Mobilizations, Civil Society and Global Politics
SOCI 3025 (4 Credits / 60 class hours)

SIT Study Abroad Program:
International Honors Program (IHP): International Relations
Global Governance, Human Security & Civil Society

Course Description
This course explores global politics from the bottom up and top down. Drawing on sociology, political anthropology and political science, including recent scholarship on populism and digital activism, this course examines citizens’ and non-citizens responses to (neo)colonialism, global governance and the neoliberal world order. It examines how “civil society” has and continues to be constituted, and how it operates in contemporary US, Brazil, France, Belgium, and Senegal. This course takes a critical approach to citizenship and civil society, exploring how these notions are defined and contested by different parties.

Attention will be given to a range of mobilizations, as they intersect with various forms of human interconnectedness, illustrate different degrees of social capital, and emerge out of contexts holding different possibilities and constraints. Understandings of political action will be expanded to include actions people carry out in public space and/or in the “public sphere,” but also forms of agency that are less public or visible, “weapons of the weak” (Scott). Different kinds of mobilizations, from “imagined communities” uniting over social media to protesters taking the streets, will serve as examples to understand the intersections of mobilizations, civil society, national and global politics in the US, Brazil, France, Belgium, and Senegal.

Learning Outcomes or Course Objectives
This course comprises 60 class hours of instruction and field experience (4 credits). Upon completion of the course, students will be able to:

- **Understand** and **utilize** concepts of “civil society” and “social capital” in the context of interconnected human lives and global political processes
- **Discuss** how people’s everyday practices intersect with large-scale social and political phenomena including authoritarian rule, social revolutions, (post)colonialism, and democratic movements
- **Evaluate** the role of communication technologies both for advancing bottom-up political change and reinforcing the effectiveness of top-down intimidation
• Analyze translocal/global mobilizations in context, from a comparative ethnographic perspective

Course Requirements

Course Schedule

*Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers’ availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.

SESSION SUMMARY

| 1. Mobilizations: People, Power and Civil Society (USA) |
| 2. Global networks and the rise of far-right activism (BZ) |
| 3. Global urban peripheries as spaces of dissidence (BZ) |
| 4. Education as liberation (BZ) |
| 5. Liberté, Égalité and the Children of Migrant Laborers (FR) |
| 6. Black France: Race, Citizenship and (Post)colonialism (FR) |
| 7. A Leaderless Social Movement Against Neoliberalism (FR) |
| 8. “Mimicry” and Membership in the “First World” (SN) |
| 9. Youth and Political Change (SN) |

Module 1: USA

Session 1: Mobilizations: People, Power and Civil Society
This class offers a conceptual framework to examine mobilizations at the intersection of people, power and civil society. It introduces and discusses the concept of “civil society,” taking a social constructivist approach to power as well as expanding the notion of civilian “political action” drawing on Putman’s concept of social capital and James Scott’s discussion of the “weapons of the weak.”

Required reading:

*This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.
Module 2: Brazil

Session 1: Global networks and the rise of far-right activism
This session looks at transnational advocacy, not by environmental and rights groups, but by conservative activists fighting for Brazilians civilians’ rights to own firearms. Deploying exclusionary strategies, negative tactics and dissuasive ideas, they aim both to make and unmake policy. Students will learn about the global gun coalition’s efforts to control firearms in Brazil, and NGOs impact on armed violence.

Required Reading:

Session 2: Global urban peripheries as spaces of dissidence
This session explores the resistances emanating from Brazilian urban peripheries. It will look at the role of race, colorism, class and (post)colonialism in shaping the social and spatial texture of Brazilian cities, and Sao Paulo in particular. Special attention will be given at the spaces of dissidence that form as city inhabitants respond to regimes regulating their presence and corporeity in public space.

Required Reading:

*This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Recommended:

**Session 3: Education as liberation**
This session explores the intersections between education, democracy, decolonialism and global politics. It examines the role of pedagogy and critical literacy in shaping resistance and empowerment of marginalized populations in Brazil. The movement Escola sem Partido (“School without Party”, or ESP) will be used as a case study. It considers that Brazil’s schools have been politicised by left-wing teachers and demands “pluralism” in the classroom.

**Required Reading:**

**Module 3: France and Belgium**

**Session 1: Liberté, Égalité and the Children of Migrant Laborers**
This session examines some of the first political mobilizations by children of postcolonial migrants, in particular of North African origin, as the temporary labor arrangement of *travailleurs immigrés* turns into permanent residence and family building in France and Belgium. The role of left-affiliated workers’ unions, non-profit associations, and community radios (as well as popular music) will be explored. The Marche des Beurs will be an important case-study.

**Required Reading:**

*This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.*

Session 2: Black France : Race, Citizenship and (Post)colonialism
This session examines France’s contemporary relationships with (francophone) Africa and the Carribean. The entanglements of race, citizenship and (post)colonialism are analyzed through the lens of the sans-papiers issue, the 2005 urban revolts and the Indigènes de la République movement. These mobilizations highlight France’s colonial past (and present), and provide important insights into biopolitical technologies of governance and the particular role played by race in French constructs of nation, citizenship and borders.

Required reading:

Session 3 : A Leaderless Social Movement Against Neoliberalism
Protesters against President Macron’s neoliberal reforms have evaded political or union affiliation, and have been (mis)represented as an anti-intellectual, xenophobic, far-right heinous mob. This leaderless grassroots movement will be used as a case study to examine grassroots responses to neoliberal governance, the impacts of (social) media on “civic renaissance,” transformations in street protesting, and the increasing recourse to the “state of exception” and police force by national governments.

Required reading:

*This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.


“After yellow vests come off, activists in France use Facebook to protest and plan,” New York Times [2 pages]

Module 4: Senegal

Session 1: “Mimicry” and Membership in the “First World”
This session looks at postcolonial relations of power, focusing in particular on the role “mimicry” has played in relations between the “First” (colonizing) World and the “Third” (colonized) World. It contextualizes and discusses aspirations to “Western” life/styles through consumption and mobility (social as well as geographical). First-person narratives and requests that Africans have addressed to “the West” will be used as examples to explore voice, agency, dependency and accountability.

Required reading:


Session 2: Youth and Political Change
This session examines the role youth has played in shaping political change in Senegal. The Y’en a marre Senegalese youth mobilization, and similar movements across francophone West Africa such as the Burkinabè Balai Citoyen, reveal important transformations in the relations between younger generations, civil society and governance, both national and global, including a break away from “waithood” and the emergence of popular artists (rappers in particular) as central political actors.

Required reading:

*This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Consult:
https://yenamarre.sn
http://www.lebalaicitoyen.com

Session 3: Beyond Development? Reconceptualizing Autonomy
This last session will address the changing relationships among citizenry, associations, the state and global governance. It will examine the post-development framework and its critique through the lens of the notions of “autonomy” and “dependency.”

Required reading:

Evaluation and Grading Criteria
Assignments should be submitted via flash drive ,unless otherwise instructed, in a Word file to allow for comments. All assignments are to be double spaced with one-inch margins in 11 Times New Roman font (unless otherwise stated). The American Psychological Association (APA) referencing and citation style is preferred.

When using APA format, follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text, for example, (Jones, 1998), and a complete reference should appear in the reference list at the end of the paper. If you are referring to an idea from another work but not directly quoting the material, or making reference to an entire book, article or other work, you only have to make reference to the author and year of publication and not the page number in your in-text reference. All sources that are cited in the text must appear in the reference list at the end of the paper.

*This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.
See end of syllabus for late work and make-up assignments policies.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
<th>Length</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement and participation</td>
<td>Throughout the semester</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Group-led discussion 1</td>
<td>Throughout the semester</td>
<td>20 min</td>
<td>10</td>
</tr>
<tr>
<td>Group-led discussion 2</td>
<td>Throughout the semester</td>
<td>20 min</td>
<td>10</td>
</tr>
<tr>
<td>Local/Global politics response 1</td>
<td>Throughout the semester</td>
<td>1000 w.</td>
<td>15</td>
</tr>
<tr>
<td>Local/Global politics response 2</td>
<td>Throughout the semester</td>
<td>1000 w.</td>
<td>15</td>
</tr>
<tr>
<td>Final research paper</td>
<td>End of semester</td>
<td>3000 w.</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

**Engagement and participation (10%)**

Course assignments are created to facilitate synthesis, but also critical evaluation of ideas. Dialogue in class about these critiques—the strengths and weaknesses of what we know—is essential. For this reason, your engagement and participation are required. As a learning community, please take responsibility for your role in this environment and come to class having read the required texts and ready to engage with others in a positive and thought-provoking manner. IHP is an experiential learning program: You have to show up to have the experience. Missing one class means a small makeup assignment (determined by the faculty); missing two classes means a sizable makeup assignment; missing three classes means a grade reduction of 2% of the total course grade.

**Two Group-Led Discussions (GLD) (10% each)**

- Co-lead a discussion on a reading. The instructor will assign groups randomly early in the semester, approximately week 3.
- Discussion leaders are encouraged (but not required) to visit office hours prior to leading their discussion to review the reading(s) and plan for the discussion.
- Lead discussion for approximately 20 minutes. Students are expected to initiate discussion with good questions and will also be expected to make connections throughout the class.
- An effective way to lead discussion is to develop a series of questions to discuss and direct the class to key quotes from the text that we can read and discuss together.

**Two Local/Global politics responses, 1000 words (15% each)**

- Students will choose an event they attended, an encounter they made, or interaction they had in the field that illustrates linkages between local and global politics.
- They are expected to take field notes in a journal, recording their observations, reflections, and interpretations about the event/encounter/interaction (these will be turned in with the paper to the instructor).

*This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.*
• Based on the notes, students will write a 1000 word response to the event/encounter/interaction (not a review of the event, a response to the event), following the following prompts:

1. A short description of the event/encounter/interaction.
2. A brief but thoughtful analysis of how the event/encounter/interaction represents and/or is an actual example of global/ transnational processes. In what ways was it global? What connects and disconnects local and global politics?
3. A brief but thoughtful analysis of how the event/encounter/interaction is local/ localized. How does it fit within the local physical or social landscape?
4. A reflection on the event/encounter/interaction. What did you learn and/or feel by participating in it?
5. At least one connection to the course material. Cite and engage a minimum of one course reading in your paper and list the citation at the end of your paper.

Except for in the US where the assignment is ungraded, the assignment will be graded as achieving one of these grades consisting of an A, A-, B, or no credit. This is a simplified grading system, designed for a quicker turn around by the professor to get your papers back to you. Consider this as a version of a “credit/no credit” assignment, in which there is a graduated expression of how well the “credit” has been achieved.

<table>
<thead>
<tr>
<th>0 Points- No credit</th>
<th>8.5</th>
<th>9.0</th>
<th>9.5 or 10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not make a meaningful attempt at addressing the assignment; Has multiple inaccuracies and/or needs supporting details; Supporting ideas and context are provided superficially but not accurate or are not ‘unpacked’ or examined; Paper is not poorly written or falls far short of the word requirement.</td>
<td>A reasonable description however has factual errors; Needs more accurate and necessary details; Ideas/examples are not well ‘unpacked’ or contextualized; Paper is acceptably written but not done well or does not meet the word requirement.</td>
<td>A reasonably thorough description with few significant factual errors; Provides some accurate and necessary details; Ideas/examples could be more ‘unpacked’ and properly contextualized; Paper is well-written and meets the word requirement.</td>
<td>A clear and thorough description with few significant factual errors; Provides accurate and necessary details; Ideas/examples are ‘unpacked’ and well contextualized; Paper is well-written and meets the word requirement.</td>
</tr>
</tbody>
</table>

*This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.*
Final Research Paper: Critical analysis of a Social Movement, 3000 words (40%)

The goal of this assignment is to give students an opportunity to explore more deeply and critically a particular social movement, campaign, activism or other form of political agency along with the theories and debates addressed in class. Students will discuss a social movement in comparison with another case study explored in class. The paper should focus on an empirical case of interest. The case that chosen for discussion may be related to one addressed in class, but must go well beyond the class discussion and readings. Papers will be evaluated in terms of the quality of the critical thinking and pertinence of the theoretical framework applied.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Standards</th>
</tr>
</thead>
</table>
| **Responsiveness to Essay Prompts**| A – Strongly addresses topics, responds very effectively to all aspects of assignment.  
B – Clearly address topics, but may respond to some aspects more comprehensively or effectively than others.  
C – Adequately addresses the topics, but may often slight relevant and pertinent aspects.  
D – Indicates confusion about the topics and overall assignment, or significantly neglects important aspects.  
F – Suggests an inability to comprehend assignment, or to respond meaningfully to topics.  |
| **Development, Evidence and Argumentation** | A – Explores relevant issues through strong analyses of data/experience; goes significantly beyond the simple or obvious; applies lessons from site visits, lectures and/or personal contacts without exotifying or essentializing research subjects.  
B – Shows good depth and complexity of thought; supports arguments with evidence  
C – May treat the topics simplistically or repetitively; doesn’t demonstrate sufficient analysis of data and/or experience.  
D – Lacks focus, demonstrates confused or simplistic thinking, or fails to adequately communicate ideas.  
F – Unfocused, illogical, incoherent or disorganized.  |
| **Organization and Clarity of Expression** | A – Coherently organized, with clearly stated argument(s) consistently supported by strong reasons or examples; logical flow of paragraphs; free from grammatical and spelling errors  
B – Well organized and developed; identifiable argument; minimal spelling/grammatical errors  
C – Adequately organized and developed; weaknesses in writing mechanics or structural coherence  
D – Poorly organized and/or undeveloped; significant writing/grammar errors that impact clarity  
F – Undeveloped; poorly written.  |
| **Research Quality** | A – Thoughtfully and analytically incorporates references to course material as well as outside research, site visits, and experiences; cites where appropriate using a consistent citation style  
B – Incorporates references and provides sufficient analysis.  
C – Partially includes references and provides very general analysis; may reflect a weak research effort.  
D – Partially includes references and doesn’t demonstrate sufficient analysis.  
F – Does not include any references; provides no analysis.  |

*This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.*
Assessment:
Group-led discussion 20% (10% each)
Local/Global politics responses 30% (15% each)
Final Research Paper 40%
Participation 10%

Grading Scale
94-100% A Excellent
90-93% A-
87-89% B+
84-86% B Above Average
80-83% B-
77-79% C+
74-76% C Average
70-73% C-
67-69% D+
64-66% D Below Average
below 64 F Fail

Expectations and Policies
- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak....
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates’, lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

Please refer to the SIT Study Abroad Student Handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

Disability Services: Students with disabilities are encouraged to contact Disability Services at disabilityservices@sit.edu for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at http://studyabroad.sit.edu/disabilityservices.

*This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.