

Democracy

A historical view

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March 2008

An Initial Approach: some basic knowledge first. Countries and Political Categories

A) A definition of state: a country with sovereign (independent) power ruling over a territory and its population.

B) A division of political regimes (modern states): States can be politically divided according to 3 criteria in:

1-Democratic: multi-party free elections, separation of powers, popular sovereignty, civil-and political- rights judicial protection, etc.

-Autocratic: non-democratic

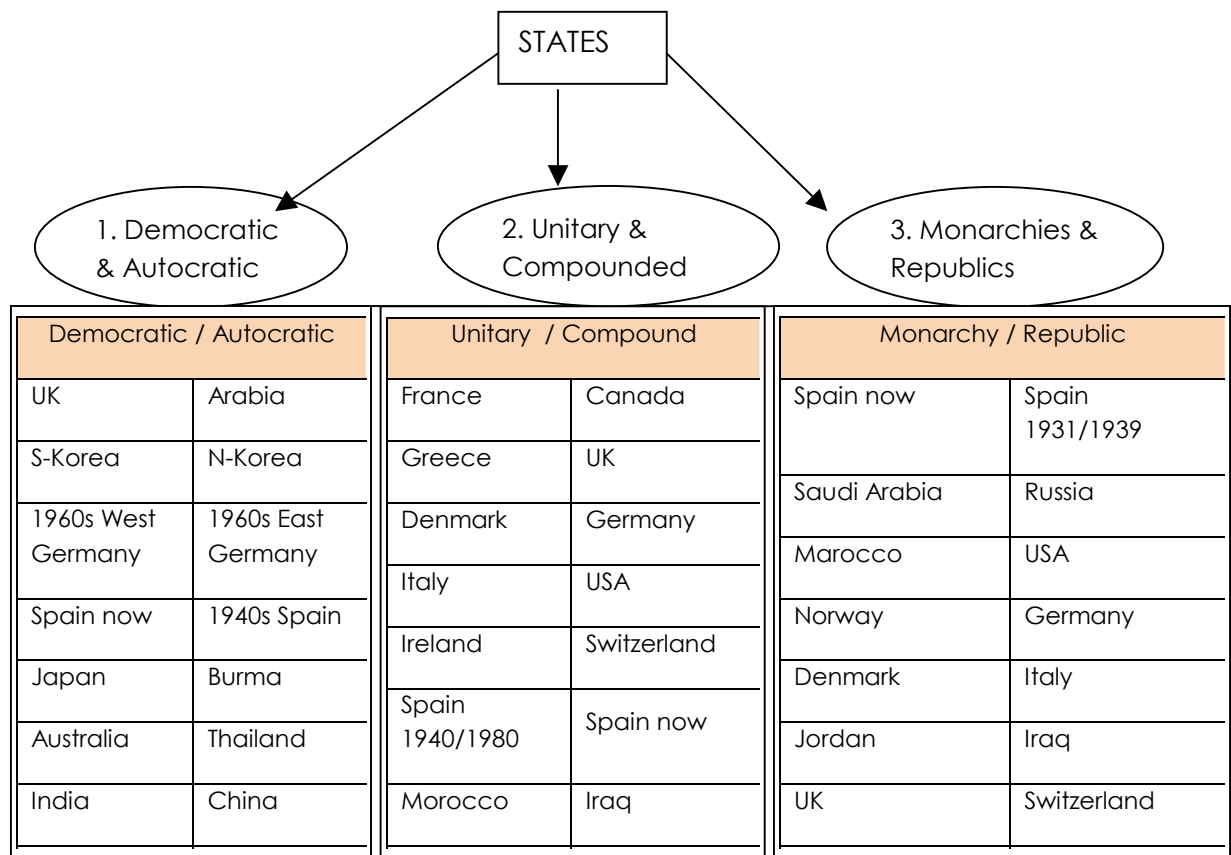
2-Unitary: central political powers (executive, legislative and judicial) for the entire territory

-Compound: central and regional political powers

3-Monarchy: the head of state is appointed within the members of a royal dynasty

-Republic: non-hereditary designation system

C) Some Examples



Activities Initial Approach



PLACE YOUR BETS !!



Activity 1. Betting the answers. Pair work

STATEMENT	RIGHT	WRONG	BET	LOSS	GAIN
UNO has 192 member-states at present					
More than a half are democracies					
Most monarchies in the world are in America					
The two most populated countries in the world are not democratic					
No European Union (EU) member-state is autocratic					
Elections are necessary and sufficient for a country to be considered a democracy					
There are more monarchies than republics					
The UDHR is a binding international law for all UN member-states					
Absolutism was the standard political regime in the Middle Ages					
Women have no right to vote in two EU member-states					
The right to food, clothing and housing is considered a civil right					
The essential democratic principle is that majoritarian votes in any election carry the day					
At present most autocratic regimes in the world are communist					
TOTAL					
Grand Total:					

Glossary

autocratic: no democràtic, despòtic

for a country to be considered a democracy: perquè un país es pugui considerar una democràcia

binding international law: llei internacional obligatòria

carry the day: guanyar

Activity 2. Analysis, comprehension and opinion. Pair work

1. Look at the table below and

find examples of states belonging to each category, as many as you can remember

a) Democratic	b) Autocratic	c) Unitary	d) Compound	e) Monarchy	f) Republic

2. Find one state that fits each of these three definitions:

- a) one Democratic and Unitary Monarchy.....
- b) one Autocratic and Compound Republic.....
- c) one Autocratic and Unitarian Monarchy.....

3. Define the following states according to the 3 criteria:

- a) UK:..... 1:....., 2:....., 3:.....
- b) France..... 1:....., 2:....., 3:.....
- c) Germany.... 1:....., 2:....., 3:.....
- d) Denmark... 1:....., 2:....., 3:.....

4. Discuss in groups of four which you think is better of these three opposed regimes, and why; then write it: Language frame:

I think In my opinion	Democracy/Autocracy Unitary/Compound states Monarchy/Republic	is are	better	because...
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- a) Democracy / Autocracy
- b) Unitary / Compound states
- c) Monarchy or Republic

Activity 3. Language. Look at the list of countries in English below. Listen to the pronunciation.

- 1. Read each one in turn
- 2. Divide in 5 groups. Each group takes 50 countries of the list and writes the Catalan names for them in the second column (Listed below).

UNO list of member states of (2006)

Afghanistan (19 November 1946)	
Albania (14 December 1955)	
Algeria (8 October 1962)	
Andorra (28 July 1993)	
Angola (1 December 1976)	
Antigua and Barbuda (11 November 1981)	
Argentina (24 October 1945)	
Armenia (2 March 1992)	
Australia (1 November 1945)	
Austria (14 December 1955)	
Azerbaijan (2 March 1992)	
Bahamas (18 September 1973)	
Bahrain (21 September 1971)	
Bangladesh (17 September 1974)	
Barbados (9 December 1966)	
Belarus (24 October 1945)	
Belgium (27 December 1945)	
Belize (25 September 1981)	
Benin (20 September 1960)	
Bhutan (21 September 1971)	
Bolivia (14 November 1945)	
Bosnia and Herzegovina (22 May 1992)	
Botswana (17 October 1966)	
Brazil (24 October 1945)	
Brunei Darussalam (21 September 1984)	
Bulgaria (14 December 1955)	
Burkina Faso (20 September 1960)	
Burundi (18 September 1962)	
Cambodia (14 December 1955)	
Cameroon (20 September 1960)	
Canada (9 November 1945)	
Cape Verde (16 September 1975)	
Central African Republic (20 September 1960)	
Chad (20 September 1960)	
Chile (24 October 1945)	
China (24 October 1945)	
Colombia (5 November 1945)	
Comoros (12 November 1975)	
Congo, Republic of the... (20 September 1960)	
Costa Rica (2 November 1945)	
Côte d'Ivoire (20 September 1960)	
Croatia (22 May 1992)	
Cuba (24 October 1945)	
Cyprus (20 September 1960)	
Czech Republic (19 January 1993)	
Democratic People's Republic of Korea (17 September 1991)	
Democratic Republic of the Congo (20 September	

1960)	
Denmark (24 October 1945)	
Djibouti (20 September 1977)	
Dominica (18 December 1978)	
Dominican Republic (24 October 1945)	
Ecuador (21 December 1945)	
Egypt (24 October 1945)	
El Salvador (24 October 1945)	
Equatorial Guinea (12 November 1968)	
Eritrea (28 May 1993)	
Estonia (17 September 1991)	
Ethiopia (13 November 1945)	
Fiji (13 October 1970)	
Finland (14 December 1955)	
France (24 October 1945)	
Gabon (20 September 1960)	
Gambia (21 September 1965)	
Georgia (31 July 1992)	
Germany (18 September 1973)	
Ghana (8 March 1957)	
Greece (25 October 1945)	
Grenada (17 September 1974)	
Guatemala (21 November 1945)	
Guinea (12 December 1958)	
Guinea-Bissau (17 September 1974)	
Guyana (20 September 1966)	
Haiti (24 October 1945)	
Honduras (17 December 1945)	
Hungary (14 December 1955)	
Iceland (19 November 1946)	
India (30 October 1945)	
Indonesia (28 September 1950)	
Iran, Islamic Republic of... (24 October 1945)	
Iraq (21 December 1945)	
Ireland (14 December 1955)	
Israel (11 May 1949)	
Italy (14 December 1955)	
Jamaica (18 September 1962)	
Japan (18 December 1956)	
Jordan (14 December 1955)	
Kazakhstan (2 March 1992)	
Kenya (16 December 1963)	
Kiribati (14 September 1999)	
Kuwait (14 May 1963)	
Kyrgyzstan (2 March 1992)	
Lao People's Democratic Republic (14 December 1955)	
Latvia (17 September 1991)	
Lebanon (24 October 1945)	

Lesotho (17 October 1966)	
Liberia (2 November 1945)	
Libyan Arab Jamahiriya (14 December 1955)	
Liechtenstein (18 September 1990)	
Lithuania (17 September 1991)	
Luxembourg (24 October 1945)	
Madagascar (20 September 1960)	
Malawi (1 December 1964)	
Malaysia (17 September 1957)	
Maldives (21 September 1965)	
Mali (28 September 1960)	
Malta (1 December 1964)	
Marshall Islands (17 September 1991)	
Mauritania (27 October 1961)	
Mauritius (24 April 1968)	
Mexico (7 November 1945)	
Micronesia, Federated States of... (17 September 1991)	
Moldova (2 March 1992)	
Monaco (28 May 1993)	
Mongolia (27 October 1961)	
Montenegro (28 June 2006)	
Morocco (12 November 1956)	
Mozambique (16 September 1975)	
Myanmar (19 April 1948)	
Namibia (23 April 1990)	
Nauru (14 September 1999)	
Nepal (14 December 1955)	
Netherlands (10 December 1945)	
New Zealand (24 October 1945)	
Nicaragua (24 October 1945)	
Niger (20 September 1960)	
Nigeria (7 October 1960)	
Norway (27 November 1945)	
Oman (7 October 1971)	
Pakistan (30 September 1947)	
Palau (15 December 1994)	
Panama (13 November 1945)	
Papua New Guinea (10 October 1975)	
Paraguay (24 October 1945)	
Peru (31 October 1945)	
Philippines (24 October 1945)	
Poland (24 October 1945)	
Portugal (14 December 1955)	
Qatar (21 September 1971)	
Republic of Korea (17 September 1991)	
Romania (14 December 1955)	
Russian Federation (24 October 1945)	

Rwanda (18 September 1962)	
Saint Kitts and Nevis (23 September 1983)	
Saint Lucia (18 September 1979)	
Saint Vincent and the Grenadines (16 September 1980)	
Samoa (15 December 1976)	
San Marino (2 March 1992)	
Sao Tome and Principe (16 September 1975)	
Saudi Arabia (24 October 1945)	
Senegal (28 September 1960)	
Serbia (1 November 2000)	
Seychelles (21 September 1976)	
Sierra Leone (27 September 1961)	
Singapore (21 September 1965)	
Slovakia (19 January 1993)	
Slovenia (22 May 1992)	
Solomon Islands (19 September 1978)	
Somalia (20 September 1960)	
South Africa (7 November 1945)	
Spain (14 December 1955)	
Sri Lanka (14 December 1955)	
Sudan (12 November 1956)	
Suriname (4 December 1975)	
Swaziland (24 September 1968)	
Sweden (19 November 1946)	
Switzerland (10 September 2002)	
Syrian Arab Republic (24 October 1945)	
Tajikistan (2 March 1992)	
Thailand (16 December 1946)	
The former Yugoslav Republic of Macedonia (8 April 1993)	
Timor-Leste (27 September 2002)	
Togo (20 September 1960)	
Tonga (14 September 1999)	
Trinidad and Tobago (18 September 1962)	
Tunisia (12 November 1956)	
Turkey (24 October 1945)	
Turkmenistan (2 March 1992)	
Tuvalu (5 September 2000)	
Uganda (25 October 1962)	
Ukraine (24 October 1945)	
United Arab Emirates (9 December 1971)	
United Kingdom of Great Britain and Northern Ireland (24 October 1945)	
United Republic of Tanzania (14 December 1961)	
United States of America (24 October 1945)	
Uruguay (18 December 1945)	
Uzbekistan (2 March 1992)	
Vanuatu (15 September 1981)	

Venezuela, Bolivarian Republic of... (15 November 1945)	
Viet Nam (20 September 1977)	
Yemen (30 September 1947)	
Zambia (1 December 1964)	
Zimbabwe (25 August 1980)	

Based on the United Nations Protocol's *Blue Book*
 "Permanent Missions to the United Nations No. 295", April 2006
 Last updated with ST/SG/SER.A/295/Add.5 (3 October 2006)
 and on [Press Release ORG/1469](#) of 3 July 2006

List of Countries in Catalan

Afganistan
Albània
Alemanya
Algèria
Andorra
Angola
Antigua i Barbuda
Àntilles Holandeses
Aràbia Saudita
Argentina
Armènia
Aruba
Austràlia
Àustria
Azerbadjan
Bahames
Bahrain
Bangla Desh
Barbados
Bèlgica
Belize
Benín
Bermudes
Bhutan
Bielorússia
Bolívia
Bòsnia i Herzegovina
Bostwana
Brasil
Brunei
Bulgària
Burkina Faso
Burundi
Cambodja
Camerun
Canadà
Cap Verd
Colòmbia
Comores
Costa d'Ivori
Costa Rica
Croàcia
Cuba
Dinamarca
Djibouti
Dominica
Egipte
El Salvador
Emirats Àrabs Units
Equador
Eritrea
Eslovàquia
Eslovènia
Espanya
Estats Units
d'Amèrica
Estònia
Etiòpia
Fiji
Filipines
Finlàndia
França
Gabon
Gàmbia
Geòrgia

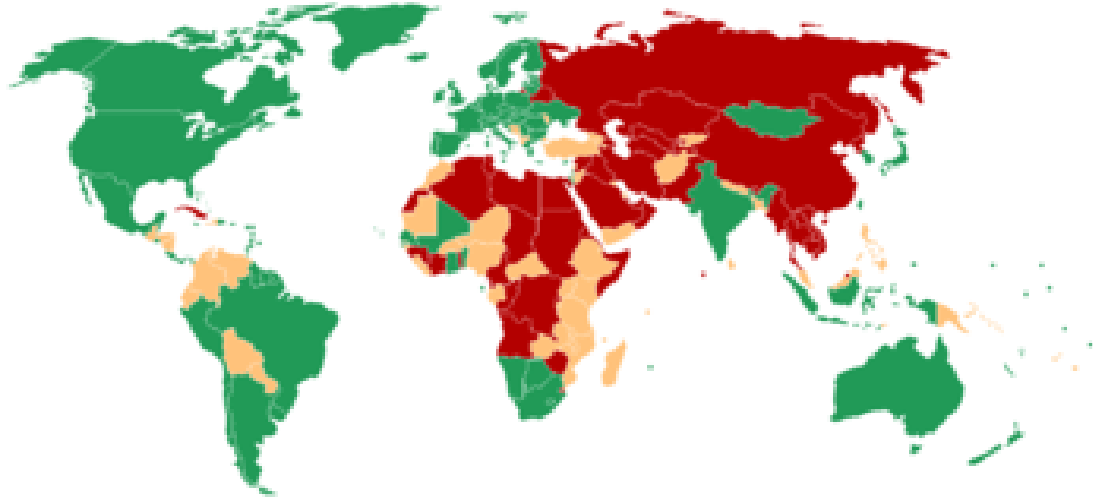
Ghana
Gibraltar
Grècia
Grenada
Guatemala
Guinea
Guinea Bissau
Guinea Equatorial
Guaiana
Haití
Hondures
Hong Kong
Iemen
Iugoslàvia
Illes Marshall
Illes
Salomó
Índia
Indonèsia
Iran
Iraq
Irlanda
Islàndia
Israel
Itàlia
Iemen
Iugoslàvia
Illes Marshall
Illes Salomó
Índia
Indonèsia
Iran
Iraq
Irlanda
Islàndia
Israel
Itàlia
Jamaica
Japó
Jordània
Kazakhstan
Kenya
Kirguizistan
Kiribati
Kuwait
Laos
Lesotho
Letònia
Líban
Libèria
Líbia
Liechtenstein
Lituània
Luxemburg
Malàisia
Malawi
Maldives
Mali
Malta
Marroc
Martinica
Maurici
Mauritània
Mèxic
Moçambic
Moldàvia
Mònaco

Mongòlia
Myanmar
Namíbia
Nauru
Nepal
Nicaragua
Níger
Nigèria
Noruega
Nova Caledònia
Nova Zelanda
Oman
Països Baixos
Pakistan
Panamà Papua
Nova Guinea
Paraguai
Perú
Polònia
Portugal
Puerto Rico
Qatar
Regne Unit
República de Corea
República de Sud-
àfrica
República
Democràtica del
Congo
República
Democràtica Popular
de Corea
República
Dominicana
República Txeca
Romania
Rússia
Rwanda
Saint Christopher i
Nevis
Saint Lucia
Saint Vincent i les
Grenadines
Samoa Occidental
Sao Tomé i Príncipe
Senegal
Seychelles
Sierra Leone
Singapur
Síria
Somàlia
Sri Lanka
Sudan
Suècia
Suïssa
Surinam
Swazilàndia
Tadjikistan
Tailàndia
Taiwan
Tanzània
Togo
Tonga
Trinitat i Tobago
Tunísia
Turkmenistan
Turquia

Tuvalu
Txad
Ucraïna
Uganda
Unió dels Emirats
Àrabs
Uruguai
Uzbekistan
Vanuatu
Vaticà
Veneçuela
Vietnam
Xile Xina Xipre
Zaire
Zàmbia
Zimbabwe

Activity 4.

1. America
2. Europe (Including Russia)
3. North Africa (across the line from Cameroon to Ethiopia –both included in the North part)
4. Asia (excluding Russia and South-East Asia)
5. South-East Asia, Australia and Pacific Islands



This map reflects the findings of [Freedom House's survey Freedom in the World 2007](#), which reports the state of world freedom in 2006. It is one of the most widely used measures of democracy by researchers. ^[citation needed] Note that although these measures (another is the Polity data described below) are highly correlated, this does not imply interchangeability.

- Free. (Freedom House considers these to be liberal democracies).
- Partly Free
- Not Free

1. Look at the map, make a list of the countries in your region (see Maps below) and count how many Free (F) / Partly Free (PF) / Not Free (NF) countries are in your area
2. Write down in the table below the countries belonging to each category (F/PF/NF)
3. In your group discuss what's the reason you think some countries are not free or only partly free. Choose only one reason you agree upon.

[illegible]

Subject: Democracy

Europe



Asia



Africa



North-America



Subject: Democracy

Caribbean Islands



Central America



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South-America

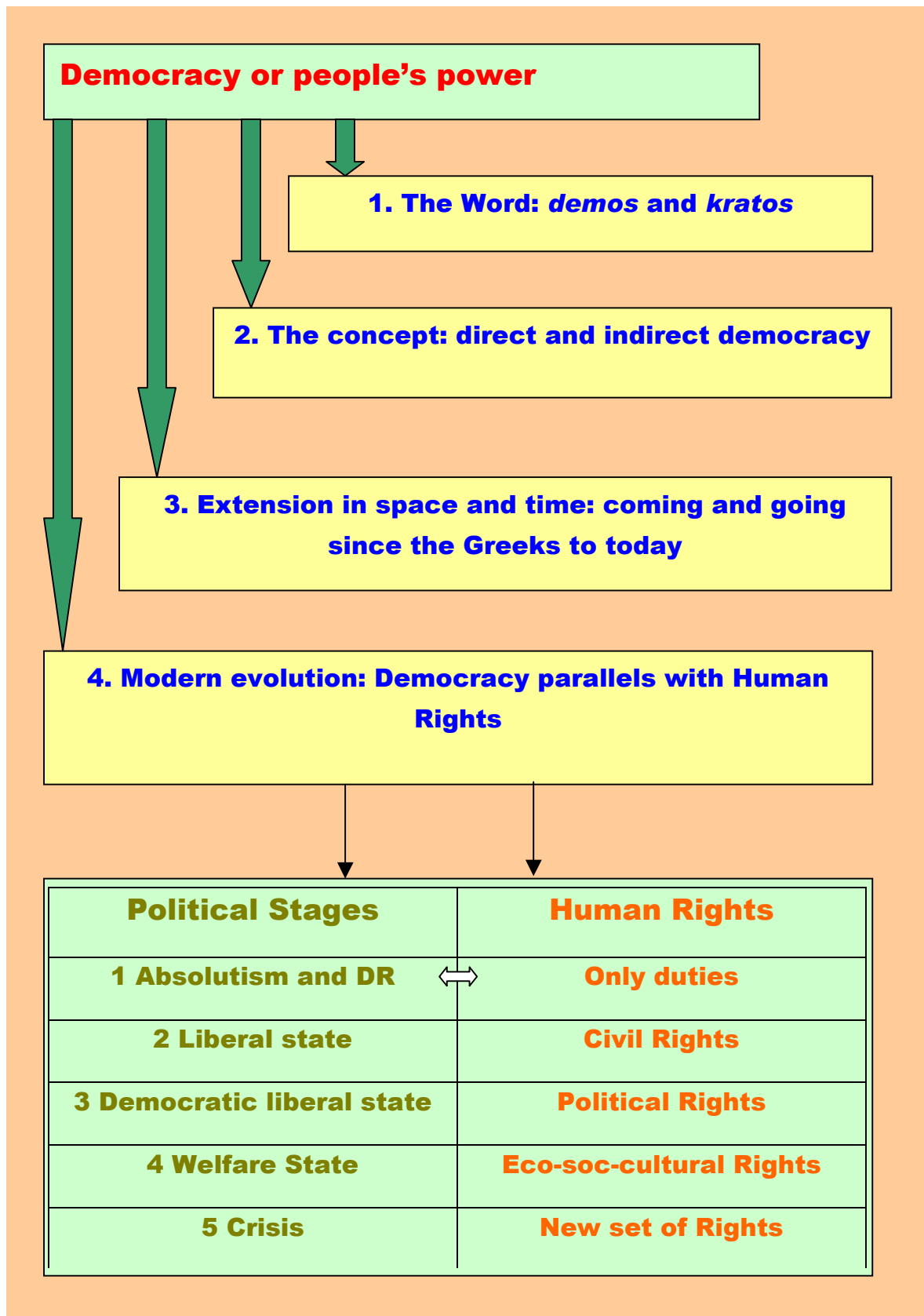


Australia and Pacific



Unit Introduction

Unit's schema



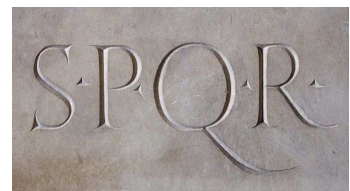
1. Democracy

The word. The word democracy is apparently contradictory because its two parts 'demos' and 'kratos' mean opposite things: 'demos' means 'the people' (the **subjects**) and 'kratos' means the sovereign, the power (the **rule**) over the people. So it seems impossible that the subjects should be at the same time the rulers. It would be a **sort of acracy**, a lack of government or **anarchy**, something similar to chaos. But democracy is the political system most nations in the world would like to have: those which have it want to conserve it; those which don't have it, want to set it up, because the alternative to democracy or people's rule is **autocracy** (authoritarian rule).

The concept. The standard definition of modern democracy is: a **regime** "where voters elect **representatives** to make decisions **on their behalf**". But today's democracy is very different from the ancient-Greece model, the only one that we can properly call "pure" democracy, because it was a direct, assembly government. On the contrary, modern democracy is indirect, representative government. But my favourite definition is Winston Churchill's famous one: "It has been said that democracy is the worst form of government except all the others that have been tried". It is my favourite because it **points out** that democracy is not any perfect **utopia** (and that's why it is the worst), but a **work-in-process**, able to reinvent itself **again and again**; it is something that other alternatives cannot do (and that's why it is the best).

Extension in space and time. What we call democracy today is a complex political system.

1. It was born in Ancient Times, in the 5th century BC in the city-states of Greece, as a **direct democracy**, opposed to **monarchy**, **aristocracy** and **oligarchy**. Later it reappeared as Rome's **Republic**, opposed both to the previous monarchy and the following **empire**.



Senatus Populusque Romanus

2. Then it disappeared, to come back in Modern Times, in late 17th century in England and Holland; then, inspired by Rome's Republic, in late 18th century with America's and France's Revolutions that **brought about** the modern republican model.
3. Finally it **flourished** throughout 19th and 20th century in Latin America, Asia and Africa, although it **faded** after WWI with the **totalitarian** communist and fascist regimes. The republican model **spread** from Europe to Latin America, Asia and Africa, where the new independent countries adopted the Republic as a political system.

Modern evolution in the West. Roughly speaking, modern democracy can be divided in three stages, plus a previous stage from which (and against which) democracy arose as an anti-absolutist regime, and, since 1989's Berlin's Wall fall, a fourth stage.

STAGES	RIGHTS
(0) absolutism and divided rule	no rights
(1) liberal state	civil rights
(2) democratic liberal state	political rights
(3) welfare state	social, economic and cultural rights
(4) crisis of the welfare state	new rights (animal rights, future generations...)

These stages are related to our **Western** culture only: Europe and North-America, but as general concepts they can be applied to any other historical context.

A complex phenomenon. To conclude, a warning: although democracy is a **political** fact, it is closely connected with other facts. So it must be related to **economic, social, cultural** or religious areas, **as well as** to artistic or scientific phenomena. In particular,

- (1) **economic** and **religious** problems were decisive in bringing about the first stage, whereas
- (2) **labour** troubles were the **driving force** behind the second one;
- (3) **social** and **cultural** concerns about **ageing population**, welfare and education were the most important causes of the third one; and again
- (4) **economic** pressure is behind today's revision of the Welfare-State.

Misuse of the word. The word 'Democracy' is one of those few words universally **praised by friends and foes**. Everybody wants democracy; even antidemocratic regimes like to call themselves *democratic*. Spain's dictator, Franco, called his fascist government '**organic democracy**'; during the Cold War, communist Germany's name was '**German Democratic Republic**', and today North-Korea's name is '**Democratic People's Republic of Korea**', to give only three examples of misuse of the word. In conclusion, there is something in the word 'Democracy' that moves people to use it to support their political ideas, **no matter if** they are democratic or not.

2. Human rights



The **Universal Declaration for Human Rights** (UDHR) was adopted on December 10, 1948, by the General Assembly of the United Nations Organization (UNO) without **dissent** (although many **signatory members** did not respect the human rights). The UDHR, with its 30 articles, still is the best list of human rights, because it **maps** the human rights **onto** the three stages of our history of modern democracy:

(1) 19th century liberal state introduced the **civil rights** (arts. 1-19);

UNHRC logo

(2) the democratic liberal state that followed put in place the **political rights** (arts. 20-21);

(3) the welfare state introduced the **social economic and cultural rights** (arts. 22-28).

Article 29 deals with duties and Article 30 sets the **proviso** that the UDHR can justify no violations of human rights.

But the UDHR is only a declaration, not any law approved by any legislative body and **enforced** by any government, **let alone** an international one. Today it is considered a moral proclamation of the human rights accepted by the international community, but has no **juridical efficacy**. Much more important **in terms of** legal enforcement is the UNO international two **covenants** about civil and political rights, and economic, social and cultural rights approved in 1966; or the 1950 Council of Europe's European Convention of Human Rights (ECHR) and its further developments, and the setting up in 1959 of the European Court of Human Rights (See picture).



Glossary: "Introduction"

Political concepts	Translation
subjects	súbdits
rule: power, sovereignty, ruler: person who governs	govern governant, cap de govern, president...
anarchy: lack of coercion anarchy: lack of government, disorder, chaos	anarquia: absència de coacció política anarquia: manca de govern, desgovern, caos
autocracy: authoritarian, non- democratic rule	autoritari
regime: political system	règim, sistema polític
representative government: non-direct representatives	representatiu representants
utopia: an ideally perfect (non-real) political regime (from Greek: in no place, ideal)	utopia
direct democracy or assembly democracy (aka mob-rule): a regime where all decisions are taken by the assembly of citizens	democràcia assembleària o directa
monarchy: sovereignty held by a single person (usually hereditary) aristocracy: sovereignty held by a hereditary nobility oligarchy: sovereignty held by the best-off (rich)	
Republic: model of good government, inspired in the Modern Times by Ancient Rome Republic	
empire: sovereignty by force over other peoples	
totalitarian: autocratic rule that imposes a unique model for all aspects of social life (beliefs, sexuality, customs, economy, dress, art...). In particular communist and fascist regimes.	totalitari
Berlin Wall: the wall that separated Western and Eastern Berlin, a symbol of the Cold War and the division Europe into the democratic and communist blocks	El Mur de Berlin: símbol de la divisió d'Europa i la Guerra Freda entre els blocs democràtic-liberal i comunista
Welfare State	Estat de Benestar (v. Unit 4)
labour: the working-class, those working for wages	classe obrera, assalariats
dissent: disagreement,	
signatory member: any state that signs its agreement to comply to a treaty	membre signatari
civil, political and social, economic and cultural rights: human rights	drets civils, drets polítics i drets socials, econòmics i culturals
proviso: a clause in a treaty or a contract that introduces a condition	clàusula que introdueix una condició en un tractat o un contracte
juridical efficacy of a right: a right that	eficàcia jurídica d'un dret: que es pot

Subject: Democracy

can be enforced by a court of justice	reclamar davant d'un tribunal
covenant: agreement, treaty (usually an international one)	conveni

Idioms, phrasal verbs and vocabulary	Translation
a sort of	una mena de
on their behalf	en nom seu
point out (v)	indicar
work-in-progress	no acabat, canviant
again and again	un cop i un altre
bring about (brought about the republican regime)	
flourish	florir, madurar, arribar a la maduresa
fade: to lose strength, disappear or die gradually	esvair-se, marcir-se
spread	estendre's, escampar-se, desplegar-se
roughly speaking	a grans trets, aproximadament
as well as	igualment, de la mateixa manera
driving force	força que guia
ageing population	envelliment de la població
misuse: wrong use or application	mal ús
praised by friends and foes	elogiat alhora amics i enemics
no matter if	tant se val si
map onto (v) (it maps the human rights onto the three stages)	corelaciona els drets humans amb els tres estadis
let alone (let alone an international one)	no diguem ja un d'internacional
in terms of	en termes de, pel que fa a
set up (v)	establir

Acronyms	
UNO: United Nations Organization	ONU
UDHR: Universal Declaration of Human Rights (1948)	DUDH
ECHR: European Covenant of Human Rights (1950)	CEDH
aka	also known as
WW1: First World War	La Gran Guerra, La Primera Guerra Mundial

Activities Unit Introduction

Activity 1. Combine the words in A with the correct suffix in B and write it in C. Pair Work.

A	B:	C
demo	cracy/archy/gogy	
dema	cracy/archy/gogy	
aristo	cracy/archy/gogy	
mon	cracy/archy/gogy	
pluto	cracy/archy/gogy	
oligo	cracy/archy/gogy	
olig	cracy/archy/gogy	
an	cracy/archy/gogy	
auto	cracy/archy/gogy	
aut	cracy/archy/gogy	
geronto	cracy/archy/gogy	
hier	cracy/archy/gogy	

Activity 2. Circle the phrase in each set that matches the word in bold. Pair Work

- 1 **democracy** is a regime ruled by the poor / the rich / the middle-class / all of them
- 2 **anarchy** is a synonym of order / chaos / poverty / revolution
- 3 **oligarchy** means lack of authority / rule of the rich / divided rule
- 4 **monarchy** is the rule of the clergy / the military / one social class / one person
- 5 **aristocracy** is the rule of the rich / the poor / the noble / the middle class
- 6 **autocracy** means the opposite of monarchy / aristocracy / oligarchy / democracy
- 7 **gerontocracy** is a regime ruled by experts / economists / the clergy / old people
- 8 **hierocracy** is power of the noble / the military / the clergy / the people

Activity 3.

- Read (each pair) aloud one of the *Quotations* about Democracy
- Pair Work. Each pair of students should translate one of them, exchange it with the group which has the same quotation and assess the accuracy

Quotations about democracy

(Words in **colour** are translated in the Vocabulary attached)

English Version	Catalan Version
1. Democracy is the recurrent suspicion that more than half of the people are right more than half the time. (E. B. White (1899 - 1985), <i>New Yorker</i> , July 3, 1944)	
2. Democracy is a device that ensures we shall be governed no better than we deserve . (George Bernard Shaw (1856 - 1950))	
3. Democracy substitutes election by the incompetent many for appointment by the corrupt few. (George Bernard Shaw (1856 - 1950), <i>Man and Superman</i> (1903) "Maxims for Revolutionists")	
4. Under democracy one party always devotes its chief energies to trying to prove that the other party is unfit to rule - and both commonly succeed, and are right. (H. L. Mencken (1880 - 1956))	
5. No one pretends that democracy is perfect or all-wise . Indeed, it has been said that democracy is the worst form of government except all those other forms that have been tried from time to time. (Sir Winston Churchill (1874 - 1965), <i>Hansard</i> , November 11, 1947)	
6. It's not the voting that's democracy, it's the counting. (Tom Stoppard (1937 -), <i>Jumpers</i> (1972) act 1)	

(<http://www.quotationspage.com/subjects/democracy>)

Vocabulary:

device : instrument, mecanisme

deserve: merèixer

'A' substitutes for 'B': 'A' substitueix 'B'

appointment: nomenament, designació

unfit: no preparat,

all-wise: del tot sàvia, omniscient

Activity 4. Unit Introduction

Activity on UDHR. Learning the rights and comprehension

A) Learning the rights. Understanding their meaning and scope

Read in turns your article.

B) Comprehension of each right purpose to protect against specific abuses. Group Work

Find one **Action** that infringes on each **Right** included in your list

HUMAN RIGHT	ABUSE, INFRACTION

C) Reading and comprehension

In turns tell the group:

- your Name, e.g. 1-Freedom-Equality (Name) A-Civil right (Family Name)
- read the full article from the Declaration
- which actions infringe on your right

Support Material. 1. Short UDHR

Universal Declaration of Human Rights

General rights

1. right to **freedom** and **equality** and a duty to **brotherhood** (to each being with conscience and reason)
2. right **not to be discriminated** for reasons of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or the territory to which a person belongs

Civil rights

- a) **Essential rights and equality**
3. right to **life, liberty and security**
4. right **not to be held in slavery**
5. right **not to suffer torture or cruel or inhuman treatments or punishments**
6. right to recognition of being **a person** wherever
- b) **Legal rights**
7. right to **equality** before the law
8. right to **judicial** protection for any violation of rights
9. right **not to be arbitrarily arrested or exiled**
10. right to an **impartial and public** hearing
11. right to **criminal guarantees**: to the principles of **presumed innocence, legality, culpability** and **irretroactivity** of criminal laws
- c) **Liberties**
12. right to **honour, privacy, home**
13. right to **freedom of movement and residence**
14. right to **asylum**
15. right to **nationality**, to **not being deprived of it**, and to **change it**
16. right to **marriage** with no limitations for adult people, and to **family protection** by the state
17. right to **own property alone** and **in association** with others
18. right to **freedom of thought, conscience and religion**

Political rights

19. right to **freedom of opinion, expression and information**
20. right to **freedom of assembly and association**
21. right to **take part in the government directly** and to **free and universal suffrage**

Economic, social and cultural rights

22. right to **social security** and to all **economic, social and cultural rights** needed to the **dignity and the free development of the personality**
- a) **Economic rights**
23. right to **work, equal pay, sufficient to live with dignity**, and to **trade union association**
24. right to **rest and leisure, reasonable working hours and holidays with pay**
- b) **Social rights**
25. right to **health and well-being** (food, clothing, housing and **medical assistance**)
26. right to **education** (free and compulsory at the elementary stages)
- c) **Cultural rights**
27. right **freely to participate in the cultural, artistic and scientific**
- right to intellectual property

Declaració Universal de Drets Humans

Drets en general

1. **llibertat i igualtat en dignitat i drets**, deure de **fraternitat** (amb tot ésser racional i conscient)
2. dret a la **no discriminació** per raó de raça, color, sexe, idioma, religió, opinió política, origen nacional o social, posició econòmica, naixement o del territori a què pertany la persona

Drets civils

- a) **Drets essencials i igualtat**
3. dret a la **vida, llibertat i seguretat**
4. dret a **no patir esclavitud**
5. dret a **no patir tortura, penes o tractes cruels o inhumans**
6. dret al reconeixement de la **personalitat jurídica** arreu
- b) **Drets jurídics**
7. dret a la **igualtat davant la llei**
8. dret a la **tutela judicial** per qualsevol violació de drets
9. dret a **no patir detencions o exili il·legals**
10. dret a un **judici imparcial i públic**
11. dret a les **garanties penals**: principis de **presumpció d'innocència, legalitat, de culpabilitat, no retroactivitat**.

c) Llibertats

12. dret a la **l'honor, intimitat, privacitat**
13. dret a **circular lliurement i de residir dins i fora de l'estat**
14. dret d'**asil** (excepte en cas de delictes comuns)
15. dret a la **nacionalitat**, a **no ser-ne privat** i a **canviar-la**
16. dret a **casar-se** sense restriccions i a la **protecció de la família**
17. dret a la **propietat individual i col·lectiva**
18. dret a la **llibertat de pensament, consciència i religió**

Drets polítics

19. dret a la **llibertat d'opinió, expressió i informació**
20. dret a la **llibertat de reunió i associació**
21. dret a la **participació política directa i al sufragi universal i lliure**

Drets econòmics, socials i culturals

22. dret a la **seguretat social i satisfacció de tots els drets econòmics socials i culturals** necessaris per a la **dignitat i lliure desenvolupament de la persona**
- a) **Drets econòmics**
23. dret al **treball, salari igual, satisfactori per dur una vida digna**
- dret a l'**associació sindical**
24. dret al **descans, horari raonable i vacances pagades**
- b) **Drets socials**
25. dret a la **salut i benestar** (alimentació, vestit, habitatge, assistència mèdica)
26. dret a l'**educació** (gratuïta i obligatòria en el nivell elemental)

International scope

28. right to a **social and international order**

Duties

29. regarding the **community, others' rights and liberties and the UNO principles**

30. **not to use this Declaration to destroy any rights and freedoms.**

dret dels pares a **escollir el tipus d'educació dels fills**

c) Drets culturals

27. dret a **participar lliurement en la vida cultural, artística i científica**

dret a la **protecció de la propietat intel·lectual**

Àmbit internacional

28. dret a un **ordre internacional i social**

Deures

29. envers la **comunitat, els drets i llibertats dels altres, i els principis de l'ONU**

30. de **no usar cap dret d'aquest article per destruir-ne un altre.**

2. The UDHR

Adopted and proclaimed by General Assembly resolution 217 A (III) of 10 December 1948

On December 10, 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights the full text of which appears in the following pages. Following this historic act the Assembly called upon all Member countries to publicize the text of the Declaration and "to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories."

PREAMBLE

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2.

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3.

Everyone has the right to life, liberty and security of person.

Article 4.

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5.

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6.

Everyone has the right to recognition everywhere as a person before the law.

Article 7.

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8.

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9.

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10.

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11.

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier

penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12.

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13.

(1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14.

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15.

(1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16.

(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17.

(1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

Article 18.

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19.

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20.

(1) Everyone has the right to freedom of peaceful assembly and association.

(2) No one may be compelled to belong to an association.

Article 21.

(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right of equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22.

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23.

(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24.

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25.

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26.

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27.

Subject: Democracy

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28.

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29.

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30.

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein

Catalan Version

DECLARACIÓ UNIVERSAL DE DRETS HUMANS

I PREAMBUL

Considerant que la llibertat, la justícia i la pau en el món tenen per base el reconeixement de la dignitat intrínseca dels drets iguals i inalienables de tots els membres de la família humana;

Considerant que el desconeixement i el menyspreu dels drets humans han originat actes de barbàrie ultratjants per a la consciència de la humanitat; i que s'ha proclamat, com l'aspiració més elevada de l'home, l'adveniment d'un món en què els éssers humans, alliberats del temor i de la misèria, gaudeixin de la llibertat de paraula i de la llibertat de creences;

Considerant essencial que els drets humans siguin protegits per un règim de Dret, a fi que l'home no es vegi empès al recurs últim de la rebel·lió contra la tirania i l'opressió;

Considerant també essencial promoure el desenvolupament de relacions amistoses entre les nacions;

Considerant que els pobles de les Nacions Unides han reafirmat en la Carta la seva fe en els drets fonamentals de l'home, en la dignitat i el valor de la persona humana i en la igualtat de dret d'homes i dones; i que s'han declarat resolta a promoure el progrés social i a elevar el nivell de vida dins d'un concepte més ampli de llibertat;

Considerant que els Estats Membres s'han compromès a assegurar, en cooperació amb l'Organització de les Nacions Unides, el respecte universal i efectiu als drets i llibertats fonamentals de l'home; i

Considerant que una concepció comuna d'aquests drets i llibertats és de la major importància per al ple compliment d'aquell compromís;

L'Assemblea General
Proclama la present Declaració Universal de Drets Humans com a ideal comú pel qual tots els pobles i nacions han d'esforçar-se, a fi que tant els individus com les institucions, inspirant-se constantment en ella, promoguin, mitjançant l'ensenyament i l'educació, el respecte per aquests drets i llibertats, i assegurin, amb mesures progressives de caràcter nacional i internacional, el seu reconeixement i aplicació universals i efectius, tant entre els pobles dels Estats Membres com entre els territoris col·locats sota la seva jurisdicció.

II ARTICLES

Article 1

Tots els éssers humans neixen lliures i iguals en dignitat i drets i, dotats com estan de raó i consciència, s'han de comportar fraternalment els uns amb els altres.

Article 2

1. Tota persona té, tots els drets i llibertats proclamats en aquesta Declaració, sense cap distinció de raça, color, sexe, idioma, religió, opinió política o de qualsevol altra mena, origen nacional o social, posició econòmica, naixement o qualsevol altra condició.
2. A més, no es farà cap distinció fundada en la condició política, jurídica o internacional del país o territori a la jurisdicció del qual es troba sotmesa la persona, tant si es tracta d'un país independent, com d'un territori sota administració fiduciària, no autònom o sotmès a qualsevol altra limitació de sobirania.

Article 3

Tot individu té dret a la vida, a la llibertat, i a la seguretat de la seva persona.

Article 4

Ningú no serà sotmès a esclavitud ni a servitud; l'esclavitud i el tràfic d'esclaus es prohibeixen en totes les seves formes.

Article 5

Ningú no serà sotmès a tortures ni a penes o tractes cruels, inhumans o degradants.

Article 6

Tot ésser humà té dret, pertot arreu, al reconeixement de la seva personalitat jurídica.

Article 7

Tots són iguals davant la llei i tenen, sense distinció, dret a igual protecció de la llei. Tots tenen dret a igual protecció contra tota discriminació que infringeixi aquesta Declaració i contra tota provocació a tal discriminació.

Article 8

Tota persona té dret a un recurs efectiu, davant dels tribunals nacionals competents, que l'empari contra actes que violin els seus drets fonamentals reconeguts per la constitució o per la llei.

Article 9

Ningú no podrà ser arbitràriament detingut, pres ni bandejat.

Article 10

Tota persona té dret, en condicions de plena igualtat, a ser escoltada públicament i amb justícia per un tribunal independent i imparcial, per a la determinació dels seus drets i obligacions o per a l'examen de qualsevol acusació contra ella en matèria penal.

Article 11

1. Tota persona acusada de delictes té dret que hom presumeixi la seva innocència mentre no se'n demostrï la culpabilitat, conforme a la llei i en judici públic en el qual se li hagin assegurat totes les garanties necessàries per a la seva defensa.
2. Ningú serà condemnat per actes o omissions que en el moment que es van cometre no eren delictius segons el Dret nacional o internacional. Tampoc s'imposarà una pena més greu que l'aplicable en el moment de la comissió del delictes.

Article 12

Ningú serà objecte d'ingerències arbitràries en la vida privada, la família, el domicili o la correspondència, ni d'atacs a l'honra o a la reputació. Tota persona té dret a la protecció de la llei contra aquestes ingerències o aquests atacs.

Article 13

1. Tota persona té dret a circular lliurement i a triar la residència en el territori d'un Estat.
2. Tota persona té dret a sortir de qualsevol país, fins i tot del propi, i a tornar al seu país.

Article 14

1. En cas de persecució, tota persona té dret a buscar asil, i a gaudir-ne, en qualsevol país.
2. Aquest dret no podrà ser invocat contra una acció judicial realment originada per delictes comuns o per actes contraris als propòsits i principis de les Nacions Unides.

Article 15

1. Tota persona té dret a una nacionalitat.
2. No es pot privar ningú arbitràriament de la nacionalitat ni del dret de canviar de nacionalitat.

Article 16

1. Els homes i dones, a partir de l'edat núbil, tenen dret, sense cap restricció per motius de raça, nacionalitat o religió, a casar-se i fundar una família; i gaudiran d'iguals drets en quant al matrimoni, durant el matrimoni i en cas de dissolució del matrimoni.
2. Els futurs esposos sols podran contreure matrimoni mitjançant el seu consentiment lliure i ple.
3. La família és l'element natural i fonamental de la societat i té dret a la protecció de la societat i de l'Estat.

Article 17

1. Tota persona té dret a la propietat, individual i col·lectiva.
2. Ningú no serà privat arbitràriament de la seva propietat.

Article 18

Tota persona té dret a la llibertat de pensament, de consciència i de religió; aquest dret inclou la llibertat de canviar de religió o de creença, com també la llibertat de manifestar la pròpia religió o creença, individualment i col·lectiva, tant en públic com en privat, per l'ensenyament, la pràctica, el culte i l'observança.

Article 19

Tot individu té dret a la llibertat d'opinió i d'expressió; aquest dret inclou el de no ser molestat a causa de les opinions pròpies, el d'investigar i rebre informacions i opinions, i el de difondre-les, sense limitació de fronteres, per qualsevol mitjà d'expressió.

Article 20

1. Tota persona té dret a la llibertat de reunió i d'associació pacífiques.
2. Ningú no podrà ser obligat a pertànyer a cap associació.

Article 21

1. Tota persona té dret a participar en el govern del propi país, directament o mitjançant representants lliurement elegits.
2. Tota persona té el dret d'accedir, en condicions d'igualtat, a les funcions públiques del país propi.
3. La voluntat del poble és la base de l'autoritat del poder públic; aquesta voluntat s'expressarà mitjançant eleccions autèntiques que s'hauran de celebrar periòdicament, per sufragi universal i igual i per vot secret o qualsevol altre procediment equivalent que garanteixi la llibertat del vot.

Article 22

Tota persona, com a membre de la societat, té dret a la seguretat social, i a obtenir, mitjançant l'esforç nacional i la cooperació internacional, havent esguard de l'organització i els recursos de cada Estat, la satisfacció dels drets econòmics, socials i culturals, indispensables a la pròpia dignitat i al lliure desenvolupament de la personalitat.

Article 23

1. Tota persona té dret al treball, a la lliure elecció del treball, a condicions equitatives i satisfactòries de treball i a la protecció contra l'atur.
2. Tota persona té dret, sense cap discriminació, a igual salari per igual treball.
3. Tota persona que treballa té dret a una remuneració equitativa i satisfactòria, que li asseguri, com també a la seva família, una existència conforme a la dignitat humana i que serà completada, en cas necessari per qualsevol altres mitjans de protecció social.
4. Tota persona té dret a fundar sindicats i a sindicar-se per a la defensa dels interessos propis.

Article 24

Tota persona té dret al descans, a gaudir del temps lliure, a una limitació raonable de la durada del treball i a vacances periòdiques pagades.

Article 25

1. Tota persona té dret a un nivell de vida adequat que li asseguri, com també a la seva família, la salut i el benestar, i en especial l'alimentació, el vestit, l'habitatge, l'assistència mèdica i els serveis socials necessaris; així mateix té dret a les assegurances en cas d'atur, malaltia, invalidesa, viduitat, vellesa i altres casos de pèrdua dels mitjans de subsistència per circumstàncies independents de la seva voluntat.
2. La maternitat i la infància tenen dret a atenció i assistència especials. Tots els nens, nascuts de matrimoni o fora del matrimoni, tenen dret a igual protecció social

Article 26

1. Tota persona té dret a l'educació. L'educació ha de ser gratuïta, almenys pel que fa a la instrucció elemental i fonamental. La instrucció elemental serà obligatòria. La instrucció tècnica i professional haurà de ser generalitzada; l'accés als estudis superiors serà igual per a tots, en funció dels mèrits respectius.

2. L'educació tindrà per objecte el desenvolupament ple de la personalitat humana i l'enfortiment del respecte als drets humans i a les llibertats fonamentals; afavorirà la comprensió, la tolerància i l'amistat entre totes les nacions i tots els grups ètnics o religiosos; i promourà el desenvolupament de les activitats de les Nacions Unides per al manteniment de la pau.
3. Els pares tindran dret preferent a escollir el tipus d'educació que s'hagi de donar als seus fills.

Article 27

1. Tota persona té dret a prendre part lliurement en la vida cultural de la comunitat, a gaudir de les arts i a participar en el progrés científic i en els beneficis que en resultin.
2. Tota persona té dret a la protecció dels interessos morals i materials que li corresponguin per raó de les produccions científiques, literàries o artístiques de què sigui autora.

Article 28

Tota persona té dret que s'estableixi un ordre social i internacional en el qual els drets i llibertats proclamats en aquesta Declaració es facin plenament efectius.

Article 29

1. Tota persona té deures respecte a la comunitat ja que sols dins d'aquesta pot desenvolupar lliurement i plena la seva personalitat.
2. En l'exercici dels drets i en el gaudiment de les llibertats, tota persona se sotmetrà solemnement a les limitacions que la llei estableix amb la finalitat única d'assegurar el reconeixement i el respecte dels drets i llibertats dels altres, i de satisfer les justes exigències de la moral, l'ordre públic i del benestar general en una societat democràtica.
3. Aquests drets i llibertats no podran ser exercits en cap cas en oposició als propòsits i principis de les Nacions Unides.

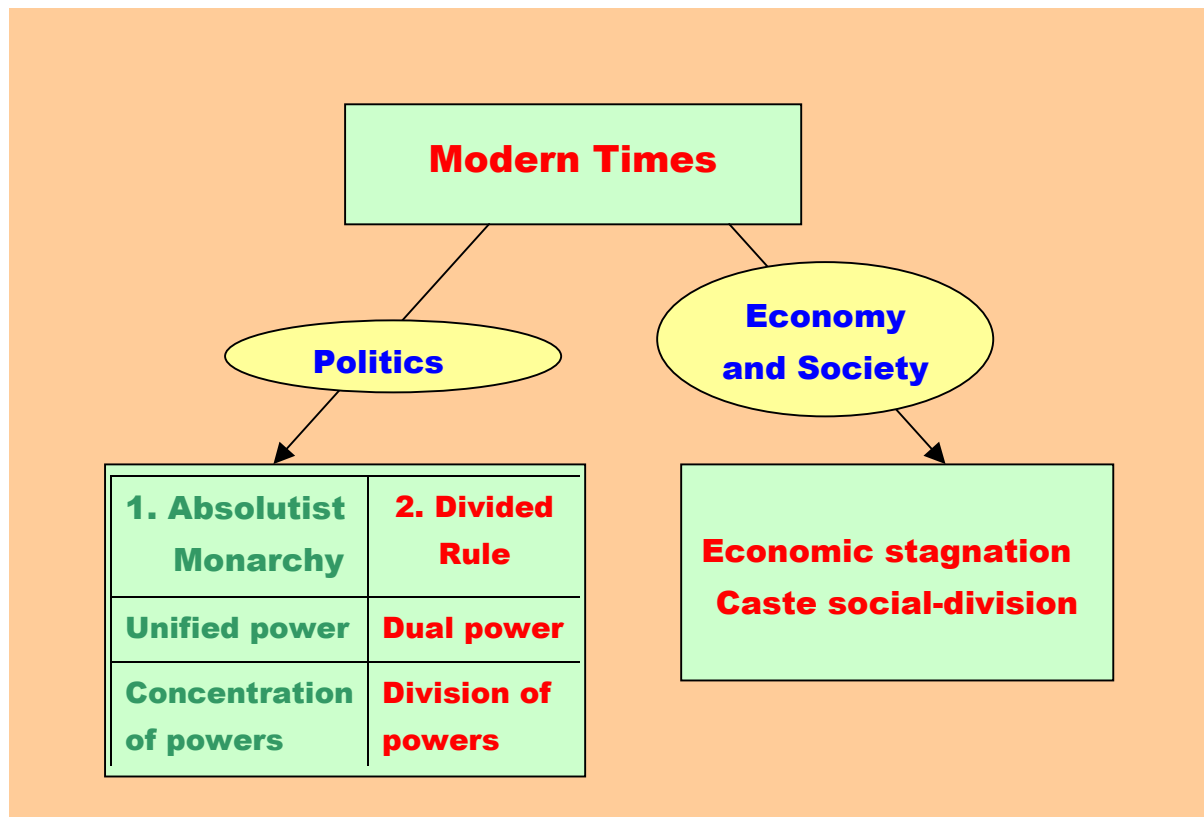
Article 30

Cap punt d'aquesta Declaració no podrà interpretar-se en el sentit que confereixi cap dret a l'Estat, a un grup o a una persona, per emprendre i desenvolupar activitats o realitzar actes dirigits a la supressió de qualsevol dels drets o llibertats proclamats en aquesta Declaració.

(Resolució 217 A-III, aprovada el 10 de desembre de 1948 per l'Assemblea General de les Nacions Unides.)

Unit 1 How things were before the 19th century

Unit's schema



A. The Political arena

During the late Middle Ages and Modern Times, two different political systems can be differentiated: **Absolutism** and **Divided Rule** (DR) or Divided Sovereignty. Absolutism was **by and large** the more extended, particularly in France and Castile, while DR is characteristic of Britain and of the confederation known as the **Crown of Aragon** (which included the Kingdom of Aragon, the Principality of Catalonia, the Kingdom of Valencia and other regions).

1. Absolutism

The 17th century English **Glorious Revolution** and the 18th century **French Revolution** and American **War of Independence** ended the **despotic** English and French Monarchy, and British rule over North-America's colonies. Before, the common rule in Europe and America was Absolutism, even in the **milder** form of 18th century Enlightened Despotism. **That's the reason why** the starting point should be the Absolutism **from** which democracy **arose**. Because the **negative** definition of democracy is even more useful than a **positive** one, as it clearly sets the **dividing line** between democracy and autocracy.

What is an Absolute Ruler like?

1. You are an absolute King **on grounds of** your divine descent; you alone enjoy the right to rule **by the Grace of God**. The crime against the sovereign is **a lesa majestas** crime, a **sacrilege**, the worst of all crimes, for it is against God's will. See beside Louis XIV of France, considered the archetype of absolutism.

2. **By virtue of** this right you are naturally superior to common human beings, so Caligula concluded from it "either that kings were gods, or that men were beasts" (in Rousseau, *Social contract*). The sovereign has only **rights without duties**, **whereas** subjects have only **duties without rights**.

3. Your acts are **not accountable**, because you are responsible for them only before God, not before mankind. Now imagine the absolute shock English King Charles I and French Louis XVI would feel at being judged and sentenced to death by the People (the **mob rule**) as a criminal.



<http://en.wikipedia.org/wiki/Absolutism>

4. You have the supreme **executive power**. In addition, there is no way that laws can undermine your absolute power, **for** you are at the same time the supreme **legislative power**. But even if the laws restrained your absolute powers and if you were judged by the Judiciary, you would never be condemned, for you are also the supreme **judicial power**. Let your ministers be punished for any fault you commit, and then **relieve** them through your supreme right of grace.

2. Divided rule

Some countries reduced the kings' absolute rule by setting a counter-power, a **Parliament** or Courts. In such institutions, the **war-prone nobility** and the **prayer-prone clergy** could have a say, beside the cities and the nascent **bourgeoisie** prone to business and trade. As holders of the country's financial resources, the bourgeoisie were able to set "**checks and balances**" to the King's absolute power by controlling the king's finances. They would provide him with the money he needed only **in exchange for** privileges and immunities (which later would become the civil rights).

In a DR Monarchy, with this counter-power in your hands, you as the Parliament or Courts:

1. **No longer** owe **allegiance** to your king on religious grounds, but on mutually agreed covenants only. **The more** the king spends **the more** he has to release privileges to you. King and Parliament must come to some **consent**. A new ideology legitimates a **right to resist** and deny allegiance to a king who does not **abide by** the covenants.

"The bishop **Jacques-Bénigne Bossuet** (1627–1704), one of the principal French theorists of divine right, asserted that the king's person and authority were sacred; that his power was modeled on that of a father's and was absolute, deriving from God."

("divine right of kings." *Encyclopædia Britannica*.2008. Encyclopædia Britannica Online. 20 Feb.2008
<<http://www.britannica.com/eb/article->

2. Your king may still be superior to common **people**, but not to the **laws**. **Rights and duties** are more **evenly allocated**.
3. You now **check** your king's conduct: the king is **accountable** not only before God, but also before you, the People, who are now setting the **limits of absolute power**.
4. Your **king's executive power** may still have exclusive control over war and peace, international affairs, etc., but is now **subject to control**, **if only** during the periods when the king runs out of resources.

B The economic stagnation and social divide

When it comes to the economic structure, Modern Absolutism was typically an **overregulated economy**, with its **monopoles** exploiting all economic sectors (like imports and exports), and the rigid **corporations** of the workforce in **guilds**. This absence of **economic freedom** and incentives kept the production level below its capacity. Monopoles, licenses, exemptions, privileges of all sorts were granted by royal concession, usually to the nobility and the clergy, the most loyal supporters of the Monarchy in most countries.

Meanwhile, as **free trade** was growing stronger and the new market-economy practices of the rising bourgeoisie were replacing the Ancient Regime's ones, the growth of the economy gave a definite impulse to antiabsolutist trends. This success was possible not only thanks to the alliance between the new trends in politics and economics, but also thanks to the **scientific and technological revolution**, as well as the religious **Reformation**, which further contributed to undermine one the Absolutist's main ideological support, the Catholic Church.

A second typical trait of the Ancient-Regime, and the most visible, was the **unbridgeable gap between the three social estates**: the **aristocracy**, the **clergy** and the **popular stage**. Adscription to aristocracy was made possible only on a hereditary basis, and so too were the highest ranks' adscription in the Church, both estates enjoying large privileges as to power, immunity and independence from and before the king. The people were usually **doomed to** fill the ranks of the worst-off in society, especially in the countryside, where they were under the arbitrary dominion of their lords and abbots.

Glossary Unit 1

Political concepts	Translation
sovereignty: ultimate power in a political system	sobirania
monarchy: unipersonal rule, hereditary government	monarquia
oligarchy: power of the few, government or the best-off	oligarquia
republic: opposite of monarchy, non-hereditary rule	república
empire: rule over other countries through conquest	imperi
totalitarian regime: a kind of autocracy that rules over all aspects of social life	règim totalitari
despotic: synonym of autocratic	despòtic
by the Grace of God	per la Gràcia de Déu
<i>lesa majestas</i> crime: "injured majesty," or crime against a sovereign power	crim contra el sobirà, contra l'estat
not accountable: not liable to be sued, processed or condemned by any power	no imputable, que gaudeix de plena immunitat jurídica
mob rule, or tyranny of the majority: expressions invoked -often rhetorically- against a democracy by those who oppose it.	govern de la xusma, del populatxo
executive power: enforces and carries out the laws made by the legislative; the real power	poder executiu; el poder polític de debò: de dirigir, de prendre decisions,
legislative power: makes the laws according to the constitution	poder legislatiu: fa les lleis d'acord amb la constitució
judicial power: applies the laws when a conflict arises and grants the rights	aplica la llei en els casos de conflicte
Parliament: the political institution that makes laws	Parlament
nobility: the nobles, the (hereditary) aristocracy clergy: the body of ordained religious, as different from the laity bourgeoisie: urban middle class traders and businessmen	noblesa, aristocràcia hereditària clergat: el conjunt dels membres ordenats d'una comunitat religiosa burguesia: classe mitjana urbana dedicada al comerç i negocis
'checks and balances': mutual control of political powers, synonym of 'separation of powers'	control i contrapès del poder executiu
allegiance	lleialtat, obediència
guilds: medieval associations (of merchants or artisans), organized to protect the interests of its members	gremis, corporacions

Idioms, phrasal verbs and vocabulary	Translation
by and large	en general, en conjunt
milder: comparative of superiority of mild	suau, tou
That's the reason why	per aquesta raó
arose: single past of arise (the Absolutism from which democracy arose)	sorgir (de)
dividing line	línia divisòria
on grounds of: by virtue of, on account of	per virtut de, gràcies a
sacrilege: the violation or profanation of anything sacred or held sacred	sacrilegi
by virtue of	per virtut de, gràcies a
whereas	mentre que
for (for you are the supreme legislator)	perquè, ja que
reprieve	indultar, commutar una pena
war-prone	inclinat a la guerra
prayer-prone	inclinat a l'oració
in exchange for	a canvi de
no longer	ja no, d'ara endavant no,
the more... the more...	com més..., més...
abide by	romandre fidel a, complir amb
evenly allocated	distribuïts més equitativament
if only	almenys, si bé només
when it comes to...	quan es tracta de...
meanwhile	mentrestant
unbridgeable	impossible de superar, insuperable
doomed to	condemnat a

Activities Unit 1

Activity 1. Look at the following statements and decide if they fit the definition of Absolutism (Abs) or Divided Rule (DR) (circle the correct answer), or both (circle both)

- 1 The **more** the king spends **the more** he has to release privileges to you Abs DR
- 2 Attempting against the king is a **sacrilege** Abs DR
- 3 Subjects **no longer** owe **allegiance** to the king on religious grounds Abs DR
- 4 The king's **Rights and duties** are more **evenly allocated** Abs DR
- 5 Subjects have only **duties without rights** Abs DR
- 6 The king will never be condemned, as it is the supreme **judicial power** Abs DR
- 7 The **king** has exclusive control over war and peace, and foreign affairs Abs DR
- 8 The king assumes all three political powers without any restriction Abs DR
- 9 The subjects have a right to resist the king if he violates the covenant Abs DR

Activity 2.

A) Read carefully the points 'Absolutism' and 'Divided Rule', and then write their differences in the table below (watch out that both parts of the line are actually different). Pair work

Absolutism	Divided Rule

B) Check your answers with another group near yours

Activity 3.

A) What would you do if you were an Absolute Monarch? Write down some notes

Linguistic structures:

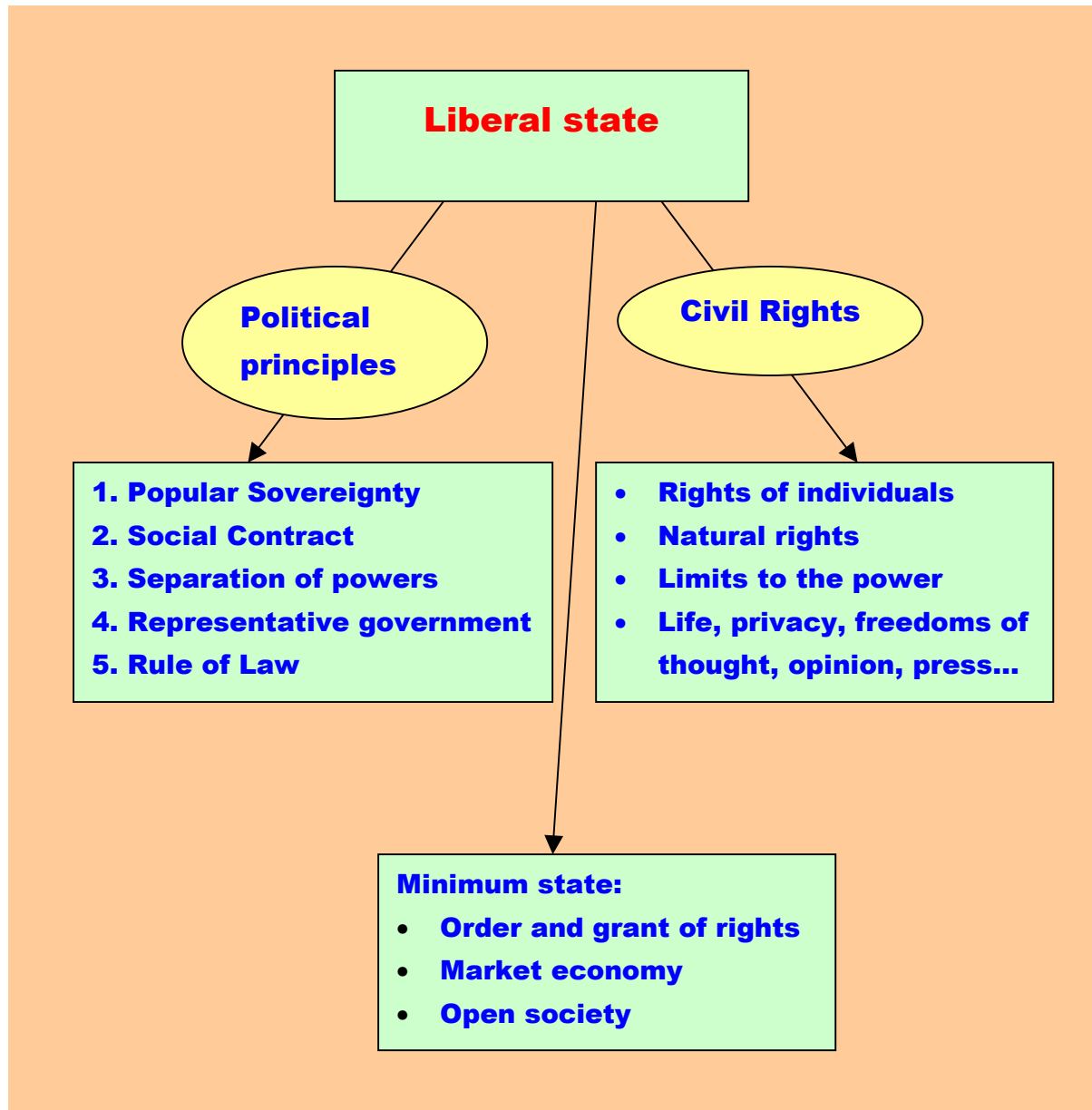
"If I were an absolute king **I would...** decree / order / make (or suppress) a law / that would...
oblige / forbid / give permission / everyone (or some) to...

B) Imagine a rebellion against you is under way. What would you do?

"If a rebellion against me is already under way, **I will...** negotiate / crush it / give in / flee

Unit 2 The liberal state

Unit's schema



Concept

The liberal state is developed from the **Divided Rule** regime but contains many other principles and values which opposed the Absolute power's principles stated by Macchiavelli's *The Prince*. But **none of them** is **democracy** as the people's rule. **As a matter of fact**, from the point of view of 17th and 18th century philosophers, **democracy was suspected as a form of despotism**, "the tyranny of the majority", potentially worse than representative governments, including monarchy. The liberal-state most important principles are as follows. All of them were essential to modern republicanism in our present-day democracy: (1) **popular sovereignty**, (2) **social contract**, (3) **separation of powers**, (4) **representative government**, (5) **rule of law**, (6) **freedom, legal equality and civil rights**, (7) **minimal state**, (8) **market economy**, (9) **engaged, well-informed and active citizenship**. On the downside, there are negative points **as well**, in particular, (1) **social division** in economic terms and (2) **limited suffrage**.

A) Political principles (a sample)

- 1 The new republican governments set in France and the US relied on the principle of **popular sovereignty** (set up by J.J. Rousseau) that the supreme power (sovereignty) relies not on a unique person (the king), but on the people. So the supreme power shifted from the monarch to the people. **This principle states that** only the **citizens as a whole** (the social body) hold the ultimate power. Therefore, kings, legislators and the government **are under their authority**, not above. Only the people's consent **legitimizes** any power the people. **The moral reason is that** the power is exerted on adult **free and equal persons**, able to govern themselves, not on children or non-rational beings. **The principle also relies on practical reasons:** the ruler just cannot rule forever against the people's will, it needs their cooperation; therefore, it must negotiate the limits of its power in order to be able to rule them.

The Beheading of Charles I



Charcoal on Arches Cover 32 x 48

- 2 Politics can no longer be defined in a **top-down power direction**, from power to subjects. Now it is defined as **horizontal direction**, in a **social contract**, a mutual agreement **among citizens** (the sovereign) to **comply with** some basic rules. This **comes down to state** a set up a right to remove any tyrant or despotic power who might try to rule against the people's will. Many 17th and 18th century **philosophers** helped to formulate **both principles (popular sovereignty and the social contract)**: John Locke, Thomas Hobbes (who considered war the natural state of men), Jean-Jacques Rousseau, Immanuel Kant (who also stated the principles of an International Organisation) and others developed these ideas that were essential to the French and American liberal revolutions

3 **Separation of powers** was Montesquieu's contribution to the **political liberalism** of the new age. It states the principle that in order to protect civil rights and grant the government accountability, all three powers, **executive, legislative and judicial, must be separated**: held by different and **mutually independent** institutions and political actors, never to be concentrated in the hands of the king's or the person's in charge. This entails a complex government where **particularly the executive, the actual power, is doubly checked** by the action of the Parliament and the Courts of Justice. The executive must (or should) submit firstly to the laws arising from the legislative, and secondly to the **warrants and rulings** of courts. In other words, it is limited *a priori* by the laws, which set clear limits to its action, and *a posteriori*, in case it flouts the law, by the judiciary.

4 The liberal state is the only one where the **rule of law** is effective and where the political supremacy is held by the **legislative**, as, not only the **executive**, but also the **judiciary** are limited by laws. By contrast, in the **democratic liberal state** and the Welfare state, it is the executive that holds sway above the other two. No wonder a prominent member of the Spanish government (Alfonso Guerra) proclaimed in the 1980s "Montesquieu is dead".



Alfonso Guerra, vice-president of the socialist government during the 1980s

(Photo: <http://turan.uc3m.es/uc3m/inst/MU/>

publicaciones/Madrid/bio_alfonso_guerra.html)

5 **Representative government** or indirect government is the consequence of the fact that in a **modern state** the people cannot directly govern themselves, given its geographical dimensions and **scattered** population. The direct or assembly democracy of **Ancient and Modern times** was effective only for city-states (polis), not for larger political institutions as modern states were (France, England, Sweden, etc.). It is impossible to gather a state's population every week or month to discuss and make decisions about any affairs of public interest. No doubt a reduced number of people can do the job more efficiently, provided that they really represent the people's views. This introduces an inevitable **political divide** between the **people** and their **representatives**. However, it is the only way a nation can be governed nowadays. Let's remember John S. Mill as the one who set up this principle in the 19th century.

"A man of liberal mind, Juan de Mariana argued that the overthrow of a tyrant was justifiable under certain conditions. With the assassination of Henry IV of France in 1610, there was an outcry in France against Mariana for supposedly having instigated this **tyrannicide**."

"Mariana, Juan de." *Encyclopædia Britannica*. 2008. Encyclopædia Britannica Online. 21 Feb. 2008

Civil rights

During the late 18th and early 19th centuries the belief that **civil rights are natural rights** and are above political changes, spread throughout Europe. They set strict **conditions to political authority**: they would legitimate any power only in so far as it respects them, and would outlaw it in so far as it **tramples over** them, **thus giving** the subjects a **right to rebellion** or even to **tyrannicide**. This right was proclaimed by the murderers of Caesar, the nascent tyrant of Rome (in particular by Brutus, **Caesar's lover's son** and his political protégé).

Civil rights, the rights of individuals, are the “natural” possession of people and a **barrier against political power**. They protect against power abuse and draw the line where political power must **stop or lose its legitimacy**. Nevertheless, in exceptional circumstances, it can **suspend** some of them, as well as **whenever** other civil rights or common goods?? are in danger, for instance **press freedom** might give in when it conflicts with the **right to privacy**. Typically **civil rights protect personal goods??** such as life, freedom, property, privacy, freedom of thought, press or religion, juridical rights (such as the right to a fair trial, to an impartial judge, to the presumption of innocence, to *habeas corpus*, etc). (For a detailed list, see UDHR.)



As to individual **freedom of thought and action**, the liberal state protects the former with little restraints, especially it protects free opinion **against the power**, as freedom of thought is the guarantee of a **free debate** and condition of **public decision-making**. Political liberalism arose in the 17th century's wars on religion, through which Protestants won their right to have and practice their own religion, **regardless of** the government in charge or of the dominant religious faith. But **it is not the case** with **freedom of action**, more subject to control because **action** may be much more **dangerous** than thinking.

The 19th century British

philosopher J.S. Mill set the **dividing line between freedom and control** by allowing public control only when other people's rights **are in jeopardy**, but outlawing it when it affected the interest of the actor only, and nobody else's.

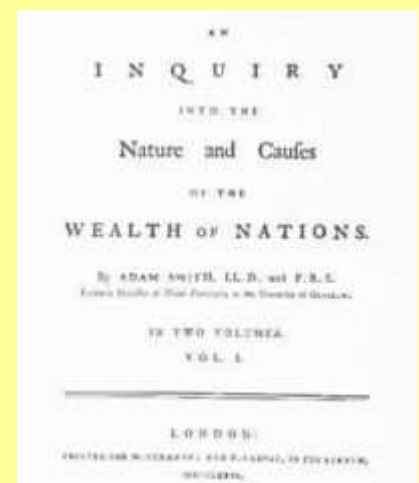
Harriet Taylor, Mills wife and an early suffragette. http://en.wikipedia.org/wiki/JS_Mill

B) Social and economic aspects

When it comes to **social and economic** matters, the **liberal state is different and opposite to Absolutism**, is the

Miquel Costa

IES Bisbe Sivilla. Calella



First page of the *Wealth of Nations*, 1776 London edition.
http://en.wikipedia.org/wiki/File:Adam_Smith_Wealth_of_Nations_1776.jpg

reign of **market economy** (aka as *laissez-faire* economy) and **freedom** in matters of opinion, belief or customs. Regarding economics, the liberal principle is the idea of a **minimum, non-interfering state**, so that it is proclaimed that the **economy gets its best results when goes on its own**. The state should do essential roles only: protecting the state's security and law and order, granting free market rules, preventing the rise of any monopoly or **oligopoly**, enforce the law and punish impartially any infractions. Society itself, not the government, should care for the rest.

But **remember**: both liberties, economic (nowadays stressed by conservative liberalism), and social (the banner of leftish liberalism), are inseparable if modern democracy is to be maintained against **right and left totalitarianisms**, for the **core ideas** of liberalism are **free market** and **individual freedom**.

Glossary Unit 2

Political concepts	Filòsof	Translation
popular sovereignty (≠ unipersonal)	Rousseau	sobirania popular
social contract: legitimacy on consent of the subjects	Hobbes, Rousseau,	contracte social
separation of powers: independence from one another	Montesquieu	separació de poders
freedom, legal equality and civil rights	Locke, Rousseau	llibertat, igualtat jurídica i drets civils
representative government (≠ direct or assembly government)	Kant, J.S. Mill	govern representatiu
rule of law: impersonal, prefixed, with no exceptions (≠ personal rule)	Kant	estat de dret, imperi de la llei
minimal state (≠ state interference in social life)	Locke,	estat mínim
market economy (≠ overregulated)	Adam Smith	
citizenship: rational conduct, focused on the common good, participative, watching	Kant, Rousseau,	
social division: class differences as to economic power and social status	divisió social: per raó de diferències econòmiques i socials entre classes	
limited suffrage, also limited franchise (≠ universal suffrage or universal franchise)	sufragi censatari	
Republic (≠ Monarchy, despotic regime)		
legitimacy: what gives any political power authority to rule over a population. Usually, popular consent		
top-down power direction: coercion		

horizontal direction: cooperation	
political liberalism (≠ Absolutism)	
warrants and rulings	ordres i directrius
judiciary: the judicial power	el poder judicial
political divide	divisió política
natural rights: (≠ conventional rights) they are above human agreements or positive Law	drets naturals
right to rebellion	dret a rebel·lar-se contra un poder despòtic
tyrannicide: the murder or a tyrant	tiranicidi
protégé: person under the protection of someone interested in his promotion (particularly political)	protegit
press freedom	llibertat de premsa
right to privacy	dret a la intimitat
monopoly: market situation produced when only one seller controls prices	
oligopoly: control of market by only a few sellers (see monopoly)	oligopoly
right and left totalitarianisms: respectively fascism and communism	totalitarismes de dreta i esquerra

Idioms, phrasal verbs and vocabulary	Translation
none of them	cap d'ells
as a matter of fact	de fet, en realitat
as well (there are negative points as well)	així mateix, també, igualment
this principle states that... [definition]	aquest principi afirma que...
moral reason (the moral reason is...) [justificatory argument]	la raó d'això és
practical reason (relies on practical reasons) [practical argument]	
top-down relationship: from power to subjects	de dalt cap avall
comply with	complir, acceptar voluntàriament
this comes down to state	això significa, això és tant com dir
This entails a	això implica
In other words	dit d'una altra manera
<i>a priori</i>	<i>a priori</i> , abans, de forma prèvia
and <i>a posteriori</i>	<i>a posteriori</i> , després, posteriorment
flouts the law	saltar-se la llei, incomplir-la
as, not only the... but also...	ja que, no solament el... sinó també...
By contrast,	D'altra banda, contràriament
holds sway: have a controlling influence, dominate	dominar, tenir el control
No wonder a...	No és estrany que...
scattered population	població dispersa
No doubt	Sens dubte
it is the only way a nation...	no hi ha altra forma que una nació
in so far as...	en la mesura que...
trample over (something)	trepitjar, no respectar
thus giving	donant així
Caesar's lover's son	fill de l'amant de Cèsar
suspend (civil liberties): under a state of emergency the government can deprive the citizens of some liberties	suspendre
whenever	sempre que, tota vegada que
<i>laissez-faire</i> : (French) let do, don't interfere	deixar fer
aka: also known as...	conegut també com...
are in jeopardy	estan en perill
regardless of	al marge de, sense tenir en compte
it is not the case with...	aquest no és el cas amb
core ideas of	les idees centrals
affirmative action: preferential treatment given to applicants from socio-politically disadvantaged groups (typically women and minorities)	discriminació positiva

consumers	consumidors
-----------	-------------

Activities Unit 2

Activity 1.

a) Revisiting prior knowledge and glossary:

What do you remember about the notions of "Sovereignty", "the 3 political powers", "civil rights", "Western historical stages", "origin of democracy", "definition of democracy and autocracy"...

b) Fast-reading previous activity.

1. Look at the following list. There are 3 words/phrases that do not appear in the text below. Before reading, guess which these words/phrases are, and circle them.
2. Cross the words in the list that do not appear in the text below.
3. Check the results: how many have you guessed?

List: legitimate, tyrant, in particular, protégé, juridical rights, housing, draw the line, fair trial, spread, affirmative action, in so far as. .

Civil Rights (Unit 2, B)

During the late 18th and early 19th centuries the belief that **civil rights are natural rights** and are above political changes, spread throughout Europe. They set strict **conditions to political authority**: they would legitimate any power only **in so far as** it respects them, and would outlaw it in so far as it **tramples over** them, **thus giving** the subjects a **right to rebellion** or even to **tyrannicide**, a right proclaimed by the murderers of Caesar, the nascent tyrant of Rome (in particular by Brutus, **Caesar's lover's son** and his political **protégé**).

Civil rights, the rights of individuals, are the "natural" possession of people and a **barrier against political power**. They protect against power abuse and draw the line where political power must **stop or lose its legitimacy**. Nevertheless, in exceptional circumstances, it can **suspend** some of them, as well as **whenever** other civil rights or common goods?? are in danger, for instance **press freedom** might give in when it conflicts with the **right to privacy**. Typically **civil rights protect personal goods??** such as life, freedom, property, privacy, freedom of thought, press or religion, juridical rights (such as the right to a fair trial, to an impartial judge, to the presumption of innocence, to *habeas corpus*, etc). (For a detailed list, see UDHR.)

Activity 2. Set in the correct order the words of the following statements

1. is Divided Rule from developed liberal state the regime The
2. legitimates the people's consent any the people Only power over
3. legislative separated three powers, All executive, must and judicial, be
4. impossible week a state's It is population to gather every
5. his lover's son Brutus and was political protégé, Caesar's

Activity 3. Reading, definition and justification.

Read carefully point (A), Political principles, (1) 'Popular sovereignty' and

- a) write down the definition of the principle stated here
- b) underline on the text the justification of this principle

Activity 4: Cause-effect reasoning.

Read carefully point (A), Political principles, (3) 'Separation of powers' and

-Remark the consequences arising from the principle, in order; take notes of them

Activity 5. Contrasting and reasoning

Read carefully point (A), Political principles, (5) 'Rule of Law' and

- a) Contrasting. Indicate in a double column table the differences between States and City-states
- b) Reasoning: which are the reasons in favour of representative government. Write notes

Activity 6. Match the words in column A with the words in column B

A	B	A-B
1. popular sovereignty	a. Machiavelli	1-
2. separation of powers	b. Kant	2-
3. direct democracy	c. Hobbes	3-
4. representative	d. Rousseau	4-
5. war as men's natural state	e. Ancient Greece	5-
6. the prince	f. Montesquieu	6-
7. concentration of powers	g. J.S. Mill	7-
8. International Organisation	h. Alfonso Guerra	8-

Activity 7. Contrasting and opinion.

Read carefully point (A), 3rd paragraph about freedom of thought and action and

- a) Contrasting. Set in a two-column table the differences between the freedoms of thought and action
- b) Opinion: do you agree with Mill's difference between both rights?

Activity 8. Identification and prediction. Relating theory with everyday life.

Read point (C) 'Social and economic aspects' and write below the answers

- a) Mention some today's big companies, that could disturb the free market rules
- b) Describe how they affect the rights of consumers (short list of consequences)

Unit 3 The democratic liberal state

This regime arises naturally from the liberal state. Indeed, it has the same characteristics as this, with only one difference: while in the liberal state the right to vote is limited (**census-suffrage**), in the democratic liberal it is universal. First it was **universal for all men**, rich and poor, by the end of the 19th and early 20th century in



Europe and America; later it became **universal for men and women and minorities** alike. The former change was an effect of the struggle for **political rights** carried out by labour parties and **unions**; the second came about through the **suffragists'** movement, which among its pioneers included the British philosopher J.S. Mill who, during his term as **MP**, was the first to raise the question of women's vote to the Parliament, **to no effect**

(the attempt failed by 179 votes to 73, and was approved only in 1928 in the UK. And **the latter** through the minorities Civil rights movement.

Source: National Archives. ARC Identifier: 542010

Political rights.

The democratisation of the liberal state took place through the **universal franchise** (or universal suffrage), the most **basic** political right together with the equal **right to run for elections** (to be eligible for any political offices). Because the purest democratic principle is the plurality (or majority) principle: that political decisions should be approved by the majority of the people (although Aristotle believed that democracy's particular way of appointing officers was selection by lot. Nevertheless, It **came into effect** in conjunction with other essential political rights: the **right to political association**, which allowed the setting up of mass-parties **along the lines of** social classes or national identity; the **right to rally** (to hold public meetings), and **to demonstrate**. All have as a **common goal** to protect the parties' interests, ensure their rights to meet, organise, choose their own representatives, make **proselytism** and propaganda campaigns and divulge their doctrine. But the ultimate goal of political rights is to grant the essential traits of modern democracy: the **multiparty system** or political pluralism.

Anyway, the **democratic liberal state** tried to keep the particular traits of the **liberal state** as far as the civil and economic freedoms and liberties are concerned. So it remained faithful to the central notion of the

minimum state, limiting its function to granting the security and order, the civil rights and the rule of law, and the repression of crime. The results of both regimes were a **mixed sum of success and failure**. On the one hand they unleashed an **unknown economic growth** in 19th century Europe



and America, together with a considerably **long peaceful period**; **on the other hand** it sowed the seeds of the dramatic events of the 20th century: **economic and social inequality** spread discontent and **outrage** everywhere, and in continental Europe the weakness of this regime failed to resist the nascent **totalitarian regimes** of far left- and right-parties.

Glossary: Unit 3

Political concepts	Translation
census-suffrage: (≠ universal suffrage) suffrage is available only for and male adult proprietors, liberal professionals and civil servants	sufragi censataru
universal franchise (also universal suffrage): equal rights for all citizens to vote	sufragi universal
political rights: universal suffrage, right to vote and be voted in any elections, right to associate, to rally and to demonstrate	drets polítics: sufragi universal, dret a elegir entre diverses alternatives i a ser elegit, drets d'associació, reunió i manifestació
unions (also trade unions): organisations of workers to promote and protect their interests	sindicats de treballadors
MP: member of the Parliament	diputat
suffragette: a strong supporter of women's right to vote, especially in UK (United Kingdom)	defensor/a del dret de vot de les dones al Regne Unit Durant els segles XIX i XX
proselytism: public activity intended to convert followers to another political or religious doctrine	proselitisme: activitat orientada a aconseguir nous adeptes a una doctrina religiosa o política
multiparty system: the diversity of parties that ensures that all social groups are represented	sistema multipartidista, pluralisme polític

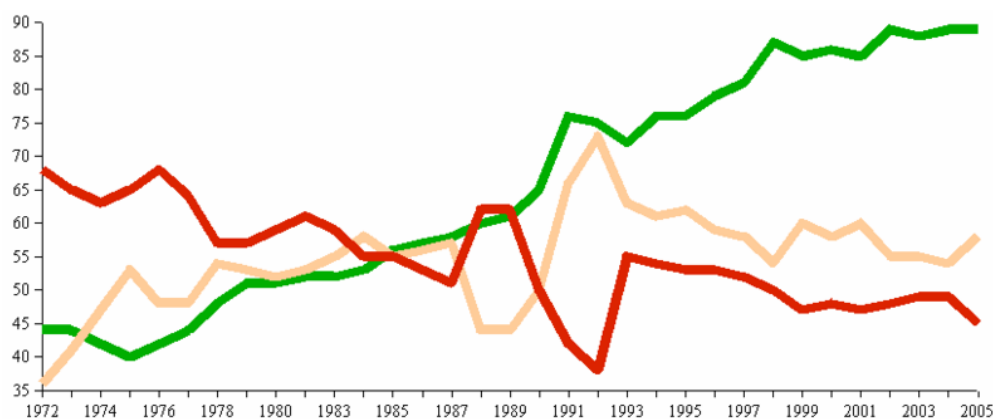
Idioms, phrasal verbs and vocabulary	Translation
struggle	lluita,
carried out (phrasal verb: carry out)	dur a terme, efectuar
the former... the latter	el primer... el segon/l'últim
to no effect	sense resultat, sense èxit
come into effect	ser efectiu, tenir eficàcia jurídica
along the lines of	d'acord amb la...
anyway	de tota manera
as far as... are concerned	pel que fa a...
mixed sum of success and failure	una mescla d'èxits i fracassos
on the one hand... on the other hand...	d'una banda... d'altra banda...
outrage	indignació

Acronyms	
UNO: United Nations Organization	ONU
UDHR: Universal Declaration of Human Rights (1948)	DUDH

ECHR: European Covenant of Human Rights (1950)	CEDH
aka	also known as
WW1: First World War	La Gran Guerra, La Primera Guerra Mundial

Activities Unit 3

Activity 1. Previous to reading the Unit. Prediction.



Source: Freedom House, in <http://en.wikipedia.org/wiki/Democracy>

Look at the graph. Discuss with your partner the following questions

- What do the axes represent?
- What do the red, brown and green lines represent?

Activity 2. Description. Use of language. Pair work

Look at the 1st picture in this Unit 3.

- describe** what you see
- explain** why they are demonstrating

Activity 3. Analysis of social changes and causes. Pair work

Read carefully the 1st paragraph of this Unit

- describe** the evolution mentioned there
- enumerate** the causes of it in the 1st paragraph of Unit 3

Activity 6. Reading and comprehension. 4-group work.

The election this weekend will be neither free nor fair, and the West should say as much

AN ELECTION, as the word implies, must offer a choice. Yet there is no real choice for voters among candidates for the Russian parliament on December 2nd. So this is not a genuine election, and its results will be largely **meaningless**. Thanks to arbitrary rule changes, the state's monopoly grip on the broadcast media and the harassment and arrest of even **insignificant** groups of protesting opponents, United Russia, the pro-Kremlin party with President Vladimir Putin now at its head, will win by a mile. (...)

Failure to denounce this weekend's sham election would serve only to **discredit** the West and **dishearten** those brave Russians who still hope for a democratic future.

(The Economist, Nov 28, 2007)

A, Reading and interpreting the meaning of new words. Pair work

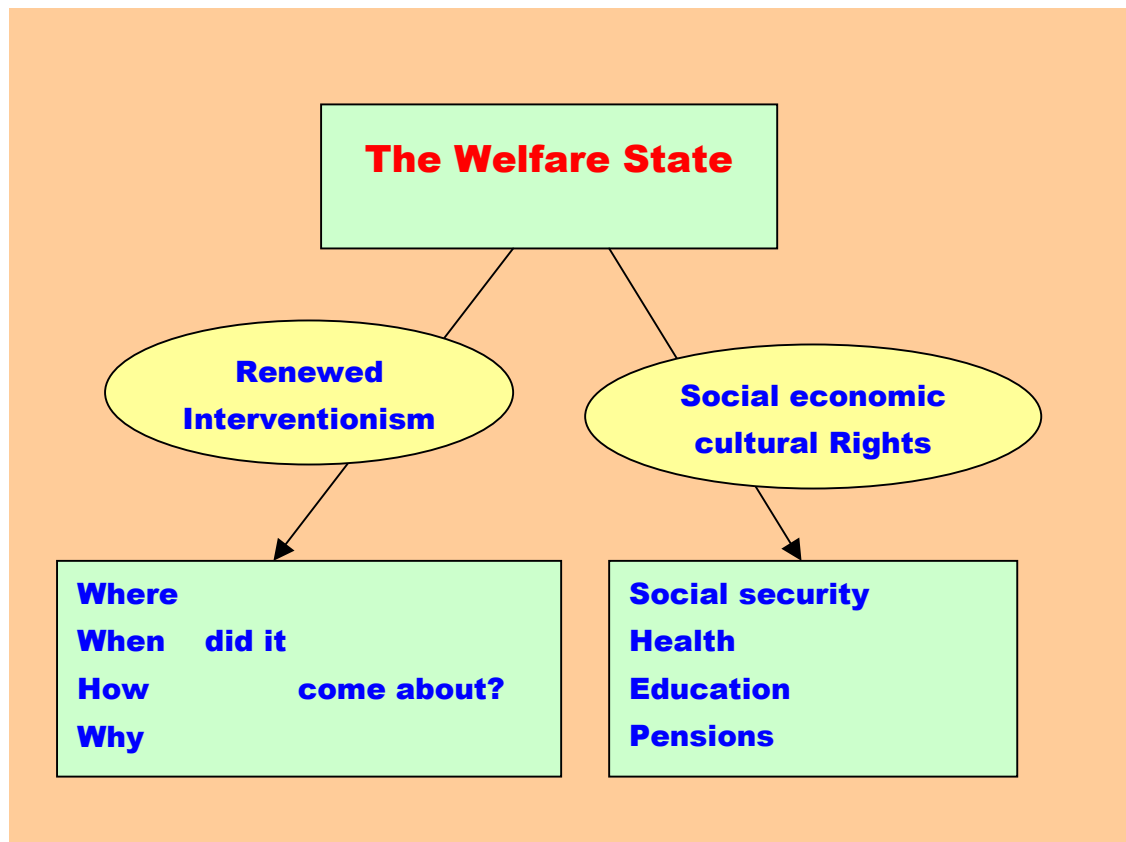
- a) Read the text above and underline the words you don't know
- b) List them and compare your group-list with the other groups
- c) Explain the others the meaning of the words you know and they do not
- d) Use word roots to define the terms in bold letters
 - meaningless**
 - insignificant**
 - failure**
 - discredit**
 - dishearten**
- e) Guess the meaning of the following expressions and translate them into Catalan
 - the election... will be neither free nor fair**
 - the West should say as much**
 - Putin will win by a mile**

B. Comprehension. Pair or 4-group work

- a) Summarize in one sentence the central idea of the text and compare your summary with your partner's
- b) Say the reasons why the election is likely to be "neither free nor fair" (underline them in the text)
- c) This article was published one week before the elections took place. Say which party you think won the poll and the percentage it got

Unit 4 The Welfare or Nanny State

Unit's schema



Description

Initially in the US (Roosevelt's **New Deal**) during the 1930s, and later in Western Europe after **WW2**, the **Welfare State** (WS) introduced a set of new **political institutions** and **human rights** compared with the liberal and the democratic liberal state. In part its origin was due to the aspiration of the **worse-off** to **have a share in**



the wealth produced by the *laissez-faire* capitalism; in part it was due to economic troubles (in particular 1929's **Great Crash** and the **Great Depression** that followed) caused by **the very same system**. The Welfare State carried out a **peaceful reform** of political and economic structures in order to **meet the goals of social justice**. During the period running from 18th to 20th centuries the idea of **Justice** had set up (1) the basic or essential civil and (2) political rights. It was the role of the Welfare state to set up **social-rights schemes** for future decades.

Franklin D. Roosevelt Library

The Welfare State **relies on** the convention that the goals of **social justice** can only be achieved through much more **government interventionism** in social and economic matters. It **calls for** a new **political interference** over the social, economic

Miquel Costa

IES Bisbe Sivilla. Calella

and cultural life, in order to grant at least **equality of opportunity** for all, **regardless of** their social or economic background. **In other words**, by contrast with the liberal principle of **minimum interference**, now the **mantra** is that society and economy on its own cannot grant social justice or equality for all. Therefore, it should be implemented by government policies and funded by the better-off (through a progressive taxing-system), on grounds of a spirit of solidarity: the **more skilful, adult, stronger, richer, and healthier** people must provide for the well-being of the **less skilful, underage, older, weaker, poorer and sick**; so that the rights of the latter are no longer protected and by civil-society networks, but by the state, the **Nanny State**.

Social, economic and cultural rights

During the second half of the 20th century many new forms of **government intervention** arose to implement the **social-economic-cultural rights**: not only the **welfare institutions** (in essence: **health, education, pensions and caring for the destitute**), but also many others which assumed other aspects of social life, such as the following:

- (1) At the **economic** level, the essential economic resources and services were nationalised or participated by the state (particularly in continental Europe, not so much in Anglo-Saxon states): **energy, communications, modes of transport** (by air, rail or sea), **heavy industry**, even **banking and financing**. New state **monopolies** arose out of this ambitious scheme of de-privatisation over the post-war years.
- (2) But the state also became an important actor playing a decisive role in **cultural matters**, setting up state-funded (and controlled) mass-media, sponsoring and subsidising social and cultural activities (museums of all sorts, cultural heritage, natural environment). **This is not to say that** the market-economy disappeared completely, but that a sort of mixed economy (government and private) was the typical trait of the age.

The Welfare state was committed to provide their citizens with **happiness and well-being**. And not only moderate left-wing (**social-democrat**) parties **were keen on** this model, but also moderate right-wingers (**Christian-democrat**), **in such a way that** reaching a new **consensus** or "social contract" between the main parties and governments was easy. The new consensus could **boast** of an impressive success, especially during the 1950s and up to the 1980s. All measures of quality-of-life standards went up: **life expectancy, health, literacy, average income, lesser social and economic differences, salaries, pensions and other labour benefits**: **all in all**, evidence that state-regulated economies **coped much better** than **Darwinian** (wildly liberal) ones.

The **downside** of interference, according to the critics of the welfare-state, is a double-effect unexpected consequence: (1) the way it affects **individual freedom, autonomy** and **responsibility**. The new consensus **has it that** the state will provide for



all your needs, and you can **bask in** the warmth of the Nanny state (and not worry about anything), but at the expense of a new wave of paternalism: **strong paternalism**. The **old-style liberal** sense of self-commitment, independence of mind and initiative is **on the wane**, or at least discouraged. However, this criticism is not quite pertinent to **Anglo Saxon countries**, as they were the first to dismantle social-welfare institutions, also (it should be added) because it **is more in**

keeping with their liberal tradition.

And (2) the marked increase in civil servants and bureaucratic machinery necessary to implement welfare services, which produced high budgetary deficits as the logical effect of the WS's success: the more services the government provides, the higher the pressure on tax-payers, with the sequels of budgetary pressure, growing public debt, economic stagnation and **eventually** recession. Only a few could foresee the **crisis that was about to happen**; but that is another question.

Glossary: "Introduction"

Political concepts	Translation
New Deal (US, Roosevelt 1933), Fair Deal (US, Truman 1950s)	Nou pacte, Tracte just
Welfare State (UK, 1948)	Estat de benestar (aquesta és l'expressió usual)
social justice: distributive justice	justícia social o distributiva
social-rights schemes: social insurance, comprehensive health-, education-, pension- and many other socioeconomic services.	plans per fer efectius els drets socials: seguretat social, sanitat, educació gratuïta, sistema públic de pensions...
government interventionism: the government taking on social or economic areas previously attached to the civil society.	intervencionisme estatal en àrees abans assumides per la societat civil
equality of opportunity (≠ economic or income equality, but also ≠ caste hierarchy): involves public services of welfare state.	igualtat d'oportunitats (igualtat econòmica o d'ingressos i també ≠ desigualtat estamental)
equality before the law: juridical equality necessary for effective equality but not sufficient (need for equality of opportunity).	igualtat davant la llei: igualtat jurídica, que es complementa amb la igualtat d'oportunitats
Nanny State: Welfare State. The phrase stresses the paternalistic, benevolent aspect of it.	Estat-dida: Estat de Benestar
heavy industry: coalmining, ship-building	indústria pesada: mineria, drassanes
modes of transport	mitjans de transport
social-democrat parties: left-of-the-centre	socialdemòcrata
Christian-democrat parties: right-of-the-centre	cristianodemòcrata
consensus: agreement	acord, consens
strong paternalism: the government takes on responsibility on the citizens' life without and even against their consent	paternalisme fort

Idioms, phrasal verbs and vocabulary	Translation
worse-off: the lower class (≠ well-off: those in the upper class)	la classe amb menys poder adquisitiu; els que estan pitjor (≠ benestants)
have a share in	participar de
the very same system	justament el mateix sistema
meet the goals	complir els objectius
relies on	es basa en
call for	requerir, demanar, reclamar
regardless of	amb independència de
In other words	dit d'una altra manera, amb altres paraules
mantra: slogan, word or phrase used to represent a doctrine or principle	eslògan, mantra, cantarella
this is not to say that...	això no vol dir que...
is intent on, (be intent on): resolved, determined	pretén,
in such a way that	de manera que, de manera tal que
were keen on (be keen of)	ser entusiasta de
boast of (boasted of an impressive success)	estar orgullós de, presumir
all in all	tot plegat
cope (coped much better)	funcionar, sortir-se'n
the downside (≠ the upside): a negative result	el defecte de, l'altra cara (negativa) de
the upside (≠ the downside): a positive result	la part bona, el costat bo
has it that (The new consensus has it that the state...)	diu que, afirma que
bask in	escalfar-se al sol
be on the wane (independence of mind and initiative is on the wane)	anar de baixada, perdre importància,
was more in keeping with (it was more in keeping with their liberal tradition)	això està més d'acord amb

Acronyms	
WS	Welfare State
WW2	the Second World War

Activities Unit 4 The Welfare State

Activity 1. Activating prior knowledge

A) Activating prior knowledge

- Say what the initials WS mean, and give a definition of the notion?
- Think of services in your town which are provided for by private (cross them) and public (circle them) services as those listed below, and others... Cross the private and circle the public (and cross-circle those which can be both)
- Say what is the service they provide (for instance, restaurants provide customers with cooked food)
- Two of the items in the list are not service-providers: guess which?

football clubs courts of Justice

 banks

 charities schools farms

 shops

supermarket car-makers restaurant

 hospitals city-councils air

 TV&R .

broadcaster railway church

 companie Prisons

B) Revisiting previous knowledge. 3-Group work

- contrasting Welfare/Liberal state
- specifying means and benefactors/benefited

Activity 2. Causal reasoning. Pair work

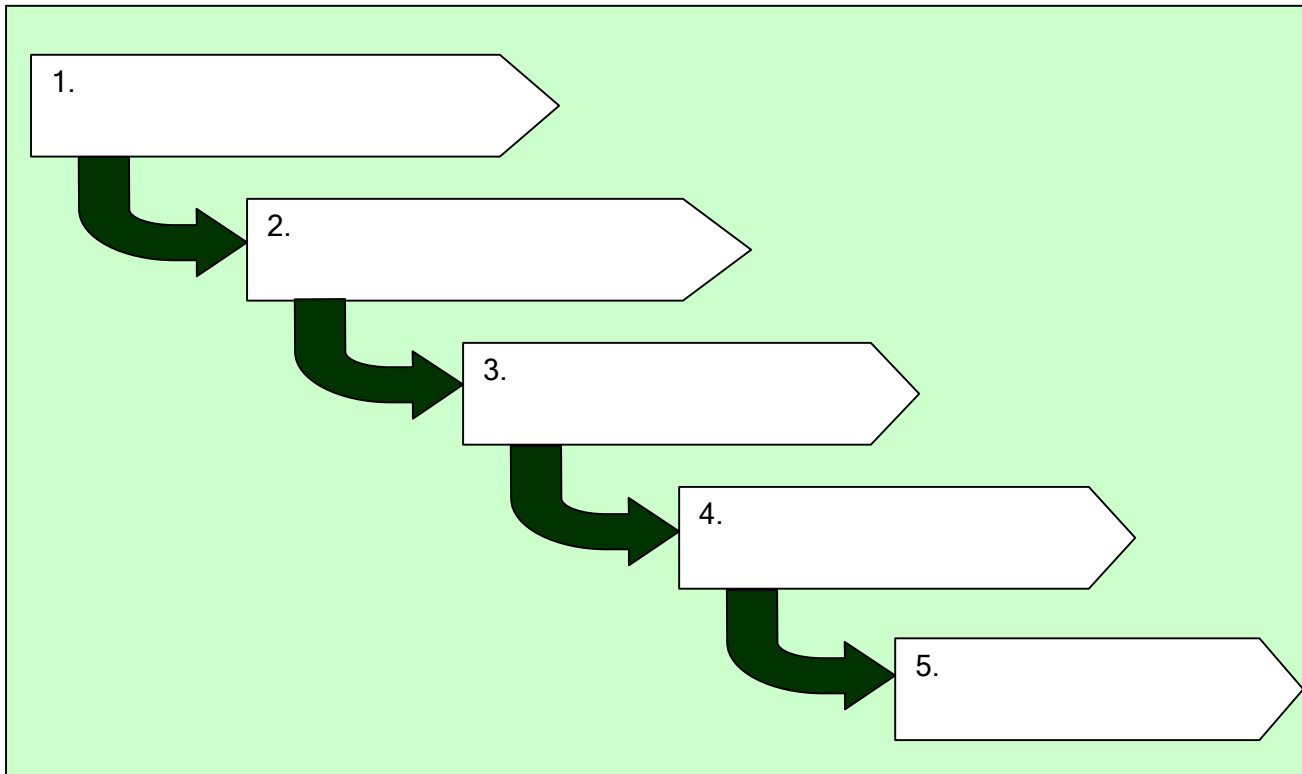
Read the 1st paragraph of Unit 4.

- describe** the origin and extension of the WS
- analyze** the causes of it

Activity 3. Sequencing a cause-effect set of stages.

Set the following cause-effect stages in due order on the flow diagram

- a) growing debt
- b) economic stagnation and recession
- c) social justice claims
- d) setting up of WS schemes
- e) increasing tax burden



Activity 4. Creative thinking, advancing hypothesis. Completing stages. Predicting. 4-Group work

- a) suggest a hypothesis why stage (3) causes stage (4)
- b) set the missing steps between (3) and (4)
- c) predict what is likely to happen after (5)
- d) what remedy would you set forth to overcome (5)

Activity 5. Concept understanding.

Cross out the wrong word in the following sets

- a) welfare state / social rights / 19th century / social insurance
- b) strong paternalism / sense of responsibility / looking after destitute / restrictions of freedom
- c) regulated economy / free trade / monopoly / public services
- d) right to vote / right to food and housing / right to education / right to medical care
- e) social-democrat / fascist / Christian-democrat / moderate parties

Activity 6. Reading and comprehension.

Read the text below and answer the questions

- underline** the words you don't know
- translate** into Catalan the idioms in purple colour
- what does the text provide: a reasoning, a prediction, a definition or a classification?
- which party in Catalonia fits the idea of a 'Christian democrat' party: PSC/CiU/PP/ERC/IC? (circle the correct one)

“**Christian Democracy** is a political ideology and movement that began **in large measure** as a response to the *anti-Christian and anti-cultural nature* of the French Revolution and Marxism on the one hand, and the *anti-worker and anti-social nature* of Social Darwinism and laissez-faire capitalism on the other. (...) **Broadly speaking**, Christian Democracy is a form of what today is sometimes called communitarianism, **i.e.** Christian Democracy focuses on the health of the community in all areas of community existence. This community orientation is often considered conservative (or right-leaning) **in regard to** moral and cultural issues; and progressive (or left-leaning) in regard to social justice, labor and socio-economic issues.”

(Source: "Christian_democracy." *Wikipedia, the free encyclopedia*. 04 Mar. 2008. <Reference.com http://www.reference.com/browse/wiki/Christian_democracy>.

Activity 7. Definition, identification. 4-Group work

Look at the text above and answer these questions

- which ideologies is the 'Christian democrat' between?
- what are the opposing features of this ideology?
- what is this ideology current form?

Conclusion. Recapitulation of the whole

1. An general overview

Revisiting Democracy

Stage	Regime	HR	Democratic Principles	Institutions	Historic Events
Modern Times	Absolutism Divided Rule	No Rights	Divided Rule, Bills of Rights (Magna Carta)	Duality of power King / Parliament	Religious wars English Revolution 1688 French Revolution 1789 American Independence
19 th Century	Liberal state	Civil Rights	Popular sovereignty Social contract Separation of powers Rule of Law Representative government, Minimum State	Supremacy of legislative power Dependence of executive and judicial powers	Struggle for equality of political rights The Working class struggle The Suffragists and the suffragettes
20 th Century to WW2	Democratic liberal state	Political Rights	Universal suffrage Equal political rights	Multiparty system	Russian Revolution WW2
20 th Century to 1990s	Welfare state	Soc-Econ-Cult. Rights	Social Justice	Progressive taxing Constitution UNO and other International Organisms	Cold War The fall of totalitarian Regimes
1990s onwards					

Activities Conclusion

Activities of recapitulation

Activity 1. Predicting 4-Group work.

Look at the table below and write a **tentative** definition of the following terms:

Democracy index 2006 by regime type

	Countries	% of countries	% of world population
Full democracies	28	16.8	13.0
Flawed democracies	54	32.3	38.3
Hybrid regimes	30	18.0	10.5
Authoritarian regimes	55	32.9	38.2

"World" population refers to total population of the 167 countries that are covered. Since this excludes only micro states this is nearly equal to the entire actual estimated world population in 2006.

Source: Economist Intelligence Unit; CIA World Factbook

http://www.economist.com/media/pdf/DEMOCRACY_INDEX_2007_v3.pdf

1. full democracies
2. **flawed** democracies
3. hybrid regimes
4. authoritarian regimes

Glossary:

tentative: a tall d'assaig, intent de

flawed: deficient

Activity 2. Reasoning and contrasting. Work in pairs

The **appointment** of magistrates **by lot** is (...) democratic, and the election of them oligarchic; democratic again when there is no **property qualification**, oligarchic when there is. In the aristocratic or **republican** state, one element will be taken from each: from oligarchy the principle of electing to offices, from democracy the disregard of qualification. (Aristotle, *Politics*)

Read the above Aristotle's (Greek philosopher, 4th Century BC) fragment and write the answer to the following questions and compare it with your partner.

- a) What is the text's central subject?
- b) How many regimes are here differentiated? Build a table and state their differences.
- c) According to Aristotle's premises, which of these regimes would our political system match?

Glossary:

appointment: nomenament

by lot: per sorteig

property qualification: tenir propietats per poder ser magistrat

republican: un règim mixt, que combina elements dels altres dos

Activity 3.

Fill the gaps in column 1 with the words in column 2. Column 1 contains true statements of what a full Democracy and a safe and well-ordered regime is.

1 The electors are free to vote and are offered a range of _____	a. participation	1-
4. There is universal _____ for all adults	b. territory	4-
9 The citizens are not free to form _____ parties that are independent of the government	c. tolerance	9-
14 The legislature is the _____ political body, with a clear supremacy over other branches of government	d. leader	14-
17 Foreign powers do not determine important _____ functions or policies.	e. demonstrations	17-
20. Does the government's extend authority over the full _____ of the country	f. restrictions	20-
27 Voter _____/turnout for national elections is below 50%	g. order	27-
32 People who have taken part in _____ or would consider attending lawful is over 40%	h. trade	32-
36. There a sufficient degree of social and _____ cohesion to underpin a stable, functioning democracy	i. business	36-
37. People who think it would be good or fairly good to have a strong _____ who does not bother with parliament and elections is less than 30%	j. suffrage	37-
40. People who agree with the view that democracies are good at attaining _____ is more than 70%	k. political	40-
44. There a free electronic and _____ media	l. government	44-
48. There is no political _____ on access to the internet?	m. consensus	48-
49. Citizens are free to form professional organisations and _____ unions	n. discrimination	49-
53. The degree of religious _____ and freedom of religious expression is high	o. choice	53-
56. The degree to which private property rights protected and private _____ is free from undue government influence is high	p. supreme	56-
59. There is no significant _____ on the basis of people's race, colour or creed.	q. press	59-

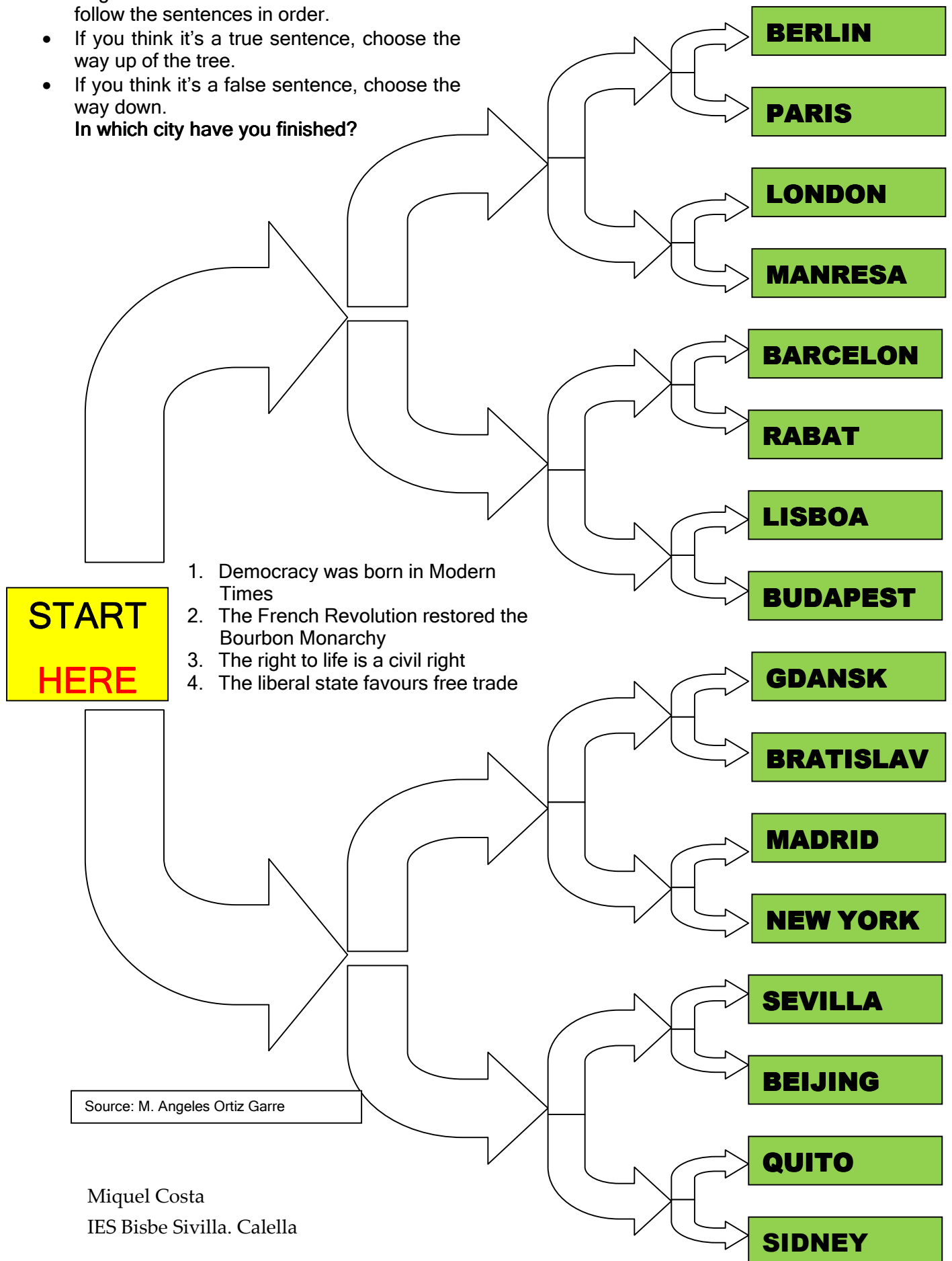
The statements are a selection of the 60 items that qualify a regime as full democracy / flawed democracy / hybrid regime / authoritarian regime (from The Economist Intelligence Unit "Democracy Index 2007)

Glossary:

underpin: sostenir

Activity 4. Path Game.

- Begin this tree on the **START POINT** and follow the sentences in order.
 - If you think it's a true sentence, choose the way up of the tree.
 - If you think it's a false sentence, choose the way down.
- In which city have you finished?



Activity 5. General scope: Evolution of democracy

