COURSE DESCRIPTION AND OBJECTIVES:

An exploration of the role voluntary associations and public dialogues play in the character of democracy, this course exposes students to the major theoretical debates surrounding the “promise” of civil society and the public sphere. After an overview of the core theoretical accounts of civil society and the public sphere, this course will follow the intellectual influences of Tocqueville and Habermas to today’s debates and policy implications. Including, along the way critiques of the universalism of the public sphere and inquiries into the compatibility of globalization, the global citizen, and civil society.

This is a reading intensive course! We are going to immerse ourselves in the literature in a friendly, though serious, manner. Students should be prepared to brainstorm, offer half-baked as well as fully prepared ideas, react to the readings, discuss, disagree and question the work. By emphasizing reading, rather than lengthy term papers, I hope to maintain a consistently enlivened discussion, and, most of all, facilitate our learning a great deal. This tradeoff requires a commitment on your part. This is going to be challenging and fun.

REQUIRED COURSE MATERIAL:

The required material for this class consists of five books and a reader. The books (listed below) can be purchased at the Colorado College Bookstore; the reader is available through the Sociology Department webpage, then under my name, and finally under the course title. DO NOT RUSH OUT AND IMMEDIATELY PRINT ALL OF THE READINGS. WE MAY NOT USE THEM ALL AND IT WILL WASTE A TON OF PAPER. CONSULT THE SYLLABUS CLOSELY AND ONLY PRINT OUT THE REQUIRED READINGS AND ANY OTHERS YOU KNOW YOU WILL READ. The reader is organized by the title of the work the reading is drawn from. Note also that endnotes and bibliographies are usually provided in a separate file.


**REQUIREMENTS AND GRADING**

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<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Pop Quiz</td>
<td>5 points (at my discretion)</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20 points</td>
</tr>
<tr>
<td>Project Analysis</td>
<td>35 points</td>
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<tr>
<td>Final Exam</td>
<td>35 points</td>
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<tr>
<td>Class Participation</td>
<td>10 points</td>
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**Grade Scale:**

- **A** 94-100
- **A-** 92-93
- **B+** 90-91
- **B** 83-89
- **B-** 81-82
- **C+** 80-81
- **C** 73-79
- **C-** 72-73
- **D+** 71-72
- **D** 64-70
- **NC** 0-63

**CLASS PREPARATION, ATTENDANCE, AND DEADLINES**

You must arrive for class on time, having done all the required reading for the day, and prepared to discuss class material. This means being able to summarize the main argument of each piece, to relate the main themes of each piece to the overarching theme of the day and/or the section we’re exploring, and to relate each piece to other pieces we cover that day. Much of this material is very challenging, so I recommend that you construct a study journal. I have provided a *Guide to Constructing a Study Journal* attached to this syllabus. I CANNOT OVEREMPHASIZE THE IMPORTANCE OF STUDYING IN THIS MANNER. I promise that you will be pleased with the result if you exercise the discipline involved in the study journal idea.

NOTE: Material that is not covered or discussed in class is still fair game for written assignments and exams, so it is up to you to raise questions about material you wish to discuss if they have not yet been raised.

You may study together for daily classes and all quizzes and exams, but may neither discuss nor work together on any papers or the actual completion of exams and papers. This is to be your opportunity to shine and I want to see you do it!

You must attend each and every class; you must arrive on time and may not leave early. You will not earn points for attendance, but will lose five points for each unexcused absence or significantly late appearance. You must also attend the showing of each film on time, even if you have seen it before.
Legitimate excuses for missing class or arriving late are limited to the following: severe illness or injury (a doctor’s note must be provided to substantiate this), a proven college-related sports event which you must attend, and/or a proven family emergency.

EXAMS

There will be a (20-point) midterm and (30-point) final exam. Both will be take-home, to be handed in to me at my office within the stipulated period of time. They will be essay exams with some short answer and identify, plus longer essays. Exams are cumulative, although I’ll tend to construct the final exam questions around materials we will have covered since the midterm.

PROJECT ANALYSIS

For 30 points, you will receive a description of a real-life example of civic action and analyze it according to concepts we have discussed throughout the course. I will provide a handout describing the project in more detail.

CLASS PARTICIPATION

You will also earn a maximum of 10 points for class participation. Showing up is half the battle, but you also need to contribute to the class discussion.

DAILY ASSIGNMENTS: Readings from the online reader are denoted by ®.

Monday, October 31: Class Overview

Part I: The Public Sphere

Tuesday, November 1: Jürgen Habermas and the Public Sphere

Required Reading:

Wednesday, November 2: Jürgen Habermas and the Public Sphere, continued

Required Reading:
Fraser, Nancy. 1992. “Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy.” Chapter 5, pp. 109-142 in *Habermas and the Public Sphere.*

Suggested Reading:
Thursday, November 3: A Conversation with Jürgen Habermas

Required Reading:

Suggested Reading:

Friday, November 4: Reading Catch-up Day, No Class!

Monday, November 7: A Conversation with Jürgen Habermas, continued

Required Reading:

Suggested Reading:
“Concluding Remarks” Chapter 18, pp. 462-479 in Habermas and the Public Sphere.

Tuesday, November 8: Modernity, the Public Sphere, and Race

Required Reading:

Part II: Civil Society

Wednesday, November 9: Civil Society and Democracy

Required Reading:

® Volume I, Part I, Chapters 3-4 pp. 50-60.
® Volume II, Part I, Chapters 1-7 pp. 503-524. (located in pdf “Democracy and America, Part III, Chapter 1-7 and 12-14,” on webpage.).
® Volume II, Part IV, Chapters 1-3 pp. 667-674.

Suggested Reading:

**Part III: Assessing Civil Society and Democracy**

**Thursday, November 10: The Putnam-Skocpol Debate**

Required Reading:

**Friday, November 11: Civil Society in Contemporary America**

Required Reading:

**Monday, November 14: MIDTERM**

**Part IV: Civil Society as Social Action**

**Tuesday, November 15: Civic Action**

Required Reading:

**Wednesday, November 16: Civic Action continued**

Required Reading:
Thursday, November 17: Religion, Civil Society and Faith-Based Initiatives

Project Analysis Assignment Distributed

Required Reading:
® Bush, President George W. “Rallying the Armies of Compassion.”

Friday, November 18: The Global Citizen

Required Reading:

Monday, November 21: The Global Citizen, continued

Required Reading:
Tuesday, November 22: Reading Day, Review, Final Exam Distributed

Project Analysis Assignment Due

Wednesday, November 23: FINAL EXAM DUE
GUIDE TO CONSTRUCTING A STUDY JOURNAL

One of the most useful skills students can develop is the ability to read and take notes effectively. Each of us has experienced that disappointing feeling of having read an article or book and not being able to remember what the key points were. This exercise will not only help you to improve your note taking abilities, but also provide you with a study guide for the exams.

You do not need to, but I suggest typing each of entry of roughly one to two summary type paragraphs per reading. These summaries should accurately reflect the major findings or argument of the author, first. Then, after making sure you understand the author’s points, you may want to include your reactions. Considering the following types of questions may help you organize your summary and direct your thinking about the reading:

What question(s) is/are the author trying to answer?
Are the author’s claims supported by the evidence brought to bear on the topic?
Might there be a better way to answer the question (e.g. by using other data or seeing the data differently)?
How does the author’s answer differ from that of the other authors we have read?
In what ways are the author’s points useful?

How To Do It:
The key to good note taking is knowing where the author is going. Without taking a single note, spend some time getting familiar with the logic of the work you are about to read. For books, look through the table of contents, read the front and back flaps, skim the introduction and conclusion. For articles and shorter works, look for introductory and concluding sections and read them. Do this first, before you begin to read the work. Most authors will tell you exactly where they are going and why. In addition, most will also repeat this sort of structure within paragraphs and smaller sections. Teach yourself how to identify these key areas and use them to your advantage.

Don’t be afraid to mark up your books and readers. I prefer using a pencil, but highlighters are fine. Think as you read; make comments in the margin, identify key passages and definitions, take notes as you are reminded of other readings, etc. These marks will jog your memory when you review for the exam or paper. At the end of each section, take the time to (without re-reading the section) summarize the main points in a very short outline. By collecting these you will be well on your way to having a paragraph or two of solid summary for your notes.

Upon completing the reading take the time to summarize the entire work, just as you have done for each section. Now, you are in a good position to put the work down and feel reasonably confident that you will not have to start from scratch as you review.

When the time comes to write your study journal, you will want to review all of your marks, your brief summaries, and at least scan the article paying particular attention to introductory and concluding passages and sections.