

**course time:** Tuesday and Thursday, 2:00-3:20pm

**classroom:** MOUS 204

**e-mail:** michael.strausz@tcu.edu

**office hours:** Tuesdays 1:00pm-2:00pm, Wednesdays 10:00-11:50am, or by appointment

**office:** Scharbauer 2007F

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**Course Description and Objectives:** This course serves as a Capstone experience for students enrolled in the TCU Political Science Distinction Program and/or pursuing department honors in political science through the Honors College. Different instructors teach the Capstone course each semester, with the unifying theme of “the challenges of democracy and governance.” This semester, we will focus on one central set of issues under the umbrella of that theme—issues regarding civil society. We will address questions such as:

How do social institutions mediate the interaction between society and the state, both in the US and elsewhere?

How can we explain the organization of civil societies around the world – both in terms of similarities and differences?

How have new communication and transportation technologies changed the ways that civil society functions?

How should civil society be constituted in order to create a just social order?

How can civil society be organized in a way that promotes democratic governance and participatory citizenship?

In addition to considering issues regarding civil society, democracy, and citizenship in comparative perspective, this class will give you the opportunity to reflect on the experiences that you have had as a political science major at TCU, both in classes as well as in experiences such as internships, Model United Nations, Moot Court, study abroad, and research with professors. Your final project in this course will help you to think in an integrated way about the things that you have learned (both inside and outside of the classroom) as a political science major.

**Expectations and Course Policies:**

1. *Assigned readings:* Prepare for each class by carefully reading the assigned materials, and bring the day’s assigned reading to class with you. Expect to actively discuss the readings.
2. *Attendance Policy:* Come to class on time, and stay for the duration. If you miss a class where an in-class activity or pop quiz was administered, you will receive a grade of zero unless the absence was an Official University Absence or unless it was due to properly documented illness or properly documented personal/family emergencies. If you leave early on a day when you submitted work (without prior approval) you will receive a grade of zero on that work.
3. *Technology Policy:* Students wishing to use computers, tablets, or smartphones to take notes in class are requested to use those devices *only* for class related purposes. I know how tempting it can be to use an electronic device for Instagram, Facebook, Twitter,

Pinterest, Ravelry (the knitting social networking site), games, and other fun distractions, but if I catch a student doing so, that student will no longer be permitted to bring his or her electronic device to class. Remember that your primary responsibility at TCU is to learn. If you don't trust yourself to avoid online distractions, I encourage you to take notes with pen (or pencil!) and paper. Students wishing to make audio or video recordings of classes are required to come to my office hours to discuss acceptable use of those records and to sign a contract indicating that you will use those recordings responsibly. In the absence of written permission, you are not permitted to make audio or video recordings of classes.

4. *TCU E-mail*: Course-related communications will be sent to your TCU email account. Thus, check your TCU email regularly. "I did not see the email that you sent me three weeks ago" is not an acceptable excuse for failing to complete required course tasks.
5. *Extra Credit*: If there are events at TCU or in the community that are related to this course, I may decide to grant extra credit to students who both attend and write a brief paper about the event. If I decide to make this kind of extra credit assignment, the specifics will be emailed out to all students enrolled in the class.
6. *Deadlines*: Deadlines for assignments are strictly enforced. Unless otherwise noted, an assignment submitted after the deadline will lose 10 points (out of 100) if it is submitted within 24 hours after the deadline, 20 points (out of 100) if it is submitted between 24 and 48 hours after the deadline, 30 points (out of 100) if it is submitted between 48 and 72 hours after the deadline, etc. So, for example, if a paper deadline is 10am on Monday and you submit your paper at 11am, you will automatically lose 10 points. Once grades have been officially submitted for the course, late assignments will no longer be accepted.
7. *Student Disability Services*: Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 11. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-7486.
8. *Academic Misconduct*: I expect that the work that you turn in will be your own. Students determined to have committed academic misconduct will face penalties including (but not limited to) a grade of zero on the related assignment. I will not hesitate to bring suspected academic misconduct to the proper authorities. For more information on TCU's academic misconduct policy, see Section 3.4 from the Student Handbook.

**Grading:** Grades in this course will be determined as follows:

Discussion leading: 5%

Reading quizzes: 10%

Short review papers on readings (a total of 4): 10% each

Written capstone project (Due **Tuesday, December 16** at 2:00pm): 35%

Oral presentation of capstone project: 10%

Grades are determined on a 100-point scale as follows:

A: 93.5 and above	B: 82.5-86.4	C: 72.5-76.4	D: 62.5-66.4
A-: 89.5-93.4	B-: 79.5-82.4	C-: 69.5-72.4	D-: 59.5-62.4
B+: 86.5-89.4	C+: 76.5-79.4	D+: 66.5-69.4	F: 59.4 and below

Deadline extensions will not be allowed except in the cases of Official University Absences, properly documented illnesses, or properly documented personal/family emergencies.

If you feel that you have been graded unfairly on any course assignment, please wait 24 hours after the assignment is returned and then contact me with a typed statement about why you believe you were graded unfairly. This statement must provide substantive reasons why you believe that you were graded unfairly. The appeal process must be initiated one week after the exam/homework was returned.

**Discussion Leading:** Each student will be required to lead discussion on the assigned readings on one day. A more specific assignment, grading rubric, and discussion-leading schedule will be distributed early in the semester.

**Quizzes:** We will have at least eight quizzes in this class. The quizzes will mostly cover assigned readings, but might also touch on materials that we have covered in class. If you do the readings and pay attention in class, your quiz grade should be quite high. Quizzes will usually take place at the beginning of class, and no extra time will be granted to students arriving late. In-class exercises and homework assignments will also be factored into your quiz grade.

If you miss a class because of an Official University Absence, a properly documented illness, or a properly documented family/medical emergency, you have one week to either visit my office hours or make an appointment with me to make up your quiz. If you wait more than one week to see me after missing a class where a quiz was given, you will receive a grade of zero for the missed quiz. Students who miss classes for reasons other than Official University Absences, properly documented illness, or properly documented family/medical emergency will receive a grade of zero for missed quizzes.

**Short review papers on readings:** Over the course of the semester, there will be several opportunities to write short (1-3 page) review and analysis papers on a few readings. Specific assignments will be distributed early in the semester.

**Capstone project:** This will function as a final project for this course. The (10-15 page) paper that you write will build from this course's materials, but also incorporate and reflect on your experiences as a political science major. Additionally, you will make an oral presentation on your project toward the end of the semester. A specific assignment for the paper and the oral presentation, grading rubrics, and a presentation schedule will be distributed early in the semester.

**Office Hours:** I encourage students to take advantage of my office hours in order to ask questions about the course materials or to chat about issues related to the course or political

science more generally. No appointment is necessary to come to my office hours. However, if you have classes or other obligations during my office hours and like to meet with me, I encourage you to email me to make an appointment.

**Course Materials:** The following books are required. They are available at the TCU bookstore, but feel free to buy copies at other bookstores or online. Readings that aren't in these books will be available online, through the course's Pearson Learning Studio site (log in to tcuglobal.edu, go to the "Doc Sharing" section, and then click on "Assigned Readings"):

Robert Putnam, Robert Leonardi, and Raffaella Y. Nanetti, *Making Democracy Work*  
Theda Skocpol, *Diminished Democracy*

**Schedule:**

26-Aug *Introduction*  
No assigned reading.

28-Aug *The kids these days*  
Sloam, James. 2014. "New Voice, Less Equal: The Civic and Political Engagement of Young People in the United States and Europe." *Comparative Political Studies* 47 (5):663-688.

### **Unit 1: Civil Society in Political Theory**

2-Sep *Locke and his critics on civil society*  
Huemer, Michael. 2013. *The Problem of Political Authority: An Examination of the Right to Coerce and the Duty to Obey*. New York: Palgrave Macmillan, pp. 230-238; 243-253; 262-264.  
Short selections from Hobbes and Locke.  
**Guest lecturer: Sam Arnold**

4-Sep *A nation of joiners*  
Tocqueville, Alexis de. 1984 [1835]. *Democracy in America*. Edited by Richard D. Heffner. New York: Penguin Books, pp. 95-100 and 198-202.  
Putnam, Robert D. 1995. "Bowling Alone: America's Declining Social Capital." *Journal of Democracy* 6 (1):65-78.

### **Unit 2: Comparative Civil Society**

9-Sep *Civil society in Japan*  
Schoppa, Leonard. 2013. "Residential Mobility and Local Civic Engagement in Japan and the United States: Divergent Paths to School." *Comparative Political Studies* 46 (9):1058-1081.  
Aldrich, Daniel P. 2013. "Rethinking Civil Society–State Relations in Japan after the Fukushima Accident." *Polity* 45 (2):249-264.

11-Sep *Making democracy work*  
Putnam, Leonardi, and Nanetti, Chapter 1.

- 16-Sep *Institutions and civil society*  
Putnam, Leonardi, and Nanetti, Chapter 2.  
Englehart, Neil A. 2011. "What Makes Civil Society Civil? The State and Social Groups" *Polity* 43 (3):337–357.
- 18-Sep *Measurement and civil society*  
Putnam, Leonardi, and Nanetti, Chapter 3.
- 23-Sep *Explaining institutional performance*  
Putnam, Leonardi, and Nanetti, Chapter 4.  
Berman, Sheri. 2001. "Civil Society and Political Institutionalization." In *Beyond Tocqueville: Civil Society and the Social Capital Debate in Comparative Perspective*, edited by Bob Edwards, Michael W. Foley and Mario Diani, Hanover, NH: University Press of New England.
- 25-Sep **Class cancelled for Rosh Hashanah**
- 30-Sep Where does civil society come from?  
Putnam, Leonardi, and Nanetti, Chapter 5.  
Almond, Gabriel A. 1989. "The Intellectual History of the Civil Culture Concept." In *The Civic Culture Revisited*, edited by Gabriel A. Almond and Sidney Verba, vi, 421 p. Newbury Park, Calif.: Sage Publications.  
**Guest lecturer: Mary Volcansek**
- 2-Oct *What does Putnam teach us?*  
Putnam, Leonardi, and Nanetti, Chapter 6.
- 7-Oct *Technology and civil society*  
Shirky, Clay. 2011. "The Political Power of Social Media: Technology, the Public Sphere, and Political Change" *Foreign Affairs* 90 (1).  
Groshek, Jacob. 2009. "The Democratic Effects of the Internet, 1994-2003: A Cross-National Inquiry of 152 Countries." *International Communication Gazette* 71 (3):115-136.

### **Unit 3: Civil Society in the US**

- 9-Oct *A crisis of American civil society?*  
Skocpol, Chapter 1.
- 14-Oct **Fall Break**
- 16-Oct *The birth of American social capital*  
Skocpol, Chapter 2.  
Whittington, Keith. 2001. "Revisiting Tocqueville's America: Society, Politics, and Associations in the Nineteenth Century." In *Beyond Tocqueville: Civil Society and the Social Capital Debate in Comparative Perspective*, edited by Bob Edwards, Michael W. Foley and Mario Diani, Hanover, NH: University Press

of New England.

- 21-Oct *Joiners, organizers, and citizens*  
Skocpol, Chapter 3.
- 23-Oct *Civil society in contemporary American politics scholarship*  
Alford, John R., and John R. Hibbing. 2009. "The Ultimate Source of Public Opinion: Genes and the Environment." In *Understanding Public Opinion*, edited by Barbara Norrander and Clyde Wilcox. Washington, D.C.: CQ Press.  
Selections from Hetherington, Marc J., and Jonathan Daniel Weiler. 2009. *Authoritarianism and Polarization in American Politics*. New York: Cambridge University Press.  
**Guest lecturer: Adam Schiffer**
- 28-Oct *From Membership to Management*  
Skocpol, Chapter 4.  
Sander, Thomas H., and Robert D. Putnam. 2010. "Still Bowling Alone? The Post 9/11 Split." *Journal of Democracy* 21 (1):9-16.
- 30-Oct *What changed?*  
Skocpol, Chapter 5.
- 4-Nov *What we have lost?*  
Skocpol, Chapter 6.  
Dalton, Russell J. 2008. "Citizenship Norms and the Expansion of Political Participation" *Political Studies* 56:76-98.
- 6-Nov *Wrapping up Skocpol*  
Skocpol, Chapter 7.

### **Unit 3: Civil Society in International Relations**

- 11-Nov *A global civil society?*  
Keck, Margaret E., and Kathryn Sikkink. 1998. *Activists Beyond Borders: Advocacy Networks in International Politics*. Ithaca, N.Y.: Cornell University Press, Chapter 1.  
Murdie, Amanda, and Dursun Peksen. 2014. "The Impact of Human Rights INGO Shaming on Humanitarian Interventions." *The Journal of Politics* 76 (1):215-228.  
**Guest lecturer: James Scott**
- 13-Nov *Another approach to a global civil society*  
Bull, Hedley. 1977. *The Anarchical Society: A Study of Order in World Politics*. New York: Columbia University Press, Chapters 2 and 3.
- 18-Nov *Global civil society and human rights*  
Risse, Thomas, and Kathryn Sikkink. 1999. "The Socialization of International

Human Rights Norms Into Domestic Practice: Introduction.” In *The Power of Human Rights: International Norms and Domestic Change*, edited by Thomas Risse, Stephen Ropp and Kathryn Sikkink. Cambridge, U.K.: Cambridge University Press.

- 20-Nov *Tocqueville's question reconsidered*  
Wuthnow, Robert. 1991. “Tocqueville's Question Reconsidered: Voluntarism and Public Discourse in Advanced Industrial Societies.” In *Between States and Markets: The Voluntary Sector in Comparative Perspective*, edited by Robert Wuthnow, Princeton, N.J.: Princeton University Press.
- 25-Nov *Presentations*
- 27-Nov **Thanksgiving**
- 2-Dec *Presentations*
- 4-Dec *Presentations*
- 9-Dec *Conclusion*
- 16-Dec **Written capstone project due at 2 pm.**