

Soci 430 -- Global Citizenship: Civil Society in Theory and Practice

Professor Thomas Kemple
Summer Term One 2015

Taught on location in Guatemala
as part of Global Citizenship Term Abroad

This course, taught on location in Guatemala in coordination with Phil 335A -- Power and Oppression, examines major ideas concerning the nature and role of civil society in an era when there has been great optimism about its potential to oppose the oppressive power of states and markets. In recent years, the concept of 'civil society' as a distinct field of experience which has emerged *between* the private and the public spheres has increasingly become both a focus of research for the social sciences and a rallying cry for political action in the service of a truly cosmopolitan society.

By drawing on our direct and participant observations of a society heavily dependent on transnational nongovernmental organizations, the course aims to provide students with knowledge of sociological methods and theories for assessing the strengths and weaknesses of civil society organizations and the challenges of social transformation. By combining academic reading and writing with fieldwork and experiential learning, students will be encouraged to draw connections between the arguments of prominent social thinkers on cosmopolitanism, globalization, and civil society, on the one hand, and their own encounters with local initiatives and community partners, on the other.

Readings: The Course Packet is available at UBC bookstore.

Note: A selection of academic publications on Guatemalan history, politics, and culture will be made available to students at the beginning of the courses. Students should use these in developing topics relevant to their reflection papers and final research essays.

Class 1: The Local Experience and Global Context of Civil Society

April Carter, 'Global Civil Society: Acting as Global Citizens'

Victor Montejo, 'Indigenous Rights, Security and Democracy in the Americas'

Classes 2-4: Images and Theories of Civil Society (meets jointly with Phil 235)

Thomas Hobbes, Frontispiece and Chapters 10, 13-14, *Leviathan*

Jean-Jacques Rousseau, *Discourse on the Origin of Inequality* part II, pp. 60-70

Karl Marx and Frederick Engels, Parts I and II of *The Communist Manifesto*

Hannah Arendt, 'Ideology and Terror', in *The Origins of Totalitarianism*

-- First Short Reflection Paper Due (based on fieldnotes and readings)

J. S. Mill, 'On Individuality,' *On Liberty*

Herbert Marcuse, *One-Dimensional Man* (selections)

Class 5: Civil Society as Capitalist Hegemony

Immanuel Wallerstein, 'Hegemony in the Capitalist World Economy'

Antonio Gramsci, from *Selections from the Prison Notebooks*

Class 6: Civil Society as Critical Standard and Everyday Practice

Nancy Fraser, 'Reframing Justice in a Global World'

Alexis Tocqueville, from *Democracy in America*

-- First Essay Due

Class 7: Theorizing Power (meets jointly with Phil 335)

Michel Foucault, 'Panopticism,' ch. 3, *Discipline and Punish*

Michel Foucault, 'The Repressive Hypothesis,' ch. 2, *Hist. of Sexuality* vol. 1

Charles Taylor, 'Foucault on Freedom and Truth'

Class 8: Civil Society as Cosmopolitan Ideal

Ulrich Beck, 'The Cosmopolitan Perspective: The Second Age of Modernity'

J. Jailey Philpot-Munson, 'Peace under Fire: Understanding Evangelical Resistance'

-- Second Short Reflection Paper Due (based on fieldnotes and readings)

Classes 9-10: Civil Society as Communal Action and Local Resistance

Jurgen Habermas, 'Civil Society, Public Opinion, and Communicative Power'

Yanacopoulos and Smith, 'The Ambivalent Cosmopolitanism of International NGOs'

Iris Marion Young, 'Civil Society and Its Limits,' *Inclusion and Democracy*

Class 11: * **Research Presentations** (meets jointly with Phil 335)

Students choose additional reading on the Guatemalan context and present their findings to the group, either individually or in pairs. Presentations should link themes addressed in either course to the particular situation, showing e.g. how local conditions illustrate general ideas or show weaknesses or gaps in general theories. A selection of reading materials will be made available to students, who will be encouraged to choose topics relevant to their final research papers.

Class 12: Power and Poverty in Guatemalan Civil Society

J. T. Way, 'Cuatro Granos Norte: Fragmentation and Concentration'

-- Final Exam (Final Week TBA)

-- Research Paper (due date shortly after final week TBA)

Evaluation: Two 2-3 page reflection papers and one 10-15 minute class presentation should include a critical assessment of one or more readings in light of your fieldnotes and observations in Guatemala; your participation in the course as a whole will also be factored into the final evaluation of these assignments. A research project presented to the class in conjunction with Phil 335A should draw on literature concerning the local environment (a selection will be made available in week 1) as well as participant-observation in the field, and can be done singly or in pairs. Two 4-5 page essays on a topic of your choice which make use of course readings will be due in the middle and at the end of the course, with the option of expanding the first paper into a second 8-10 page research paper. Due dates for the assignments will be announced in the first class. A written exam in the last class will focus on knowledge of course readings.

Reflection papers/presentations/participation: 30% (3 X 10%)

First Paper: 10% (option to expand into second paper)

Research Presentation: 15%

Exam: 20%

Research Paper: 25% (option to combine with first paper)

Classes will meet for three hours/day on alternate weekdays, although some flexibility may be needed to adapt to local contingencies. Students are expected to read the assigned material before class, to attend all class meetings, and to take an active part in discussions. Late penalties will be waived in case of illness or family emergencies. Papers can be typed or handwritten: students are cautioned about bringing laptops or other valuables to Guatemala, and may find internet cafes to be a good alternative.