# Course List for Incoming Exchange Students (AY 2022/23/2)

| Name of the institute/department | Institute of Philosophy |
|---|---|
| **Academic year & semester** | **2022/2023/2** |
| **Website** | **lps.elte.hu/courselist/** |

| Course code | Title of course | Type of course (seminar or lecture) | Language of instruction | ECTS |
|---|---|---|---|---|
| | Causality | lecture | English | 6 |
| | Gödel, Turing, and the Freedom of Will | lecture | English | 6 |
| | Introduction to Metalogic | lecture | English | 6 |
| | Introduction to the Philosophy of Language | seminar | English | 8 |
| | Logic | lecture | English | 6 |
| | Logic in the Philosophy of Science | seminar | English | 8 |
| | Philosophy of Probability and Statistics II | lecture | English | 6 |
| | Philosophy of Religion | lecture | English | 6 |
| | Special Topics in Philosophy of Language | seminar | English | 8 |
| | When Does the People Rule? Theories of Democracy | seminar | English | 8 |

**COURSE DESCRIPTIONS**

# Causality

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| Title of course: Causality |
| Lecturer: Prof. László E. Szabó |
| **General aim of the course:** What does causation consist in, and, depending on the possible answers, what are the basic characteristics of a causal relationship? -- this is the main topic of the lecture course.  We shall also discuss the most important contexts of causality: the relationship of causality to concepts of explanation, law-like regularity, statistical correlation, time, modality, and logical inference. Our considerations will be based on the analysis of the causal narratives in our scientific, first of all, physical theories; rather than our every day experiences or common sense intuition.<br><br>Web site: http://phil.elte.hu/leszabo/Causality/2019-2020-1<br><br>**Grading criteria, specific requirements:** Oral exam from the material of the lectures. Video records and the slides of the lectures will be available.<br><br>**Required reading:**<br><ul><li>*Causation*, Oxford Readings in Philosophy, E. Sosa and M. Tooley, eds., Oxford University Press (1997)</li><li>L.E. Szabó: *A nyitott jövő problémája - véletlen, kauzalitás és determinizmus a fizikában* (The Problem of Open Future - chance, causality, and determinism in physics), Typotex Kiadó, Budapest 2002 (The manuscript of the English edition will be available for the students in PDF form.)  Chap. 4-6, 9.4-9.6</li></ul>**Suggested further reading:**<br><ul><li>G. Hofer-Szabó, M. Rédei, L. E. Szabó: _The Principle of the Common Cause_, Cambridge University Press, 2013.</li><li>L. E. Szabó: The Einstein--Podolsky--Rosen Argument and the Bell Inequalities, _Internet Encyclopedia of Philosophy_ (2008)</li><li>L. E. Szabó: Objective probability-like things with and without  objective indeterminism, *Studies in History and Philosophy of Modern Physics* 38 (2007) 626–634.</li></ul> |

# Gödel, Turing, and the Freedom of Will

| **Title of course:** Gödel, Turing, and the Freedom of Will |
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| **Lecturer:** Prof. László E. Szabó |
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**General aim of the course:**

The aim of the course is summarized in the following points:

- To give an introduction to the basic concepts of formal logic and mathematics, in particular those which are essential for Gödel's incompleteness theorems.

- To present the proof of Gödel's incompleteness theorems.

- To give an introduction to the theory of Turing machines and the problem of computability, and to prove the halting theorem.

- To discuss the usual interpretations of Gödel's theorems and the halting theorem, with special emphasis on the problem of self-reference and self-knowledge. In this context, we discuss the compatibilist thesis that the subjective experience of free will is due to the objective fact that the brain, even if it is as deterministic as a Turing machine, cannot predict its own future states.

**Grading criteria, specific requirements:**

Oral exam from the material of the lectures. Video records and the slides of the lectures will be available.

**Required reading:**

- J. N. Crossley, et al., *What is Mathematical Logic?*, Dover Publications, New York, 1990.
- A. Grünbaum: Free Will and Laws of Human Behaviour, in: *New Readings in Philosophical Analysis*, H. Feigl, W. Sellars and K. Lehrer (eds.), Appleton-Century-Crofts
  (1972).
- L. E. Szabó: Meaning, Truth, and Physics, In G. Hofer-Szabó, L. Wroński (eds.), *Making it Formally Explicit*, European Studies in Philosophy of Science 6. (Springer International Publishing, 2017) DOI 10.1007/978-3-319-55486-0_9. (Preprint: http://philsci-archive.pitt.edu/14769/)

**Suggested further reading:**

- K. Gödel: *On formally undecidable propositions of principia mathematica and related systems*, Oliver and Boyd, Edinburgh, 1962.

- E. Nagel and J. R. Newman: *Gödel's Proof*, New York Univ. Press, 1958.
- A. G. Hamilton: *Logic for mathematicians*, Cambridge Univ. Press, 1988
- K. R. Popper: *The Open Universe - An Argument for Indeterminism*, Hutchinson, London (1988).
- D. MacKay: *Freedom of action in a mechanical universe*, Cambridge University Press, Cambridge (1967).

# Introduction to Metalogic

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| Title of course: Introduction to metalogic |
| Lecturer: András Máté, assoc. prof. |
| **General aim of the course:** Knowledge of the most important theorems of metalogic, ability of theorem proving.<br><br>**Content of the course:** Metalogic investigates properties of formalized theories (so as negation-completeness, semantical completenes, decidability, consistency) within the framework of some (formalized or at least fomalizable) theory. This course bases on the theory of canonical calculi by Imre Ruzsa and on Markov algorithms. It extends to the construction of them, to their connection (interdefinability) and the demonstration of the well-known theorems of metalogic (Gödel's theorems, the Church-Turing theorem and Tarski's theorem on the undefinability of truth) within this framework in an abstract and general form.<br><br>**Grading criteria, specific requirements:** Solving excercises (during the classes or in the form of an exam).<br><br>**Required reading:** Imre Ruzsa, Introduction to Metalogic. Budapest:Áron Publishers, 1997. |

# Introduction to the Philosophy of Language

Title of course: Introduction to Philosophy of Language

Lecturer: Zsófia Zvolenszky

**General aim of the course:** Our words, sentences are about—refer to—things in the world: objects, people, events. Plausibly, the meanings of expressions play a central role in explaining this referential feature: for example, it is in virtue of the meaning of the word 'horse' that it refers to horses. But what exactly does this role played by meaning consist in? The answer is not at all straightforward. Consider these two sentences:

Joanne K. Rowling is a famous novelist.
Robert Galbraith is a famous novelist.

How does the meaning of the first sentence differ from the meaning of the second? After all, both are about the same individual: who became famous as J. K. Rowling but has also written under the pseudonym 'Robert Galbraith'. Yet—according to Gottlob Frege—the two sentences cannot have the same meaning because someone may rationally believe one (the first, say), without believing the other. This is what Frege's "puzzle" consists in, providing the starting point for 20th-century philosophy of language. In the seminar, our aim is to gain a greater understanding of the nature of meaning, and its relation to reference, truth, communication.
The aim of the course is to review and discuss central issues in philosophy of language based on influential primary and secondary texts.

**Content of the course:**

- Frege on sense and reference, on proper names and definite descriptions
- Russell and Strawson on definite descriptions
- Kripke on proper names
- Kripke and Putnam on natural kind terms
- Grice on meaning
- Austin and Searle on speech acts
- Grice on communication
- Applications of Grice, Frege, Strawson: for example, pejorative language use

**Grading criteria, specific requirements:**
– 30–40 pages of reading each week
– at the beginning of (almost) every seminar, a short online quiz for which you will receive an access link (the 6 highest scores count towards 20% of the final grade) in Canvas
– posting 2 questions/comments at the course discussion forum each week (the 6 best make up 20 % of the final grade), by 4 p.m. on Tuesday
– class participation (worth 15 %)
– writing 3 short (2-3-page-long) response papers during the semester (the best 2 of these go towards 30 % of the final grade)
– once during the semester, giving a presentation (this involves briefly introducing the readings as well as students' questions and comments, worth 15 %)

**Required reading:** Alongside texts that have been highly influential in the development of 20th-21st-century philosophy of language (classic articles by Frege, Grice, Kripke, Strawson, Austin, Searle, Putnam), and a recent survey article on racism in language use (by Langton, Haslanger and Anderson), one more reading will function as a textbook:
W. Lycan (ed.) 2008: *Philosophy of Language: A Contemporary Introduction*, 2nd

edition. London: Routledge (referred to as 'Lycan' in the schedule below). Excerpts from selected chapters will be assigned.

In the process of discussing the central ideas of the classic articles, we'll also reflect on limitations in  their scope and recent philosophical attempts at responding to those limitations.

Electronic copies of all required readings are available in the course's Dropbox folder for the course. The classic texts (by Frege, Grice, Kripke and Strawson) can also be found in the following anthology:

- P. Martinich and D. Sosa (eds.) 2012: *The Philosophy of Language*, 6th edition. Oxford: OUP. (Previous editions are ok, except for Frege's "Sense and Reference", which appears in a different translation in earlier editions.)

Langton–Haslanger–Anderson's survey article "Language and Race" can be found in the following anthology of essays:

1. G. Russell and D. G. Fara (eds.) 2012: *Routledge Companion to the Philosophy of Language*. New York: Routledge.

The bulk of the articles can also be found in the following anthology:

–P. Martinich (ed.) 1996 : The Philosophy of Language. Oxford: OUP.

# Logic

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| **Title of course: Logic lecture** |
| **Lecturer: Márton Gömöri** |
| **General aim of the course**:<br>The course provides an introduction to first-order logic.<br><br>**Content of the course**:<br>   • Syntax of first-order languages<br>   • Formalization of ordinary language structures<br>   • Semantics of first-order languages<br>   • Central logical notions<br>   • Peano arithmetic<br>   • Limits of first-order logic<br><br>**Grading criteria, specific requirements**:<br>Grading is based on homework.<br><br>**Required reading**:<br>P. D. Magnus and T. Button, *forallx:Cambridge*, 2017.<br>J. Barwise and J. Etchemendy, *Language, Proof and Logic.* CSLI Publications, 2011.<br><br>**Suggested further reading**:<br>L. T. F. Gamut, *Logic, Language, and Meaning. Volume I: Introduction to Logic*. University of Chicago Press, 1991.<br>E. Mendelson, *Introduction to Mathematical Logic*. Springer, 1997. |

# Logic in the Philosophy of Science

**Title of course**: Logic in the philosophy of science

**Lecturer**: Márton Gömöri

**Aim of the course**:
The reading seminar will discuss key logic-related notions arising from debates in philosophy of science, including theory, equivalence, translation, reduction, and model.

**Grading criteria, specific requirements**:
Grading will be based on presentation and participation in the classes. Knowledge of basic logic is necessary.

**Readings**:
Halvorson, H. (2019). The Logic in Philosophy of Science. Cambridge University Press.

Halvorson, H. (2012). "What scientific theories could not be". In: Philosophy of Science
79.2, pp. 183–206.

Barrett, T. and H. Halvorson (2016). "Morita Equivalence". In: The Review of Symbolic
Logic 9.3, pp. 556–582.

Butterfield, J. (2011). "Emergence, Reduction and Supervenience: a Varied Landscape".
In: Foundations of Physics 41.6, pp. 920–460.

Dizadji-Bahmani, F., R. Frigg, and S. Hartmann (2010). "Who's Afraid of Nagelian Re-
duction?" In: Erkenntnis 73.3, pp. 393–412.

Gaifman, H. (1984). "Why Language?" In: Reduction in Science: Structure, Examples,
Philosophical Problems. Ed. by W. Balzer, D. A. Pearce, and H.-H. Schmidt. Dor-
drecht: Reidel, pp. 319–330.

Hudetz, L. (2017). "The semantic view of theories and higher-order languages". In: Syn-
these.

Glymour, C. (2013). "Theoretical equivalence and the semantic view of theories". In:
Philosophy of science 80.2, pp. 286–297.

Putnam, H. (1983). "Equivalence". In: Philosophical Papers. Volume 3. Realism and Rea-
son. Ed. by H. Putnam. Cambridge: Cambridge University Press, pp. 26–45.

Madarász, J. (2002). "Logic and Relativity (in the light of definability theory)". PhD
dissertation. PhD dissertation. Alfréd Rényi Institute of Mathematics, Budapest.

Leitgeb, H. (2011): "Logic in general philosophy of science: old things and new things". In: Synthese, Vol. 179, No. 2: pp. 339-350

# Philosophy of Probability and Statistics II

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| **Title of course**: Philosophy of probability and statistics II |
| **Lecturer**: Márton Gömöri |
| **General aim of the course**:<br>The course covers selected topics in the foundations of probability and statistical methods. The course started in the fall semester, but will be largely followable without attendance in the first term.<br><br>**Content of the course**:<br>Depending on the interest of students, topics may include: interpretations of probability in specific scientific theories; conceptual problems in statistical testing; subjective probability and Bayesian epistemology; chance, randomness and determinism; implications of chaos theory; the method of arbitrary functions; Monod's conception of chance; chance and causation; the Common Cause Principle; propensity and 'primitivist' approaches to probability; frequentism; the logical conception of probability; the principle of indifference; 'no-theory' theories of probability.<br><br>**Grading criteria, specific requirements**:<br>oral exam<br><br>**Reading**:<br>Hájek, Alan, "Interpretations of Probability", *The Stanford Encyclopedia of Philosophy* (Fall 2019 Edition), Edward N. Zalta (ed.), URL = <https://plato.stanford.edu/archives/fall2019/entries/probability-interpret/>.<br><br>Gillies, Donald (2000). *Philosophical theories of probability.* London New York: Routledge.<br><br>Jan von Plato, The method of arbitrary functions, *The British Journal for the Philosophy of Science* 34 (1), 37-47.<br><br>Claus Beisbart & Stephan Hartmann (eds.), *Probabilities in Physics*, Oxford University Press (2011)<br><br>Bandyopadhyay, P., and Forster, M. (eds.), 2011, Handbook for the Philosophy of Science: Philosophy of Statistics, Elsevier.<br><br>Romeijn, Jan-Willem, "Philosophy of Statistics", *The Stanford Encyclopedia of Philosophy* (Spring 2022 Edition), Edward N. Zalta (ed.), URL = <https://plato.stanford.edu/archives/spr2022/entries/statistics/>. |

# Philosophy of Religion

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| Title of course: Philosophy of Religion |
| Lecturer: Daniel Kodaj (dkodaj.net) |
| **General aim of the course:** This course is an introduction to contemporary philosophy of religion, which acts as a sort of interface between atheists and believers, examining potential rational arguments for or against belief in God. It also addresses traditional theological problems, such as God's attributes, the ontological argument, and Heaven and Hell, more recently, it also started to explore non-Judeo-Christian-Muslim theories such as pantheism. <br><br> **Content of the course:** <br><br>   1. Science vs religion <br>   2. Divine hiddenness <br>   3. The problem of evil <br>   4. The Euthyphro problem <br>   5. Divine omnipotence <br>   6. The ontological argument <br>   7. The cosmological argument <br>   8. The significance of religious experience <br>   9. The problem of religious diversity <br>   10. Resurrection <br>   11. Heaven and hell <br>   12. Pantheism and panentheism <br><br> **Grading criteria, specific requirements:** No prerequisites. Grading is based on 3 short essays (500 words each). <br><br> **Required reading:** <br> Peterson/Vanarragon (eds) (2004): *Contemporary Debates in Philosophy of Religion*. Blackwell. <br><br> **Recommended reading:** <br> Cooper (2007): *Panentheism*. Inter-Varsity Press. |

# Special Topics in Philosophy of Language

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| Title of course: Special Topics in Philosophy of Language: Reflections on Language and Varied Perspectives |
| Lecturer: Zsófia Zvolenszky |

**General aim of the course:** Through the literary lens of two acclaimed black women's short stories, we'll consider how varied perspectives play a role in their story-telling and how the richness of understanding gained through story-telling has eluded traditional approaches in philosophy of language. The authors are the Nigerian-born **Chimamanda Ngozi Adichie** and the American sci-fi writer **Octavia E. Butler**. The varied perspectives involve shedding light on reality from a radically different angle. That might be the perspective of a Nigerian black woman in the U.S., confronting the heritage of slavery and the ensuing division of blacks and whites in U.S. society, confronting discrimination against African Americans, which remains rampant in so many ways in American society. Or the perspective of a black woman facing discrimination, sexual harassment, objectification at the workplace. Or, through sci-fi work of Butler's, the perspective of people confronting coexistence with alien species that sheds light on what it would be like for men to give birth (serving as hosts to the alien species), and the light that this sci-fi story, in turn, sheds on things we overlook about the physical burden child-bearing puts on human women. Or how sci-fi work can shed light on societal prejudices, stigmas about diseases; about the role of anger in humans if communication skills were massively impaired. We'll explore how those varied perspectives of the short stories can (and cannot) be captured with, can be informed by, the tools, observations of recent work in philosophy of language about phenomena like pejorative language, oppression through language, lexical effects.

**Content of the course:**

- ideal and non-ideal communication
- lying and misleading
- generics and defective reasoning,
- slurs and pejorative language
- linguistic oppressing, linguistic silencing
- lexical effects
- the speech act of consent

each topic discussed will be coupled with a short story by Adichie or Butler

**Grading criteria, specific requirements:**
– 40–60 pages of reading each week
– posting 2 questions/comments at the course discussion forum each week (the 6 best make up 25 % of the final grade), by 4 p.m. on Tuesday
– class participation (worth 20 %)
– writing 3 short (2-3-page-long) response papers during the semester (the best 2 of these go towards 35 % of the final grade)
– once during the semester, giving a presentation (this involves briefly introducing the readings as well as students' questions and comments, worth 20 %)

**Required reading:**
Chimamanda Ngozi Adichie: *The Thing Around Your Neck* (2009, Fourth Estate).

Octavia Butler: *Bloodchild and Other Stories* (1995, 4W8W).

Herman Cappelen and Josh Dever: *Bad Language* (2019 OUP).

# When Does the People Rule? Theories of Democracy

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| Title of course: **When Does the People Rule? Theories of Democracy** |
| Lecturer: **Attila Mráz** |

**General aim of the course**:

This course familiarizes students with some of the core issues in the contemporary political philosophy of democracy. After a brief methodological introduction, we will first critically review some of the most prevalent answers to the question: Why is democracy valuable? We will consider theories which see democratic decision-making as a useful means to achieve some valuable aim, and also theories which argue for the intrinsic value of the democratic procedure—such as its capacity to realize equality or collective self-determination. Then we will apply these values and principles to institutions, critically examining representative democracies—the typical current implementation of democracies: Is representative democracy superior to direct democracy? Why vote for representatives rather than choose them by lottery? What makes an election democratic? Is the European Union democratic, and what would make it even more so?

**Content of the course:**

Topics covered will include:

- What makes democracy useful?
- How can democracies work with declining and uninformed participation?
- Is there a moral duty to vote?
- Political equality
- Collective self-determination, popular sovereignty
- Representative democracy and the democratic value of elections
- Democracy deficits of the European Union

Some of the topics will cover more than one class.

## I. Introduction

What do we mean by democracy? Why is the concept and ideal of democracy significant for political philosophers, legal theorists, or political scientists? What can we learn by studying democratic theory? This single introductory session uncovers the motivations for the course, and attempts to fix the reference of the term 'democracy', which we will use in the rest of the course.

### 1. What is democracy? Is it in a crisis?

Key concepts & ideas: the concept of "democracy" and its conceptions, elections, political liberties, democratic procedures, the demos, the right to vote, the right to stand for elections, crisis, critical theory

Mandatory readings:

- The International Institute for Democracy and Electoral Assistance (IDEA)'s democracy assessment framework questions, available at http://www.idea.int/sod/framework/question_overview.cfm
- Wolfgang Merkel (2014). Is There a Crisis of Democracy? *Democratic Theory 1*(2): 11–25.

## II. The Values and Principles of Democracy

Democracy is often valued as a means to achieve some valuable aim(s) rather than for its intrinsic merits. In this part of the course, we will first examine theories which attempt to justify democracy as an instrument to achieve

various good aims, or to avoid some bad ones. Then we will examine theories that do not ground the value of democracy in its instrumental features, but value it for some inherent procedural characteristic of democratic decision-making. By the end of this unit, we will have a good grasp of democratic ideals and principles that will also allow us to evaluate particular institutional arrangements as more or less democratic or nondemocratic.

## A. Instrumental Accounts

## 2. Disposing the worst leaders: minimalism and the problem of participation

Key concepts & ideas: minimalist conception of democracy, elitist conceptions of democracy, declining participation, the political economy of democracy, party democracy

Mandatory readings:

- Joseph A. Schumpeter (1992). *Capitalism, Socialism, and Democracy.* London: Routledge. Chs XXI and XXII: pp. 250–283.
- Carole Pateman (1970). *Participation and Democratic Theory.* Cambridge, UK: Cambridge UP. Ch 1: "Recent theories of democracy and the 'classic myth'": pp. 11–21.

Recommended readings:

- A. Przeworski (1999). Minimalist Conception of Democracy: A Defense, in I. Shapiro and C. Hacker-Cordón (eds.), *Democracy's Value* (23–55). Cambridge: Cambridge University Press.
- Christopher Freiman. (2021). *Why It's OK to Ignore Politics.* New York and London: Routledge. Ch. 7: pp. 119–131.

## 3. Making better (right) decisions: epistemic instrumentalism

Key concepts & ideas: marginal contribution, public justification, cognitivism about voting

Mandatory readings:

- Elizabeth Anderson (2006). The Epistemology of Democracy, *Episteme, 3*(1–2): 8–22.

Recommended readings:

- Hélène Landemore (2013). *Democratic Reason: Politics, Collective Intelligence, and the Rule of the Many.* Priceton & Oxford: Princeton UP. Ch. 8: "Political Cognitivism: A Defense", pp. 208–231.
- Joshua Cohen (1986). An Epistemic Conception of Democracy. *Ethics* 97(1): 26–38.
- Gerald F. Gaus (1997). *Justificatory Liberalism. An Essay on Epistemology and Political Theory.* pp. 226–237.
- Jean-Jacques Rousseau (1762). *On the Social Contract.* Trans. Jonathan Bennett. Book 2, Ch. 3.: "Can the General Will Be Wrong?", Book 4, Chs 1–3: "The general will is indestructible", "Voting", "Elections". Available, e.g., at http://www.earlymoderntexts.com/assets/pdfs/rousseau1762.pdf

## 4. Voting Well

Key concepts & ideas: cognitivist v. preference-based approaches to voting, voting on self-interest v. common good, informed voting, strategic v. sincere voting

Mandatory readings:

- Gary Gutting (2016). Is Voting out of Self-Interest Wrong? *The New York Times, Opinion Pages, The Stone*. March 31, 2016. http://opinionator.blogs.nytimes.com/2016/03/31/is-voting-out-of-self-

interest-wrong/

- Julia Maskivker. (2019). *The Duty to Vote.* Oxford: OUP. Ch. 4.4 ("Lesser Evil Voting"): pp. 147–152.
- Eric Beerbohm (2012). *In Our Name: The Ethics of Democracy.* Princeton, NJ: Princeton University Press. Ch. 2: "Paper Stones: The Ethics of Participation", pp. 51–81.

Recommended readings:

- Jason Brennan (2011). *The Ethics of Voting.* New Haven, NJ: Princeton University Press. Ch 5: "For the Common Good", pp. 112–135. (**M**)
- Anthony Downs (1957). *An Economic Theory of Democracy.* New York: Harper and Row. Part I: pp. 3–74.
- Geoffrey Brennan and Loren E. Lomasky (1989). "Large Numbers, small costs...". In G. Brennan and L. E. Lomasky (eds.), *Politics Process* (42–59). Cambridge, UK: Cambridge University Press.

## *B. Non-instrumental Accounts*

## 5. Disagreement, Deliberation, Compromise and Consensus

Key concepts & ideas: democratic deliberation, freedom of speech and democracy, consensual decision-making and democracy, democracy and compromises

Mandatory readings:

- Jeremy Waldron (1999). *Law and Disagreement*. Oxford: Clarendon. Ch 1: 1-17.
- Joshua Cohen (1991). Deliberation and Democratic Legitimacy. In: A. Hamlin and P. Pettit (eds), *The Good Polity* (17–34). Oxford: Oxford University Press.

Recommended readings:

- Hélène Landemore (2013). *Democratic Reason. Politics, Collective Intelligence and the Rule of the Many.* Princeton, NJ and Oxford, UK: Princeton University Press. Ch. 5: "Epistemic Failures of Deliberation", pp. 118–144.
- Amy Gutmann and Dennis Thompson (1990). Moral Conflict and Political Consensus. *Ethics 101*(1): 64–88.
- Peter Singer (1973). *Democracy and Disobedience*. Oxford: Clarendon Press. Ch. 5.

## 6. Political Equality I: The Distribution of Power

Key concepts & ideas: what does the equality of the vote consist in?; horizontal v. vertical equality, equality of influence v. impact, equality in deliberation; campaign regulation, democracy, and free speech

Mandatory readings:

- Harry Brighouse (1996). Egalitarianism and Equal Availability of Political Influence. *The Journal of Political Philosophy* 4(2): 118–141.
- Steven Wall (2007). Democracy and Equality. *The Philosophical Quarterly* 57(228): 416–438.

Recommended readings:

- Ronald Dworkin (2002). *Sovereign Virtue: The Theory and Practice of Equality.* Cambridge, MA: Harvard University Press. Ch. 4: Political Equality, pp. 184–210.
- Charles R. Beitz (1989). *Political Equality: An Essay in Democratic Theory.* Princeton, NJ: Princeton University Press. Ch. 1: "The Subject of Political Equality", pp. 3–30.
- Thomas Christiano (2012). Money in Politics. In D. Estlund (ed.), *The*

*Oxford Handbook of Political Theory.* New York: Oxford University Press.

## 7. Political Equality II: The Political Relations of Equals

Key concepts & ideas: Is the equality of the vote necessary or sufficient for political equality? What is the relationship between social and political equality?; relation v. distributive conceptions of political equality

Mandatory readings:

- Niko Kolodny (2014). Rule Over None II: Social Equality and the Justification of Democracy: Rule Over None II: Social Equality and the Justification of Democracy. *Philosophy & Public Affairs, 42*(4), 287–336. https://doi.org/10.1111/papa.12037

Recommended readings:

- Andreas Bengtson (2020). Differential Voting Weights and Relational Egalitarianism. *Political Studies, 68*(4), 1054–1070. https://doi.org/10.1177/0032321719889870
- James Lindley Wilson (2019). *Democratic Equality.* Princeton, NJ: Princeton University Press. Ch. 3: "Against Equal Power", pp. 75–95.
- Daniel Viehoff (2014). Democratic Equality and Political Authority. *Philosophy & Public Affairs, 42*(4), 337–375. https://doi.org/10.1111/papa.12036

## 8. When the People Rule: Popular Sovereignty & Collective Self-Determination

Key concepts & ideas: individual v. collective self-determination, self-rule; sovereignty, self-determination and autonomy

Mandatory readings:

- Adam Lovett & Jake Zuehl (2022). The Possibility of Democratic Autonomy. *Philosophy & Public Affairs*, forthcoming. papa.12223. https://doi.org/10.1111/papa.12223

Recommended readings:

- Eric Beerbohm (2012). *In Our Name: The Ethics of Democracy.* Princeton, NJ: Princeton University Press.
- Carol C. Gould (2006). Self-Determination beyond Sovereignty: Relating Transnational Democracy to Local Autonomy. *Journal of Social Philosophy, 37*(1), 44–60. https://doi.org/10.1111/j.1467-9833.2006.00302.x
- Anna Stilz (2019). *Territorial Sovereignty: A Philosophical Exploration.* Oxford: Oxford University Press. Ch. 4: "Legitimacy and Self-Determination", pp. 89–118; Ch. 5.: "Refining the Political Autonomy Account", pp. 119–154.

**OUTLINES DUE**

## III. Representative Democracy and Its Critiques

Popular rule could be implemented as direct democracy (without representation), or as indirect (representative) democracy. Which one should be preferred and why? If representative democracy is the superior option, should representatives be elected or selected by sortition, as in ancient Athens? What should expertise have to do with political power in a democracy, and how could modern states exercise both democratic and competent rule? Finally, how should we evaluate the complex democratic institutions of the European Union? In this part of the course, we will explore these questions by investigating the concept, ideal and institutions of political representation.

## 9. Representative Democracy: Is It Democratic?

Key concepts & ideas: direct v. representative democracy, bound vs. free mandates; representatives as delegates vs. trustees; geographical vs. interest-group vs. individual representation; electoral systems and normative criteria of representation; substantive & descriptive representation

Mandatory readings:

- Nadia Urbinati (2011). Representative democracy and its critics. In Sonia Alonso, John Keane & Wolfgang Merkel (eds.), *The Future Of Representative Democracy* (pp. 23–49). Cambridge, UK: Cambridge University Press.

Recommended readings:

- Thomas Christiano (1996). *The Rule of the Many*. Boulder, CO: Westview Press. Excerpt from Ch. 6: "Equality and Legislative Representation", pp. 207–231.
- Jane Mansbridge (2003). Rethinking Representation. *American Political Science Review* 97(4): 515–528.
- Jane Mansbridge (1999). Should Blacks Represent Blacks and Women Represent Women? A Contingent "Yes". *The Journal of Politics* 61(3): 628–657.
- James Madison (1787–88), *The Federalist Papers*, 56, 57, available at, e.g., http://thomas.loc.gov/home/histdox/fedpapers.html

## 10. Elections and / or Democracy?

Key concepts & ideas: Do elections make a regime democratic? Are they necessary at all for democracy? Should we select our leaders by sortition / lottery instead? Electoral democracy, hybrid regimes, electoral authoritarian regimes, sortition, lottocracy

Mandatory readings:

- Dimitri Landa & Rayn Pevnick (2021). Is Random Selection a Cure for the Ills of Electoral Representation? *Journal of Political Philosophy, 29*(1), 46–72. https://doi.org/10.1111/jopp.12219.

Recommended readings:

- Alexander A. Guerrero (2014). Against Elections: The Lottocratic Alternative. *Philosophy & Public Affairs, 42*(2): 135–178. https://doi.org/10.1111/papa.12029
- Lachlau M. Umbers (2021). Against Lottocracy. *European Journal of Political Theory, 20*(2), 312–334. https://doi.org/10.1177/1474885118783602

## 11. Democracy in / vs. the European Union

Key concepts & ideas: democratic deficit,

Mandatory readings:

- Andreas Follesdal (2006). Survey Article: The Legitimacy Deficits of the European Union, *Journal of Political Philosophy, 14*: 441–468.
- Kalypso Nicolaïdis (2022). Cretan Europa's second coming, *European Review of Books, Issue 1*. 13 June 2022. https://europeanreviewofbooks.com/cretan-europa-s-second-coming/en

Recommended readings:

- Kalypso Nicolaïdis (2013). European Demoicracy and Its Crisis, *Journal of Common Market Studies 51*: 351–69.
- Miriam Ronzoni (2016). The European Union as a Demoicracy: Really a Third Way?, *European Journal of Political Theory, 16*: 210–234.

**12. Democracy, Technocracy and Competent Rule**

Key concepts & ideas: technocracy, elitism, populism

Mandatory readings:

- Jürgen Habermas (2015). *The Lure of Technocracy*. Trans. Ciaran Cronin. Cambridge, UK: Polity Press. Ch. 1: "The Lure of Technocracy: A Plea for European Solidarity", pp. 3–28; Ch. 2: "European Citizens and European Peoples:The Problem of Transnationalizing Democracy", pp. 29–45.

Recommended readings:

- Moore, A. J. (2020). *Critical Elitism Deliberation, Democracy, And The Problem Of Expertise*. Cambridge University Press.
- Jason Brennan (2011). The Right to a Competent Electorate. *Philosophical Quarterly, 61*(245): 700–724.

**Grading criteria, specific requirements:**

- Active participation in class
- Short home assignments
- A term paper of ca. 1500 words (for BA students and non-philosophy MA students) / 2500 words (for philosophy MA students), based on a short topic proposal developed in consultation with (and approved by) the instructor, or on one of the topics suggested by the instructor.