POLITICAL SCIENCE 464A (001):
NGOs in International Politics

Winter 2019-20 (Term 1)
Thursdays 9:00-12:00, BUCH B319
Professor: Lisa McIntosh Sundstrom
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Course Description

This course will examine the growing and changing roles of nongovernmental organizations in international politics. We will ask whether a "global civil society" may be said to exist today, and examine the components of it that have been discussed in international relations literature, including nongovernmental organizations (NGOs), social movements, advocacy networks, and protest movements. The course will then delve into thematic questions on NGO authority, strategies, funding, and ethical issues facing activists. The remainder of the course concentrates on particular issue areas of nongovernmental activism: human rights, women's rights, international development, and the environment.

A crucial aspect of the course is that it includes a mandatory community-based experiential learning (CBEL) component. CBEL is a model of experiential education that combines classroom learning with volunteer work that responds to community identified goals or priorities. Each of you will be matched with community partners I have identified, and within the first few weeks of the course, you will meet your partners to refine the specific projects you will conduct over the course term. Your reflection upon your work with your partner organization will constitute a significant component of the course material and your evaluated assignments. The CBEL component of the course is discussed in greater detail below.

The course is focused on encouraging students to think critically in assessing the arguments that different authors make concerning NGOs and global civil society. Students will be expected to take an active part in lively discussions during the seminar meetings.

Learning Objectives

By the end of the course, it is expected that students will be able to:

1. Articulate and take a position on major debates in the politics of NGOs in international politics, concerning general questions related to NGOs' internal organizational issues, intra- and inter-network relationships among NGOs, ethical dilemmas of their practices in communities, and struggles with funding and resource mobilization.

2. Apply the above debates to particular issue areas of NGO activism that we study in the second half of the course.

3. Describe issue-specific roles of NGOs and the strategies they employ in the politics of the particular issue areas we study in the second half of the course.

4. Draw connections between the academic readings on the syllabus and the activities they engage in and observations they make in their community-based projects. Evaluate the extent to which the academic literature applies accurately to the community work they are doing.

5. Reflect critically on experiences in their community-based projects with internationally-oriented organizations in the Metro Vancouver area. Students will reflect on their own behaviour and reactions, as well as the characteristics of the organizations they are placed in, and the particular projects they are asked to work on.

6. Demonstrate improved professional workplace skills, including teamwork, communications, and project management as an outcome of their community-based project work.

Community-Based Experiential Learning

Each student in the class will be assigned to work with a community partner organization for approximately 30-40 hours over the term. Each of the partners with whom I have secured relationships for this year is requesting several students to work with them. Please note that you will *not* be marked primarily on the actual project you complete for the community partner and its success (although the TA's and community partner's evaluation of your contribution to the project will constitute part of your participation mark). Instead, you will be marked in your academic assignments on your depth and insight of reflection on your experiences in such work. These reflections will formally occur through two presentations and a CBEL journal assignment, outlined in the assignment descriptions below. Part of your participation mark will also be based on your demonstrated level of engagement and commitment to the project work, including through biweekly progress reports that your group will need to submit over the term.

The community partners I have identified for this year are:
- Amnesty International
- BC Council for International Cooperation
- Canadian International Resource and Development Institute (CIRDI)
- Commonwealth of Learning
- PeaceGeeks

These are all organizations based in or with offices in Metro Vancouver, which do globally-oriented work. This set of organizations encompasses a broad range of project opportunities: research, community activism or outreach, marketing materials development, strategic planning, etc. In most of these cases, creative thinking is extremely welcome, so as you peruse the project and partner descriptions, think about which opportunities might harness your own skills and talents most effectively.

The specific partner project descriptions will be posted on the Poli 464A Canvas site. On the site, you will also find a link to a poll asking you to express your ranking of preferences for different partnerships. The TA and I will take your preferences into account, as well as our own sense of which students might best suit various internships, in assigning your CBEL placement. You will need to log on to Canvas, view the partner project descriptions and answer the poll regarding your #1 through #5 placement preferences, including a short statement to explain your preferences. Please answer the poll by **end of Monday, September 9**. We will then endeavour to assign all students to placements and inform you sometime over the following week.

Course Requirements and Evaluation

Oral Group Presentations:
- **A 30-40 minute group presentation, worth 15 percent of your grade, during the seminar session in which we discuss your CBEL partner's thematic area.** These presentations will occur in Weeks 7 through 10 of the course. You will see that each community partner is matched with a particular week of the course. You and your fellow students placed with that partner will give a presentation in class during the week in which your partner organization is listed.
    - Your goal in these presentations is to survey all of the week's readings and draw links to the work of the community partner with whom you are placed and your experiences in working with the organization. Your group should be concise in your summary of the readings (since all students will have read them) and instead spend most of the time drawing connections among the readings, critiquing them, and drawing links to your CBEL experiences and knowledge about the partner organization thus far.
    - At the end of this presentation, present a list of questions for class discussion that arise from the material. Feel free to make the format of this dialogue creative by including a class activity or quiz to generate discussion! Your questions, together with the ones included in the syllabus, will frame the class

discussions that follow.

- See the presentation evaluation template at the end of this syllabus for guidance on how I will evaluate your presentation.

- **20-minute group presentation regarding CBEL projects, in class on final date of course seminar (November 28), worth 20 percent.**

  - In these presentations, you and your fellow students who have worked with the same community partner organization will deliver a presentation to convey the results of your project work and to reflect upon the ups and downs of the placement experience and, where relevant, how your experiences relate to the academic literature from the course. While you will outline some of the struggles of the project, it is important to be diplomatic and courteous in your depiction of the partner organization during this public presentation.

  - Representatives from the community partner organizations will also be invited to attend the session and we will celebrate the partnership achievements with refreshments!

Written Assignments:

- **Weekly online reading responses (due each week at beginning of class) (10%):** Each class, you must submit a brief online written response on the course Canvas site, in which you react to the week's readings. This post should be no more than a few paragraphs and certainly no longer than 500 words, and the online format allows all of your classmates to read it. The post is to be submitted on the Canvas course site discussion board that is located in that week's course module section of the site. Do not agonize over its elegance, since you will receive credit as long as you submit a response that refers to all of the readings. You may submit your response any time prior to class but you must submit it by the start of class (not after class), or you will not receive credit for it. You must at least briefly mention all of the required readings and your reactions could include affirmation, criticism, or simply questions about some of the readings for the week. These responses will demonstrate to me that you have prepared for class and will provide a participation avenue more suited to those students who experience discomfort speaking in class. Ideally they will also help you to formulate some points to raise in class. <u>These responses are marked on a pass/ fail basis. You are not expected to submit a response on the week in which you present on the readings, and you are</u> <u>permitted to skip one additional week of the term without notice or penalty.</u>

- **A reflective journal regarding your CBEL experience, in two iterations through the term (marked by the TA).** I will be handing out much more detailed guidelines on the journal assignment within the next few weeks. Essentially, the purpose of your reflective journal is to make connections between your CBEL placement experience and the knowledge you are gaining in the classroom, and to think critically and explicitly about what you are learning from these experiences. As part of your CBEL placement, you are expected to conduct an interview with one of your staff contacts at the partner organization (more details to come later), and reflect on

that interview in your journal.

1. **An interim journal submission, due in class on October 17 (worth 5 percent on a pass/ fail basis).** This is to make sure that you are making timely progress with your journal, and will give you an opportunity to receive detailed feedback from the TA in time to make any needed adjustments well before the final journal submission deadline.

2. **Final journal submission, due by email to me and the TA by end of day on December 6 (worth 25 percent of final grade).** If you have opted to write your journal in a physical written format rather than an electronic file, please make arrangements to deliver your journal to me by the end of that day.

Class Participation:

- **Class participation is worth 25 percent of your grade, and is split into two components: in-class oral contributions and community partner/ TA assessments of your contribution to the CBEL project.**

    1. **Oral contributions and attendance (15%):** Of course, making oral contributions to class discussions is an important part of participation, especially in a seminar course. However, I do not consider quantity of speaking, but instead the quality of comments. Remember, there are no dumb questions! If you are confused about something, it is likely that at least one other person is, too.

    2. **Assessment of your contribution to your CBEL project (10%).** At the end of the term, I will solicit feedback from the community partner organization concerning each student's performance and contribution in producing the agreed-upon CBEL project with the organization. I will also solicit feedback from the teaching assistant and peer evaluations from fellow group members regarding each student's performance in this regard. Student groups will be submitting biweekly progress reports over the term regarding their CBEL projects, so that the TA and community partner can monitor progress. Each student will receive a mark at the end of the term reflecting their quality of participation and effort.

Summary of Key Due Dates:

- **Group's week, as indicated**   Group thematic presentation
- **Beginning of class each week** Deadline for weekly written response
- **October 17 (by email)**   Deadline for submitting interim reflective journal
- **November 28, in class**   Final group presentation on CBEL projects
- **December 6 (by email)**   Deadline for submitting final reflective journal

Acknowledgement

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the Musqueam people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

The University's Values and Policies

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. I have included key elements below, but further details of the policies and how to access support are available here (https://senate.ubc.ca/policiesresources-support-student-success).

Religious holiday accommodations

UBC permits students who are scheduled to attend classes or write examinations on holy days of their religions to notify their instructor in advance of these days and their wish to observe them by absenting themselves from class or examination. Instructors provide opportunity for students to make up work or examinations missed without penalty. (Policy #65.)

Accommodating disabilities

UBC is committed to the academic success of students with disabilities. UBC's policy on Academic Accommodations for students with disabilities aims to remove barriers and provide equal access to University services, ensure fair and consistent treatment of all students, and to create a welcoming environment. Students with a disability should first meet with an Access and Diversity advisor to determine what accommodations/services you are eligible for.

Illness, Absence and Late Assignment Penalties

If you experience medical, emotional, or personal problems that affect your attendance or academic performance, and miss completing marked coursework for the first time (assignment, exam, presentation, participation in class), immediately submit a Student Self-Declaration to me so that your in-term concession case can be evaluated.

If this is not the first time you have requested concession or classes are over, fill out Arts Academic Advising's online academic concession form immediately, so that an advisor can evaluate your concession case.

If you are a student in a different Faculty, please consult [your Faculty's webpage on academic concession](), and then contact me where appropriate.

Unless you have discussed your inability to meet an assignment deadline in advance, or have an unexpected emergency arise, there will be an automatic 3% grade penalty per business day for late papers. If you are planning to be absent for varsity athletics, family obligations, or other commitments, you should discuss your commitments with me before the drop date.

Overcommitment and burdensome workloads will not be accepted as excuses to avoid penalties for late assignments, since you are informed about the schedule of assignments and exams for your courses at the beginning of the term and have the entire term to budget your time for different assignments.

Academic Integrity and Responsibility

Academic communities depend on their members' honesty and integrity in representing the sources of reasoning, claims, and wordings that appear in their work. Like any other member of the academic community, you will be held responsible for the accurate representation of your sources: the means by which you produced the work you are submitting. If you are found to have misrepresented your sources and to have submitted others' work as your own, penalties may follow. Your case may be forwarded to the Head of the department, who may decide that you should receive zero for the assignment. The Head will report your case to the Dean's Office, where the report will remain on file. The Head may decide, in consultation with your instructor, that a greater penalty is called for, and will forward your case to the Dean's Office. After an interview in the Dean's Office, your case may be forwarded to the President's Advisory Committee on Academic Misconduct. Following a hearing in which you will be asked to account for your actions, the President may apply penalties including zero for the assignment; zero for the course; suspension from the university for a period ranging from 4 to 24 months; a notation on your permanent record. The penalty may be a combination of these.

Like any academic author submitting work for review and evaluation, you are guaranteeing that the work you submit for this course has not already been submitted for credit in another course. Your submitting work from another course, without your instructor's prior agreement, may result in penalties such as those applied to the misrepresentation of sources.

Reach out and ask for help if you need it

University students encounter setbacks from time to time that can impact academic performance. If you run into difficulties and need assistance, I encourage you to contact me by email or by dropping by my office. I will do my best to support your success during the term. This includes identifying concerns I may have about your academic progress or wellbeing through Early Alert. With Early Alert, faculty members can connect you with advisors who offer students support and assistance getting back on track to success. Only specialized UBC advisors are able to access any concerns I may identify, and Early Alert does not affect your academic record. For more information about Early Alert, visit

earlyalert.ubc.ca .For information about addressing mental or physical health concerns, including seeing a UBC counselor or doctor, visit students.ubc.ca/livewell

Respectful University Environment

UBC recognizes that "the best possible environment for working, learning and living is one in which respect, civility, diversity, opportunity and inclusion are valued." The full *UBC Statement on Respectful Environment for Students, Faculty and Staff* can be found at http://www.hr.ubc.ca/respectful-environment/files/UBC-Statement-on-Respectful-Environment-2014.pdf. Students should read this statement carefully and take note of both the protections and the responsibilities that it outlines for all members of the UBC community. Students should also review the Student Code of Conduct, at: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,750,0

This course values frank discussion, healthy debate, and the free and respectful exchange of ideas. Students are welcome to voice and defend their views, which may differ from those of other students or of the instructor. However, disrespectful behavior, including bullying and harassment, will not be tolerated. The instructor and teaching assistant will be professional and respectful in all their exchanges with students, and students will exercise similar professionalism and respect in their interactions with each other, with the teaching assistant, and with the instructor.

If you have any concerns about the class environment, please raise them with the instructor. You also have the options of contacting the Head of the Political Science Department, UBC's Equity and Inclusion Office (http://equity.ubc.ca), or the UBC Ombudsperson for Students (http://ombudsoffice.ubc.ca/contactus/).

Resources in Cases of Discrimination, Harassment, and Sexual Assault

UBC is committed to equity (including but not limited to gender equity) and fostering a safe learning environment for everyone. All peoples should be able to study, work, and learn in a supportive environment that is free from sexual violence, harassment, and discrimination. UBC's Policy #3 on Discrimination and Harassment defines harassment as: "unwanted and unwelcome attention from a person who knows, or ought to know, that the behaviour is unwelcome. Harassment can range from written or spoken comments to unwanted jokes, gifts, and physical assault, and may be accompanied by threats or promises regarding work or study opportunities and conditions. Harassment can be either a single incident or a series of related incidents." Such behavior is not acceptable and will not be tolerated at UBC. If you have a concern about harassment or discriminatory treatment that is not sexual assault, you may turn to the UBC Equity and Inclusion Office. The Equity and Inclusion Office is committed to fostering a community in which human rights are respected and equity and diversity are integral to university life.

If you or someone you know has experienced or been threatened with sexual assault, you can find confidential support and resources at the UBC Sexual Violence Prevention and Response Office (SVPRO), and the AMS Sexual Assault Support Centre. The SVPRO is a safe

place for students, faculty, staff who have experienced sexual violence, regardless of where or when it took place. This includes any attempt or act of a sexual nature without your consent. All gender identities, expressions and sexualities are welcome. The SASC is an all-genders service that serves the UBC-Vancouver campus community and is committed to creating a safer campus community, free from sexualized violence. Their work is informed by feminism, anti-oppression and recognition of intersectionality.

Resources are available at:

UBC Sexual Violence Prevention and Response Office
6363 Agronomy Road, ROOM 4071
Vancouver, BC Canada V6T 1T2
Tel 604-822-1588
https://svpro.ubc.ca

Sexual Assault Support Centre, (SASC)
249M, Student Union Building, UBC
604-827-5180
sasc@ams.ubc.ca
http://amssasc.ca

Equity and Inclusion Office
2306 – 1874 East Mall (Brock Hall)
604.822.6353
equity@equity.ubc.ca
http://equity.ubc.ca

Citation Styles

I am happy to accept any common style of citation in your journals, whether it be in-text author- date-page citations, footnotes at the bottom of each page, or endnotes at the end of the essay. The key requirement is that you should be thorough and consistent in your citation style. If you need a reference guide, the UBC library website has basic style guides for the APA and MLA citation styles (http://help.library.ubc.ca/researching/how-to-cite/). Another more detailed reference is the well-known *Chicago Manual of Style* (University of Chicago Press). In any case, in addition to individual citations, you should include a "works cited" page at the end of your essay as a matter of standard practice, even though the sources are likely to be from the course syllabus itself. Please come and see me if you have any questions about styles of reference.

Reading Requirements

There is a considerable amount of reading expected in this course. The assigned reading averages a total of approximately 80 pages per week. You should endeavour each week to read all of the readings, in order to make useful contributions to class discussions. Although there is no final exam to test your reading coverage in this course, your weekly

written response marks and participation mark will depend in part on your knowledge of the readings.

Course Texts

There are no readings that need to be purchased for this course. You can find all required readings (and many of the recommended readings) on the syllabus electronically through the UBC Library Online Course Reserves (LOCR) site. Go to https://courses.library.ubc.ca, and log in with your UBC CWL to access the online readings for the course. You will be able to access pdf or e-book versions of each journal article and book chapter listed as a required reading through that service.

Week-by-Week Schedule of Topics and Readings:

Week 1, Sept. 5: Introduction

No assigned readings.

Week 2, Sept. 12: Global Civil Society or Something More Modest? And Orientation by UBC's Centre for Community-Engaged Learning

John Keane, "Unfamiliar Words," in *Global Civil Society?* (Cambridge, UK: Cambridge University Press, 2003): 1-39.

Kenneth Anderson and David Rieff, "'Global Civil Society': A Sceptical View," in *Global Civil Society 2004/5*, Helmut Anheier, Marlies Glasius, Mary Kaldor, eds., Sage Publications, 2005: pp. 25-38.

Sidney Tarrow, "Transnational Politics: Contention and Institutions in International Politics," *Annual Review of Political Science* 4 (2001): 1-20.

Jackie Smith and Dawn Wiest, "The Uneven Geography of Global Civil Society: National and Global Influences on Transnational Association," *Social Forces* 84, no. 2 (Dec. 2005): 621-52.

Recommended readings:

Mary Kaldor, "The Idea of Global Civil Society," *International Affairs* Vol. 79, no. 3 (2003): 583-593.

Ronaldo Munck, "Global Civil Society," in *Third Sector Research*, edited by Rupert Taylor (New York: Springer, 2010): pp. 317-326.

Discussion Questions:

1. What should be the definition of global civil society? Is it an ideal-type concept or something that acually exists? Should it be defined by organizational types, spheres of activity, or values and goals?

2. What are the practical and ethical implications of choosing to define civil society in one way or another?

3. Are certain actors excluded from a definition of global civil society? What would be reasons for excluding them? Do actors have to be "good" or "nice" to be included?

4. Is GCS the correct term, or should we be talking about transnational civil society or transnational social movements as a less ambitious term? Should we not be talking about "civil society" at all?

5. Is GCS new, or is there something new about it in recent years compared to the past?

6. What is the difference between and INGO and a transnational social movement (TSM)? Do any TSMs exist in reality?

Week 3, Sept. 19: Evolving NGO Power and Authority

Stroup, Sarah S. and Wendy H. Wong. *The Authority Trap: Strategic Choices of International NGOs* (Ithaca: Cornell University Press, 2017): Chapters 1-2 (pp. 1-40).

Keck, Margaret E. and Kathryn Sikkink, "Transnational Advocacy Networks in International and Regional Politics," *International Social Science Journal* 51, Issue 159 (1999): 89-101.

Reimann, Kim D., "A View from the Top: International Politics, Norms and the Worldwide Growth of NGOs," *International Studies Quarterly* 50, no. 1 (March 2006): 45-68.

Recommended readings:

Michael Muetzelfeldt and Gary Smith, "Civil Society and Global Governance: The Possibilities for Global Citizenship," *Citizenship Studies* 6, no. 1 (2002): 55-75.

Ann Florini, "Is Global Civil Society a Good Thing?" *New Perspectives Quarterly* 21, no. 2 (Spring 2004): 72-77.

Dieter Rucht, "The Transnationalization of Social Movements: Trends, Causes, Problems," in *Social Movements in a Globalizing World*, edited by Donatella della Porta, Hanspieter Kriesi, and Dieter Rucht (New York: St. Martin's Press, 1999): 206-222.

Discussion Questions:

1. To what extent are states relevant in shaping the opportunities and constraints that transnationally active NGOs, networks, and social movements face?

2. Should we be measuring NGO power as a zero-sum equation in relation to state power?

3. What is the "authority trap" for NGOs, and what does this mean for the

ability of NGOs to achieve their ideal advocacy goals?

4. What is the "boomerang pattern" and what conditions do you think are necessary for it to work?

Week 4, Sept. 26: NGO Strategies

R. Charli Carpenter, "Setting the Advocacy Agenda: Theorizing Issue Emergence and Nonemergence in Transnational Advocacy Networks," *International Studies Quarterly* 51 (2007): 99-120.

Hafner-Burton, Emilie, "Sticks and Stones: Naming and Shaming -- the Human Rights Enforcement Problem." *International Organization*, Vol. 62 (2008): 689-716.

Caroline Harper, "Do the Facts Matter? NGOs, Research, and International Advocacy," in *Global Citizen Action*, edited by Michael Edwards and John Gaventa (Boulder, CO: Lynne Rienner, 2001): 247-258.

Matt Price, "Disruption in the NGO Sector," Ch. 4 in *Engagement Organizing: The Old Art and New Science of Winning Campaigns* (Vancouver: UBC Press, 2017): 84-102. [NOTE: You may wish to read more chapters of this book, especially Ch. 2 – available as e-book from library.]

Recommended readings:

Hendrix, C. S., & Wong, W. H. (2013). When Is the Pen Truly Mighty? Regime Type and the Efficacy of Naming and Shaming in Curbing Human Rights Abuses. *British Journal of Political Science*, 43(03), 651–672.

Ron, James, Howard Ramos, and Kathleen Rodgers. "Transnational Information Politics: NGO Human Rights Reporting, 1986-2000." *International Studies Quarterly* 49.3 (2005): 557–587.

Strange, Michael, "'Act Now and Sign Our Joint Statement!' *Media, Culture & Society* 33, no. 8 (2011): 1236-53.

Stroup, Sarah S. and Amanda Murdie. "There's no place like home: Explaining international NGO advocacy." *Review of International Organizations* 7 (2012): 425–448.

Taylor, V., Kimport, K., Van Dyke, N., & Andersen, E. A. (2009). Culture and Mobilization: Tactical Repertoires, Same-Sex Weddings, and the Impact on Gay Activism. *American Sociological Review*, *74*(6), 865–890.

Wong, Wendy H. and Peter A. Brown, "E-Bandits in Global Activism: WikiLeaks, Anonymous, and the Politics of No One," *Perspectives on Politics*, *11*(04) (2013): 1015–1033.

Discussion Questions:

1. What are the various modes through which GCS attempts to influence world politics? Which identifiable strategies seem to be most fruitful for activists?

2. Does it matter that NGOs sometimes publicize inaccurate facts if the basic problem they are amplifying does exist and their intentions are charitable? Why or why not?

3. Does "naming and shaming" work as a tactic for international NGOs to stop human rights violations in domestic contexts? If so, under what conditions?

4. What are engagement organizing and the "snowflake model"? And what is the "magic formula" for successful campaigns in the contemporary era? How much do digital platforms matter?

Week 5, Oct. 3: Funding

Cooley, Alexander, and James Ron. "The NGO Scramble: Organizational Insecurity and the Political Economy of Transnational Action." *International Security* 27, no. 1 (2002): 5–39.

Rutzen, Douglas. "Aid Barriers and the Rise of Philanthropic Protectionism." *International Journal of Not-for-Profit Law* 17.1 (2015): 5–44.

Valerie Sperling, *Organizing Women in Contemporary Russia: Engendering Transition* (New York: Cambridge University Press, 1999): Ch. 7, pp. 220-256.

Molina-Gallart, N. "Strange bedfellows? NGO–corporate relations in international development: an NGO perspective." *Development Studies Research*, 1.1 (2015): 42–53.

Recommended readings:

Bob, Clifford. "The Market for Human Rights." *Advocacy Organizations and Collective Action*. (New York: Cambridge University Press, 2010): pp. 133–54.

Christensen, Darin, and Jeremy M. Weinstein. "Defunding Dissent: Restrictions on Aid to NGOs." *Journal of Democracy* 24.2 (2013): 77–91.

Edwards, Michael, and David Hulme. "Too Close for Comfort? The Impact of Official Aid on Nongovernmental Organizations." *World Development* 24.6 (1996): 961–973.

Pinter, Frances. "Funding Global Civil Society Organisations", in *Global Civil Society* 2001, edited by Helmut Anheier, Marlies Glasius, Mary Kaldor, Sage Publications, 2001, pp. 195-217. You may skim this to get a sense of the lay of the land.

Sundstrom, Lisa McIntosh. "Foreign Assistance, International Norms, and NGO Development: Lessons from the Russian Campaign." *International Organization* 59.2 (2005): 419-449.

Hildebrandt, T. (2012). Development and Division: the effect of transnational linkages and local politics on LGBT activism in China. *Journal of Contemporary China*, *21*(77), 845–862.

Discussion Questions:

1. What are the pros and cons of various types (sources) of funding for NGOs? What would be the ideal configuration of funding for NGOs in order to preserve their autonomy but still have enough financial resources to be effective?

2. Are there any ways in which funding programs or recipient practices could be modified to help reduce the problem of NGO dependency and activities shaped by donor priorities?

3. What kinds of effects do foreign donors have on local NGO movements within state borders? Is reliance on foreign funding thus an inherently dangerous condition for local activists?

4. Do you think that a large influx of funding from donors on balance strengthens or weakens an NGO? In what ways?

Week 6, Oct. 10: No regular class – Time slot dedicated to CBEL project work

** REMINDER: INTERIM REFLECTIVE JOURNALS DUE IN CLASS OCTOBER 17 **

Week 7, Oct. 17: Ethical Issues for Global Activists

John D. Clark, "Ethical Globalization: The Dilemmas and Challenges of Internationalizing Civil Society," in *Global Citizen Action*, edited by Michael Edwards and John Gaventa (Boulder, CO: Lynne Rienner, 2001): 17-28.

Daniel A. Bell and Joseph Carens, "The Ethical Dilemmas of International Human Rights and Humanitarian NGOs: Reflections on a Dialogue between Practitioners and Theorists," *Human Rights Quarterly* 26, no. 2 (May 2004): 300-329.

Duffield, Mark, "NGOs, Permanent Emergency and Decolonization," Chapter 2 in *Development, Security and Unending War: Governing the World of Peoples* (Cambridge, UK: Polity Press, 2007): focus on pp. 46-65.

Kilby, Patrick. "Accountability for Empowerment: Dilemmas Facing Non-Governmental Organizations." *World Development* 34.6 (2006): 951–963.

Recommended readings:

Brysk, Alison. "Democratizing Civil Society in Latin America," *Journal of Democracy* 11, no. 3 (July 2000): 151-65.

Edwards, M. and Hulme, D. (Eds.). *Non-Governmental Organisations - Performance and Accountability*. London: Routledge, 1995.

Sikkink, Kathryn, "Restructuring World Politics: The Limits and Asymmetries of Soft

Power," in *Restructuring World Politics: Transnational Social Movements, Networks, and Norms* (Minneapolis: University of Minnesota Press, 2002): 301-317.

Snyder, Jack, and Leslie Vinjamuri. "Trials and errors: Principle and pragmatism in strategies of international justice." *International security* 28.3 (2004): 5-44.

Discussion Questions:

1. What are the ethical problems of governance associated with the growth of transnationalized civil society? Should there be some kind of agency created to monitor and rate NGOs? If so, who would do the monitoring?

2. Is it important for NGOs or transnational networks to be run democratically? Or does this simply hamper effectiveness of the organization/ network in achieving its goals?

3. What problems of inequality or misunderstanding arise between foreign activists/ organizations and local organizations/ citizens/ governments in poor countries? Is this inevitable or can these problems be mitigated?

4. Do NGOs rely upon the permanent existence of humanitarian emergencies to sustain their existence?

5. Should NGOs avoid provision of services that are best seen as responsibilities of the state?

Week 8, Oct. 24: Human Rights and Climate Change
(Students placed with <u>Amnesty International </u>will present this week.)

Humphreys, Stephen, ed. *Human Rights and Climate Change*. New York: Cambridge University Press, 2010. (All students read Introduction (pp. 1-34); presenting students should read more).

Allan, Jen Iris, and Jennifer Hadden. "Exploring the Framing Power of NGOs in Global Climate Politics." *Environmental Politics* 26, no. 4 (2017): 600–620.

Newell, Peter. "Civil Society, Corporate Accountability and the Politics of Climate Change," *Global Environmental Politics*, *8*(3) (August 2008): 122–153.

Recommended readings:

Balboa, Cristina M. "How Successful Transnational Non-Governmental Organizations Set Themselves up for Failure on the Ground." *World Development* 54 (2014): 273–87.

Boyd, David R. 2015. "The Right to a Healthy Environment: A Prescription for Canada." *Canadian Journal of Public Health* 106 (6): e353–54.

Greenberg, J., Knight, G., & Westersund, E. Spinning climate change: Corporate and NGO public relations strategies in Canada and the United States. *International Communication Gazette*, *73*(1-2) (2011): 65–82.

Hopgood, Stephen. *Keepers of the Flame: Understanding Amnesty International*. Ithaca, NY: Cornell University Press, 2013.

Lightfoot, Sheryl. "Practicing Global Politics in Indigenous Ways," pp. 72-92 in *Global Indigenous Politics: A Subtle Revolution*. London: Routledge, 2016.

Nelson, Paul J., and Ellen Dorsey. "At the Nexus of Human Rights and Development: New Methods and Strategies of Global NGOs." *World Development* 31(12) (2003): 2013–26.

Newell, Peter, "Campaigning for Corporate Change: Global Citizen Action on the Environment," in *Global Citizen Action*, edited by Michael Edwards and John Gaventa (Boulder, CO: Lynne Rienner, 2001): 189-201.

Price, Richard, "Reversing the Gun Sights: Transnational Civil Society Targets Land Mines," *International Organization* 52, no. 3 (July 1998): 613-44.

Risse, Thomas and Kathryn Sikkink, "The Socialization Of International Human Rights Norms Into Domestic Practices: Introduction", *The Power of Human Rights: International Norms and Domestic Change* (New York: Cambridge University Press, 1999): 1-38.

Wapner, Paul, "Horizontal Politics: Transnational Environmental Activism and Global Cultural Change," *Global Environmental Politics* 2, no. 2 (May 2002): 37-63.

Discussion Questions:
1. What does a human rights perspective or framing add to advocacy campaigns on climate change issues?
2. What are the boundaries between human rights issues and development or environmental issues? Are the boundaries important and why?
3. Is there a resolution to the age-old question of whether NGOs are more effective with cooperative or confrontational strategies in their campaigns against corporate or state practices? Or do campaigns in GCS need to include both approaches in order to attain their goals?
4. Should NGOs be focused on government regulation, incentivizing private consumer behaviour, litigation in courts, or other mechanisms as strategies for impeding climate change?

Week 9, Oct. 31: Women's Rights/ Feminism
(Students placed with <u>Commonwealth of Learning </u>will present this week.)

Margaret E. Keck and Kathryn Sikkink, "Transnational Networks on Violence Against

Women," *Activists Beyond Borders: Advocacy Networks in International Politics* (Ithaca, NY: Cornell University Press, 1998): 79-120.

Sally Engle Merry, "Transnational Human Rights and Local Activism: Mapping the Middle," *American Anthropologist* Vol. 108, no. 1 (2006): 38-51.

Cloward, Karisa. "False Commitments: Local Misrepresentation and the International Norms Against Female Genital Mutilation and Early Marriage." *International Organization* 68.3 (2014): 495–526.

Recommended readings:

Berkovitch, Nitza, "The Emergence and Transformation of the International Women's Movement," in *Constructing World Culture: International Nongovernmental Organizations since 1875*, edited by John Boli and George M. Thomas (Stanford, CA: Stanford University Press, 1999): 100-126.

Charlotte Bunch, "International Networking for Women's Human Rights," in *Global Citizen Action*, edited by Michael Edwards and John Gaventa (Boulder, CO: Lynne Rienner, 2001): 217-229.

Darmon, Keren. 2014. "Framing SlutWalk London: How Does the Privilege of Feminist Activism in Social Media Travel into the Mass Media?" *Feminist Media Studies* 14 (4). Taylor & Francis: 700–704.

Mohanty, C. T. (1988). Under Western Eyes: Feminist Scholarship and Colonial Discourses. *Feminist Review*, (30), 61–88.

Khoja-Moolji, Shenila. 2015. "Becoming an 'Intimate Publics': Exploring the Affective Intensities of Hashtag Feminism." *Feminist Media Studies* 15 (2). Taylor & Francis: 347–50.

Newsom, Victoria A., and Lara Lengel. 2012. "Arab Women, Social Media, and the Arab Spring: Applying the Framework of Digital Reflexivity to Analyze Gender and Online Activism." *Journal of International Women's Studies* 13 (5): 31–45.

Baer, Hester. 2016. "Redoing Feminism: Digital Activism, Body Politics, and Neoliberalism." *Feminist Media Studies* 16 (1). Routledge: 17–34.

Discussion Questions:

1. What are the advantages and disadvantages of the women's movement focusing on women's rights as human rights as a frame for action?

2. How can NGO activists, both global and local, work successfully to translate feminist principles in ways that resonate in local contexts?

3. Is it possible to build a truly global women's rights movement? Why or why not?

Week 10, Nov. 7: International Development

(Students placed with the <u>BC Council for International Cooperation</u> will present this week.)

Jordan, Lisa, and Peter Van Tuijl. "Political Responsibility in Transnational NGO Advocacy." *World Development* 28.12 (2000): 2051–2065.

Jeffrey T. Jackson, "The Expats" and "The Locals" (Chapters 3 & 4) in *The Globalizers: Development Workers in Action* (Baltimore, MD: Johns Hopkins University Press, 2005): 73-127.

Bebbington, Anthony, "Donor-NGO Relations and Representations of Livelihood in Nongovernmental Aid Chains," *World Development*, Vol. 33, no. 6 (2005): 937-50.

Arhin, Albert. "Advancing Post-2015 Sustainable Development Goals in a Changing Development Landscape: Challenges of NGOs in Ghana." *Development in Practice* 26, no. 5 (2016): 555–68.

Recommended readings:

Büthe, Tim, Solomon Major, and André De Mello Souza. "The Politics of Private Foreign Aid: Humanitarian Principles, Economic Development Objectives, and Organizational Interests in NGO Private Aid Allocation." *International Organization* 66.4 (2012): 571–607.

Edwards, Michael and David Hulme, eds., *Non-governmental organisations : performance and accountability : beyond the magic bullet* (London: Earthscan, 1995).

Discussion Questions:

1. What are the problems of representation related to INGOs' work in poor countries (both "speaking of" and "speaking for" the Global South)?

2. Are there alternative ways for NGOs to contribute to international development besides relying on traditional donors? Can they escape the pathologies of the traditional "aid chain"?

3. When international organizations or INGOs operating in poor countries pay their local staff much less than they pay their Western workers, is this reasonable based on differing costs of living, or is it exploitation?

4. What are the opportunities and pitfalls inherent in relying on NGOs to help implement the UN Sustainable Development Goals?

Week 11, Nov. 14: International Development – Gender in the Development Sector

(Students placed with <u>CIRDI</u> will present this week.)

Aggestam, Karin, and Annika Bergman-Rosamond. "Swedish Feminist Foreign Policy in the Making: Ethics, Politics, and Gender." *Ethics and International Affairs* 30, no. 3 (2016): 323–34.

Chowdry, Geeta. 1995. "Engendering Development? Women in Development (WID) in International Development Regimes." *Feminism/Postmodernism/Development*, 26–41. London: Routledge (E-book).

Mukhopadhyay, M. "Mainstreaming Gender or 'Streaming' Gender Away: Feminists Marooned in the Development Business." In: Harcourt W. (eds) *The Palgrave Handbook of Gender and Development*, 77-91. London: Palgrave Macmillan, 2016 (E-book).

Olivius, Elisabeth. "Displacing Equality? Women's Participation and Humanitarian Aid Effectiveness in Refugee Camps." *Refugee Survey Quarterly* 33.3 (2014): 93–117.

Kelly, Nicola. 2017. "Aid workers and sexual violence: survivors speak out." *The Guardian*, Feb. 17. https://www.theguardian.com/global-development-professionals-network/2017/feb/17/aid-workers-and-sexual-violence-survivors-speak-out.

Hirsch, Afua. 2017. "Oxfam abuse scandal is built on the aid industry's white saviour mentality" *The Guardian*, Feb. 20. https://www.theguardian.com/commentisfree/2018/feb/20/oxfam-abuse-scandal-haiti-colonialism.

Recommended readings:

Desai, Vandana. "NGOs, Gender Mainstreaming, and Urban Poor Communities in Mumbai." *Gender & Development* 13.2 (2005): 90–98.

Goetz, Anne Marie. 2004. "Reinvigorating Autonomous Feminist Spaces." *IDS Bulletin* 35 (4): 137–40.

Goetz, Anne Marie. 1992. "Gender and Administration." *IDS Bulletin* 23 (4): 6–17.

Hunt, J., and N. Kasynathan. 2001. "Pathways to Empowerment? Reflections on Microfinance and Transformation in Gender Relations in South Asia." *Gender and Development* 9 (1): 42–52.

Mindry, Deborah. 2001. "Nongovernmental Organizations , ' Grassroots ,' and the Politics of Virtue." *Signs: Journal of Women in Culture and Society* 26 (4): 1187–1211.

Richey, Lisa Ann. "In Search of Feminist Foreign Policy: Gender, Development, and Danish State Identity." *Cooperation and Conflict* 36, no. 2 (2001): 177–212.

Discussion Questions:

1. What are the pros and cons of international development NGOs "mainstreaming"

human rights and gender equality goals into their work?

2. How can development NGOs navigate between the two pitfalls of reinforcing women's often subservient traditional gender roles and imposing outside (Western?) visions of women's empowerment?

3. What forms of gender inequality exist within the development NGO sector itself, and how can they be overcome?

4. What is "feminist foreign policy" and can it be achieved?

Week 12, Nov. 21: Peacebuilding (Also final advice on presentations and journals)
(Students placed with <u>PeaceGeeks</u> will present this week.)

Required:

Barnett, Michael, Hunjoon Kim, Madalene O'Donnell, and Laura Sitea. "Peacebuilding: What Is in a Name?" *Global Governance* 13 (2007): 35–58.

Pouligny, Béatrice. "Civil Society and Post-Conflict Peacebuilding: Ambiguities of International Programmes Aimed at Building 'new' Societies." *Security Dialogue* 36, no. 4 (2005): 495–510.

Gerstbauer, L. C. 2009. "The Whole Story of NGO Mandate Change: The Peacebuilding Work of World Vision, Catholic Relief Services, and Mennonite Central Committee." *Nonprofit and Voluntary Sector Quarterly* 39(5): 844–65.

Curtis, Devon E.A. "Broadcasting Peace: An Analysis of Local Media Post-Conflict Peacebuilding Projects in Rwanda and Bosnia." *Canadian Journal of Development Studies* 21, no. 1 (2000): 141–66.

Recommended:

Barnett, Michael, "Humanitarianism Transformed," *Perspectives on Politics* 3, no. 4 (December 2005): 723-40.

Mac Ginty, Roger. "Routine Peace: Technocracy and Peacebuilding." *Cooperation and Conflict* 47, no. 3 (2012): 287–308.

Duffield, Mark, *Development, Security and Unending War: Governing the World of Peoples* (Cambridge, UK: Polity Press, 2007).

Seybolt, Taylor B., "The Myth of Neutrality," *Peace Review* 8, no. 4 (Dec. 1996): 521-28.

Discussion Questions:

1. What are the boundaries of the field of "peacebuilding"? To what degree should such work take on agendas such as human rights, humanitarianism, development, or democratization?

2. How do NGOs fit into peacebuilding tasks, and how can international peacebuilding NGOs escape their colonial roots?

3. How can media and information technologies be used to either build or undermine inter-group trust in post-conflict or fragile peace contexts?

Week 13, Nov. 28: Final Presentations on CBEL Projects

** FINAL REFLECTIVE JOURNALS DUE BY MIDNIGHT DECEMBER 6 VIA EMAIL TO PROF. SUNDSTROM AND THE TA **

Readings-Based Presentation Marking Template

Date:

Presenters:

Coverage of assigned readings: /5

     Completeness?

     Links drawn between readings?

Insightfulness of analysis: /10

     Critical evaluation?

     Connection to aspects of CBEL experience or partner organization?

Presentation style and engagement with class: /5

     Engaging presentation style and kept to time limit?

     Creativity of techniques (bonus, optional)?

Total mark: /20

Final Presentation Marking Template

Date:

Presenting Group:

Presentation delivery: /5

    Well-organized, clear, and within time limit?

    Use of creative techniques to depict points?

Analysis and reflection about CBEL placement and project: /10

    Depth of reflection about what went smoothly or not-so-smoothly, or unexpectedly in placement?

    Explanation of what you gained from the CBEL experience and what you will take from it?

Connection with themes and literature discussed in the course: /5

    Links between concrete CBEL project and the course themes/ literature?

Total mark: /20