Civil Society, Capitalism, and Citizenship in an Age of Globalization
[Civil Society and Globalization]

Course Syllabus

Spring 2012
CRN

Instructor: Antonin Wagner, Visiting Professor of Management

Email: wagnera@newschool.edu
Phone: 212-229-5400 x1214
Office location: 72 Fifth Avenue, 6th floor, room # 618
Office hours: by appointment

Course context

The good-versus-evil rhetoric about the **effects of globalization** obscures one key fact: while globalization has benefited many, it has squeezed the middle class of people within particular societies and the middle class of countries in the international arena. In a global environment (with free trade, international capital flows and increasingly also movement of people across culture and ethnicity) there are only two ways to get ahead. People and countries must be competitive in either the knowledge economy (which rewards skills and institutions that promote cutting edge technological innovation) or the low wage economy (which uses widely available technology to do routine tasks at the lowest possible costs).

In addition to far reaching impacts on the middle class of people and countries from an **economic perspective**, globalization affects people and countries also with respect to the polity, i.e. **the governance systems of concerned societies**. One interesting issue to be addressed is the comparative advantages/disadvantages authoritarian, respectively democratic regimes enjoy when competing with each other in the global arena of trade, capital flows and immigration. Another argument – of importance mostly in the southern hemisphere – is whether poor countries must develop economically, before they can democratize or whether just the opposite is true, namely that countries often remain poor because they retain autocratic political structures.

Current research demonstrates that from a macro perspective there are two basic strategies that societies can apply in trying to better cope with the impact of globalization on their economic and political systems: decentralizing government and sustaining a pluralistic democracy. **This course aims at helping students to understand what role the nonprofit sector** (understood in the widest possible sense of this term both 'memberless' traditional nonprofits on one side and a range of organized or unorganized membership groups on the other side) **can play in fostering pluralism and decentralization in a globalized environment**. In doing so, the course will for practical reasons not

focus on those squeezed by globalization in developing countries (nor will it address the towering issue poverty in the southern hemisphere), but focus mostly – albeit not exclusively -- on the United States and what once was the industrial middle class and now consists of displaced manufacturing workers or unemployed college graduates.

Course format

The format of this seminar combines **informative on-campus-sessions** provided by the instructor with **online supervised group projects**. Topics of the on-campus sections include a discussion on themes such as “intermediate organizations”, “education for citizenship”, “communities of choice and communities of fate” and “pluralism and religion”. For a list of possible projects see below.

Learning objectives

In the aftermath of the financial crisis that spread around the world, globalization has become a source of anxiety among social scholars, politicians, ordinary citizens, and even more so among many management students. **With this course the instructor wants to address questions relating to globalization students always wanted to but never dared to ask:** What does globalization mean for the ability of nations to determine the economic future for their citizens? What are the global agencies of aid and development up to? Does Northern aid provided by global foundations allow local communities to set their own agendas? And on a more personal level: how will globalization affect income distribution and the chances for meaningful professional careers in the nonprofit sector and elsewhere?

List of possible projects

Food movement and urban farming

US trade unions after Wisconsin

Community building and renewable energy

Empowerment house

Apprenticeship against unemployment

Cleveland model of social cooperatives

Course readings

Beauregard, R. A., Bounds, A., (2000): Urban Citizenship, in: *Democracy, Citizenship and the Global City*, ed. by E. Isin, Routledge, London and New York, pp. 243-256.

Feldstein, M. (2006): The Return of Saving, in: Foreign Affairs, Vol.85, Nr. 3, pp. 87-93

Hardin, G.: The Tragedy of the Commons (1968), in: *Science*, Vol. 162, pp. 1243-1248.

Lindenberg, M., Dobel, J. P. (1999): The Challenges of Globalization for Northern International Relief and Development NGOs, in: *Nonprofit and Voluntary Sector Quarterly*, 28, 4, pp. 4-24.

Singer, P. (2002): *One World: The Ethics of Globalization*, Yale University Press, Second Edition, Chapter 1 and 6.

Stiglitz, J.E. (2002): The Promise of Global Institutions, in: *Globalization and Its Discontents*, W. W. Norton & Company, Chapter I, pp. 3-22.

Wagner, A. (2004) Redefining Citizenship for the 21st Century: From the National Welfare State to the UN Global Compact, in: *International Journal of Social Welfare*, Vol. 13, Nr. 4, pp. 278-286.

Wagner, A. (2008). 'Citizenship through education. A comment on *Social exclusion in Europe: Some conceptual issues*', *International Journal of Social Welfare*, vol. 17, pp. 93-97.

Wagner, A. (2009). Back to the Roots of the Modern Welfare State: Citizenship and Education in Postindustrial Societies, forthcoming.

Evaluation and Grading

Grading will be based on class contribution (20%), a descriptive essay (20%), a policy memorandum (20%), and the semester-long project development (40%).

- **Class contribution:** On-campus seminars and online consulting during the project phase of the course involve active participation based on the readings and/or the assignments of previous classes, with a focus on both theoretical questions and practical implications. Active participation depends upon the students' willingness to take risks in communicating ideas and to be supportive and responsive to others.

- **Descriptive essay and policy memorandum:** The introductory on-site segment of the class offers an opportunity to write both a more descriptive essay and a policy memorandum on an issue related to nonprofit management in a global environment.

- **Project development**: Students will dedicate about half of the course work to the development of their own globalization project, which they will present to their fellow students in the concluding seminar.