Description of course: How unique are the American traditions of philanthropy and voluntarism? Alexis de Tocqueville believed they were among the United States’ most distinguishing characteristics, responsible in no small measure for the success of “democracy in America.” Yet, increasingly, scholars are discovering seemingly analogous traditions and institutions in other countries. Moreover, to promote democracy and economic growth, individuals and organizations ranging from billionaire George Soros and the World Bank to grassroots activists and student groups are trying to develop the institutions of “civil society” in countries where they have seemingly been absent (such as those once part of the former Soviet Union). Whether or not civil society and democracy can take root in the Middle East or Afghanistan has become a major issue in American foreign policy.

This course will examine the state of “civil society” throughout the world. It will look at the mix of arrangements different societies and cultures use to address common concerns (such as providing social services, dealing with ethnic conflict, or achieving self-governance), how voluntary organizations are established and function outside the United States, and the conditions under which the traditions of philanthropy and voluntarism can be nurtured. It will also consider whether or not “civil society” is a universal feature of social life – and always a desirable one. Not least important, by scrutinizing the experience of other countries and cultures, the course aims to give students a greater
understanding of the nature of -- and possibilities for -- “civil society” in the United States.

**Readings:** The following books should be Online in the bookstore or can be purchased elsewhere:


William Easterly, *The White Man’s Burden: Why the West’s Efforts to Aid the Rest Have Done So Much Ill and So Little Good*, Penguin, 2007


Copies of the following books are recommended for purchase:


The last two books are very expensive, and getting older, but you may find them useful for one of your assignments. I have copies in my office for students to borrow. Books marked by an asterisk are also Online in electronic editions via the library.

A number of chapters, reports and articles from books, magazines and journals will also be discussed. These will be Online on electronic reserve or uploaded to OnCourse. Most, if not all of the articles can be found through the electronic resources (such as JSTOR and EBSCO) of the Indiana University library or in the electronic reserves of IUB and IUPUI.

Formidable as this reading list is, it barely scratches the surface of the many (and growing number of) worthwhile books and articles about civil society in other countries. (I have spent most of today identifying more current readings than what I had on the
syllabus a year ago!) Students with special interests in topics, countries, or cultures that are not covered by books on this list, or who wish to delve more fully into any of the topics that are, should not hesitate to consult the instructor. I have also created a list of suggestions for further reading, keyed to each unit of the course, if you want to explore an issue further.

Thanks to support from IU’s African Studies and Program, I have also been able to identify a large number of books and articles related to civil society in Africa. I have incorporated some of these in the syllabus. The full list, including annotations on each of the selections, will be found under “Further Reading” under the Syllabus tab. I haven’t checked all the links since the list was put together, so if you find any broken ones, please let me know.

I expect to be able to put up similar bibliographies on Latin America and China shortly.

All students should be familiar with and comfortable using OnCourse. The course will make extensive use of this tool, including for all course-related communications. Students should also plan on reading The Chronicle of Philanthropy regularly. Although it is Online in university libraries, the instructor, who is also a regular contributor to that publication, has arranged for students to have an electronic subscription to it for the duration of the course.

You are expected to do the required reading before the class in which we will be discussing it. The class will be conducted as a mixed lecture-seminar. Consequently, those who have not done the reading will be at a big disadvantage. For those pressed for time, I have indicated with a # those works that should get your priority attention.

Since we have a number of international students in this class for whom English is not their first language, I will be taping each class and uploading the recording to OnCourse for the sole use of students in this class. Any student uncomfortable with being taped should let the instructor know.

Requirements: In addition to attending and participating in class, as well as completing assigned readings, students will be required to pass a take-home final exam. The exam will be distributed on December 10 and due on December 17.

Each student will also be required to complete a short (10 pages) analysis of an aspect of civil society in a comparative perspective. As appropriate, the analysis should draw relevant comparisons to the United States. Full details of this assignment are posted on the web-site and will be discussed in class. I will permit students to work in small groups, but will give only one grade for the members of the group. Doctoral students who are taking this class for credit are required to submit a research-based term paper instead of taking the final exam and writing the comparative analysis. Topics must be approved by the instructor.
For each unit of the syllabus, students will also be asked to prepare short (1000 words or less) essays in response to a question the instructor will pose. In addition to enhancing class discussion, these papers are meant to assist students in improving their abilities to write succinctly and persuasively. They will be reviewed and critiqued by the instructor. Each student is required to write at least two of these papers, but can write more and the instructor will count the two highest grades.

In Democracy in America, Alexis deTocqueville – who would undoubtedly have been a blogger if he lived today -- noted the close connection between civil society and newspaper readership. (See Volume II, Part 2, Chapter Six.) Since many of the topics covered in this course, as well as others that are relevant to the course’s themes, are frequently discussed in widely Online publications, the instructor has created a Class Blog in the Forums section of OnCourse for students to post clippings that they believe other members of the class would be interested in. Students should also include a brief explanation of the relevance of the clipping to understanding civil society in a comparative perspective. Students are encouraged to comment on the clippings and a few minutes of each class will be devoted to discussing the most interesting. Students who post 10 original and relevant clippings, or a particularly insightful and worthwhile comment will receive an “A” for this portion of the course, with fewer clippings and comments resulting in proportionately lower grades. Press releases, think-tank reports, or clippings from publications that primarily serve the philanthropic or nonprofit world, such as The Chronicle of Philanthropy, will not earn points, though students should not refrain from posting them.

Students taking this course should be familiar with the nature, scope and functions of voluntary institutions in the United States.

Grading: The grade each student receives in this class will reflect a balanced appreciation of the totality of his or her work. However, the various course requirements will count roughly as follows:

- Class attendance and participation -- 10 percent
- Clippings – 10 percent
- Short papers – 20 percent
- Civil society analysis – 25 percent
- Final exam – 35 percent

While the instructor encourages students to discuss the course, exchange ideas, and critique each other’s work as much as they desire, he also expects that all work submitted for grading will be done in a manner consistent with the university’s academic rules and requirements. A link to SPEA’s academic policies will be found on OnCourse, as well as a statement of the instructor’s attendance, tardiness, and grading policies.
# Syllabus

**September 3**

Introduction: When Things Fall Apart

Movie: *Lord of the Flies*

**September 10**

What is Civil Society? Why Study It Comparatively?

Introduction to projects

#Michael Edwards, *Civil Society, 2nd ed.*


**September 17**

The Importance of Being Civic


#Alexis deTocqueville, “Conclusion: On the Three Races that Inhabit the United States” (Volume I, Part 2, Chapter 10) and “On the Use Which the Americans Make of Associations in Civil Life,” (Volume II, Part 2, Chapter 5) *Democracy in America*. Online on OnCourse.


September 24  
**Civil Society and the State**


as an electronic book from the IUPUI Library and portions are
Online on OnCourse.

#Lester M. Salamon and Helmut Anheier, “Social Origins of Civil
Society: Exploring the Nonprofit Sector Cross-Nationally,”

Asia-Pacific Centre for Philanthropy and Social Investment,
“Encouraging Wealthy Australians to be more philanthropic: a
February 2005. Online on OnCourse

Jennifer Brass, NGOs and Changing Patterns of Governance in

Arthur C. Brooks, “Continental Drift,” from Who Really Cares,
Chapter 6. Online on OnCourse.

Paul Dekker and Andries Van Den Broek, “Involvement in
Voluntary Associations in North America and Western Europe:
1, No. 1, May 2005, 45-59. Online on OnCourse.

European Foundation Centre, Foundations in the European Union:
http://www.efc.be/ftp/public/EU/EURweb/EFC-

Amy E. Gadsden, “Chinese Nongovernmental Organizations:
Politics by Other Means?” Tocqueville on China Project,
American Enterprise Institute, 2010. Online on OnCourse.

Deng Guosheng, “The Value of the Non-Government Sector in
China and Comparative Analysis,” Social Sciences in China,
Summer 2007. Online on OnCourse.

V. Finn Heinrich, Civicus: Global Survey of the State of Civil

Jude Howell and Jeremy Lind, eds. Civil Society Under Strain;
Counter-Terrorism Policy, Civil Society and Aid Post-9/11.
Kumarian, 2010.


October 1

Civil Society and Democracy: The Role of Civic Virtue

#Robert Putnam, *Making Democracy Work*


October 8

Democracy for All?

# Alberto Alesina and Nicola Fuchs-Schundeln,” *Goodbye Lenin (or not?): The effect of Communism on People’s Preferences,*” Unpublished paper. Online on OnCourse

#Larry Diamond, *The Spirit of Democracy: The Struggle to Build Free Societies throughout the World*


October 15

Civil Society and the Economy: The Role of Trust


#Fukuyama, *Trust*.


WINGS (Worldwide Initiative for Grantmaker Support), *The Current Landscape of Corporate Social Responsibility*. [http://www.wingsweb.org/documents/WINGS%20CSR%20mapping%202007%20FINAL.pdf](http://www.wingsweb.org/documents/WINGS%20CSR%20mapping%202007%20FINAL.pdf) (Skim other reports at WINGS too.)


October 22

The Challenge of Economic Development


Easterly, *The White Man’s Burden*.


Paul Collier, *The Bottom Billion: Why the Poorest Countries are Failing and What can be Done about It*, Oxford, 2008.


October 29

**The Dilemmas of Humanitarianism**


November 5

**Civil Society and Muslim Exceptionalism**


#Responses by Fouad Ajami, Kishore Mahbubani, Robert


#Amy Singer, *Charity in Islamic Societies*, Cambridge, 2008


November 12, 19

Project Reports to Class

December 3

Civil Society and Ethnic Conflict


[http://www.utoronto.ca/ethnicstudies/Putnam.pdf](http://www.utoronto.ca/ethnicstudies/Putnam.pdf)


December 10

Conclusion: Civil Society and the Future of Democracy

Papers Due


December 17  Final Exam Due