the other ones), especially on the so called "second scholastic": its major representative was the sixteenth century 'School of Salamanca' whose thought, however, was spread about to other Iberian universities. Themes and concepts such as nature, right (objective right and subjective right), and liberty, applied to the problems indicated above, will be discussed.

Learning outcomes

Through this study case, the students will realize that:

1. no single explanation can be put forward to understand complex historical processes;
2. the struggle for freedom - and ultimately for democracy - is a long term issue, rooted in developments of thought and action that can be traced in several contexts;
3. beyond the cultural background, thought and action are mixed up with economic and political interests; together, they outline the profile of a historical period with its achievements and shortcomings.

Stephen Wilson

Writing, politics and identity: building a democratic Ireland (two sessions)

7, 5 ECTS credits

W.B. Yeats described modern Ireland as a country that "the poets have imagined" and while this cannot be taken literally it is true that poets and other writers have played an important role in Ireland history - this is true of writers such as Yeats himself (who was a Free State Senator) but also of writers such as James Joyce and Samuel Beckett who are sometimes said to have been a-political.

My two seminars examine the decisive impact of culture (and particularly literary culture) on the formation and evolution of the two states on the island of Ireland from the founding of the Irish Free State in 1922 Irish to the present day.

Seminar 1 is concerned with the period from 1916 to 1930 and focuses principally on the poetry of W.B. Yeats and offers a critical account of the crucial role of Yeats's reactionary poetics in the emergence of an independent democratic state in Ireland.

Seminar 2 looks at the 1960s and their aftermath in Ireland and at the writings of Thomas Kinsella and Seamus Heaney. In particular we will examine the new economic strategy of Taoiseach (Prime Minister) Séan Lemass that reversed the policy of economic autonomy that had been in place for forty years and at the impact of the new economic order on the Republic of Ireland and also at the growth of the Civil Rights movement and the outbreak of the 'Troubles' in Northern Ireland.

Learning Outcomes

1 These seminars introduce students to the history of Ireland and of Irish writing in the 20th century.

2 Using Ireland as a case study the two seminars offer a critical account of how democratic institutions and processes develop, or fail to develop, in new states and in post-Revolutionary and post-colonial situations.

3 These seminars offer a critical account of the relation between literature and its historical background, between text and context, and puts forward the concept of public writing as a useful way of approaching these questions.