

From: Peter Seyferth
To: Seminar Participants
Sent: 16 June 2011 16:33:06 MESZ
Subject: Democracy and Governance: Plan for the Session at 21 June 2011

Dear ladies and gentlemen,

the last session went quite well; this is not just what I felt, your feedback was almost unanimously positive, too. But some things have to be improved, above all the sound level. Several attempts to create egalitarian democratic decision structures have shown that personal attributes that are completely irrelevant in terms of democratic theory can lead to illegitimate power inequalities. The loudness of one's voice is one such attribute; others are rhetorical giftedness, mastery of the language, good reputation, fair looks, self-confidence, knowledgeability, duration of membership, and "normality" (= compatibility of political views) etc.

Something like that can influence the seminar, too. In our next session on 21 June nobody should take advantage of their loud voice or of blatant appraisal of their own project. This time we (act as if we) are in a museum; we have to be adequately silent. Nine cases of (attempted) democratic participation in the global south will be presented on as informative posters as possible. You have 50 minutes of time to collect information about as many cases as possible. Look at the posters, read the texts on them, even ask the exhibitors—but silently, in a whisper. Other people standing at the same poster may hear what is said there, but at the next poster (just one meter away) other whispering conversations must be possible without problems. Like in a museum, you are allowed to move freely, you can take a seat and the time you need to think about the implications. You decide freely about the sequence and the time.

You will then analyze what you have learned in pairs. The topic is not Africa and Asia (these are just the empirical examples), but the prerequisites for participation and the causes for failure that occurred there. At the end we will sort the criteria you collected. We cannot perform this "clustering" completely; there will not be enough time. But I will put the criteria and the posters in the institute's Intranet so you can use them for further deliberations—or for your seminar paper.

Like in the last session, the feedback question will be formulated so ambiguously that you can either comment on the format of the session or on the democratic experiments we will have dealt with.

I am sure that the next session will be an awesome learning success!

Best wishes,
Peter Seyferth

PS: I will bring a camera to take pictures of the posters on the wall. I will also try to take some "action shots", i.e. I will take pictures of you discussing and deliberating. These photos will not be published but serve to document the education. If vanity is your cup of tea, get dressed up. If you prefer not to have pictures taken of you, signal it to me (hand signs etc.).

Plan for the session „Case Studies: Asia and Africa“ (Exhibition)

When	What	Who
4:00 PM	Move desks to the window side of the room; arrange chairs with the back to the windows (facing the opposite wall). Exhibitors put their posters on the wall.	Everyone already present Exhibitors
4:15 PM	Welcoming of seminar participants	Seyferth
4:17 PM	Exhibition For each case study, there is a poster consisting of two DIN A3 sheets. Exhibitors may design them as they wish, but with the aim of informing about the case; the focus should be on participation. The audience can move freely and inform themselves about the cases; pauses for cogitation are possible. Please only talk in whispers and only with the exhibitors (for gaining more information); act as if being in a museum. Average time per case: five minutes. Hint: make notes!	9 exhibitors Audience
5:07 PM	Preparation for analysis: buzz groups Everyone sits down and discusses with their neighbor (in pairs). Topics: <i>What did enable participation? What did hinder it?</i> Different perspectives can be compared and critically challenged; exhibitors learn about other papers; reflexive knowledge is produced. Please collect hypotheses and arguments on two slips (Enablement/Hindrance).	Everyone in pairs
5:20 PM	Analysis Slips are arranged in two piles. Buzz groups comment quickly on their results. If possible, results should be clustered. Focus: <i>Which prerequisites for enabling and which causes for hindrance have been mentioned most often, respectively?</i>	Everyone
meanwhile	Slips and posters are collected, photographed and made available in the institute's Intranet.	Seyferth
5:40 PM	Feedback On handed out slips please answer the question: <i>"What could be done better?"</i>	Everyone
5:45 PM	Return desks and chairs to original seating plan.	Those who want to talk with Seyferth afterwards