UNIVERSITY OF BRITISH COLUMBIA
POLITICAL SCIENCE 464A (001):
Global Civil Society and NGOs in International Politics

Winter 2014-15 (Term 1)
Wednesdays 2:00-5:00 pm, BUCH D315
Professor: Lisa McIntosh Sundstrom
Office Hours: Mondays and Thursdays 10:00-11:00 (at Liu Institute office)
Offices: LIU 307; BUCH C309
Telephone: 604-822-6331
Email: lisa.sundstrom@ubc.ca
Teaching Assistant: Priya Bala-Miller (pbalamiller@gmail.com)

Course Description:

This course will examine the growing and changing roles of nongovernmental actors 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 also consider the relationship between global civil society and nation-states as entities, and delve into thematic questions on NGO techniques, 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, humanitarian relief, and the environment.

A crucial aspect of the course is that it includes a mandatory community service learning (CSL) component. CSL 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 develop 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 CSL 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.

Community Service Learning

Each student in the class will be assigned to work with a community partner organization for approximately 20 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 community partner's evaluation of your

contribution to the project will constitute part of your participation mark). Instead, you will be marked on your depth and insight of reflection on your experiences in such work. These reflections will formally occur through two presentations and a CSL journal assignment, outlined in the assignment descriptions below.

The community partners I have identified for this year are:
- Amnesty International
- BC Council for International Cooperation
- David Suzuki Foundation
- Seva Canada

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 Connect 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 CSL placement. You will need to log on to Connect, view the partner project descriptions and answer the poll regarding your #1 through #4 placement preferences. Please enter your preferences in the poll by **end of Sunday, September 7**. We will then endeavour to assign all students to placements and inform you by Friday, September 12.

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 CSL partner's thematic area.** These presentations will occur in Weeks 7 through 11 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 CSL experiences thus far. Note that the presentation may include some points from the short papers students have written this week (outlined below).
    - At the end of each week's presentation, present a list of questions for class discussion that arise from the material. These may partly overlap with those in the syllabus, but should largely be questions of your own. These 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 CSL placement projects, in class on final date of course seminar (November 26), 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.

    - 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 reading responses (due each week at beginning of class) (5%):** Each class, you must submit a brief written response, no more than a few paragraphs and absolutely no longer than one double-spaced page, in which you briefly synopsize and react to the week's readings. Do not agonize over its elegance, since you will receive credit if you submit a response that refers to all of the readings. This may be submitted on paper or by email to me, but you must submit it by the start of class (not after class). You must at least briefly mention all of the required readings and your reactions could include affirmation, criticism, or simply questions about 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. These responses are marked on a pass/ fail basis, and you are permitted to skip one week of the term without penalty.

- **A short 5-7 page (double-spaced) paper, worth 15 percent of your grade, reacting to the week's readings, to be submitted in class on the week of your thematic presentation.** You should read all of the readings for the week and write a paper that briefly summarizes and then responds to the readings. It is not mandatory that you discuss your CSL placement experiences for this paper (although you may if you wish), but you must briefly summarize and critically respond to the readings. You must also submit this paper electronically to Turnitin.com by one day after the paper is due.

- **A reflective journal regarding your CSL 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 CSL placement experience and the knowledge you are gaining in the classroom.

    1. **An interim journal submission, due in class on October 22 (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 in my office by 12 noon on Friday, December 5 (worth 25 percent of final grade).**

Class Participation:

- **Class participation is worth 15 percent of your grade, and is split into two components: in-class oral contributions and community partner/ TA assessments of your contribution to the CSL project.**

    1. **Oral contributions and attendance (10%):** 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 CSL project (5%).** 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 CSL project with the organization. I will also solicit feedback from the teaching assistant regarding each student's performance in this regard. Each student will receive a mark reflecting feedback on the quality of participation and output.

Summary of Key Due Dates:

- **Group's week, as indicated**   Group thematic presentation and individual short papers
- **Beginning of class each week**   Deadline for weekly written response
- **October 22, in class**   Deadline for submitting interim reflective journal
- **November 26, in class**   Final group presentation on CSL projects
- **December 5, 12 noon (my office)**   Deadline for submitting final reflective journal

Policy on Late Assignments

Unfortunately, there seems to be an extraordinarily high correlation between the onset of illnesses and personal emergencies and the due dates for assignments. Therefore, I am forced to sort carefully between credible excuses and those that are basically a result of a lack of organization and advance planning by the student. Thus, unless you have a medical note from your doctor or a serious personal emergency, there will be an automatic 3% grade penalty per business day for late assignments.

If you do hand in your assignment late, you must make specific arrangements with me. The political science department office will no longer date-stamp papers that students hand in to professors' mailboxes; therefore, if you hand your paper into my mailbox, I will have no way of knowing for sure when you handed your paper in, and I will date receipt of your paper from when I pick it up. Please do not submit papers under my office door for the same reason. Generally, I will accept papers via email to set the date of submission, with a hard copy to follow in class.

Plagiarism

The UBC Library website has a very helpful page on academic integrity guidelines at:
http://help.library.ubc.ca/planning-your-research/academic-integrity-plagiarism/. If you have
not already done so, please read the guidelines and explore some of the learning resources
provided there, in order to avoid committing plagiarism. Since good scholarship depends on the
original intellectual contributions of scholars, dishonestly representing someone else's ideas as
your own is considered to be a serious affront to the spirit of academia.

Submitting Papers to Turnitin.com

In an effort to deter plagiarism, the Political Science Department requires that you submit an
electronic copy of each of your papers to Turnitin.com. This is a service that universities are
using increasingly as a method to detect instances of plagiarism. This service compares student
papers to thousands of published documents, "paper mills" of essays for sale, and to all of the
other student papers submitted to the website, to detect levels of overlap in wording. You can
find out more about Turnitin, and the university's policies on it, at
http://vpacademic.ubc.ca/integrity/turnitin-at-ubc/.

**For this course, you will need to submit your short papers to Turnitin (but not your
reflective journals, since these are very idiosyncratic and may be in various non-
scannable formats).** In order to submit your paper to Turnitin.com, you will need to create a
user profile on the website at http://www.turnitin.com/login.asp. You will also need to enter
the "course ID" and the "course password" for this course. The information you will need is:

> **Course ID: 8446325**
> **Course enrolment password: globalcs**

**You must upload your short papers to Turnitin.com by one day after the paper
assignment is due to me.** Otherwise, you will be penalized at a rate of 3% per day for each
day you are late in submitting the paper. Note that if you are handing in the paper to me late
anyway, you will only be penalized a total of 3% per day (not 6% per day) until you have
handed in the paper to me and uploaded it to Turnitin.

Citation Styles

I am happy to accept any common style of citation in your papers, whether it uses 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.

Your short papers must be double-spaced with one-inch margins and use 12-point font for the text.

Reading Requirements

- There is a considerable amount of reading expected in this course. The assigned reading averages a total of approximately 60 pages per week. Some weeks have a heavier reading load; other weeks have significantly lighter loads. In the final week, there will be no new readings at all.
- 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. All of the required readings can be found online through the Connect website for the course. Log in to connect.ubc.ca, then click the "Library" tab at the top and click on this course name. You should be able to access each journal article and book chapter listed as a required reading through that service. You will need to log in with your UBC CWL to access the library readings.

Week-by-Week Schedule of Topics and Readings:

Week 1, Sept. 3: Introduction
No assigned readings.

Week 2, Sept. 10: What is Global Civil Society? Does it Exist? Who's In and Who's Out?

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

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

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.

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 actually 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?

Week 3, Sept. 17: The Evolving Relationships Between GCS and Nation- States

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.

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.

Tanja A. Borzel and Thomas Risse, "Public-Private Partnerships: Effective and Legitimate Tools of Transnational Governance?", in *Complex Sovereignty: Reconstituting Political Authority In The Twenty-First Century*, edited by Edgar Grande and Louis W. Pauly (Toronto: University of Toronto Press, 2005): 195-216.

Recommended:

Sarah S. Stroup, *Borders Among Activists: International NGOs in the United States, Britain, and France* (Cornell University Press, 2012).

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. Are states becoming less powerful and meaningful as a result of GCS? Is GCS a fundamental challenge to the nation-state system? If so, is this a dangerous situation given the lack of accountability of NGOs to citizens at large?

3. Are states fundamentally hostile to global civil society? Or have states in fact been instrumental in creating GCS?

4. What is the difference between and INGO and a transnational social movement (TSM)?

5. Do any TSMs exist in reality?

6. Are "public-private partnerships" among the state, corporate actors, and NGOs a legitimate way for global governance to be managed? Effective? How does this affect the role of NGOs in global politics?

Week 4, Sept. 24: Global Civil Society Infrastructure – Techniques and Technology

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

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.

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

Wendy H. Wong 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.

If you have time, jump ahead to Hafner-Burton article on "naming and shaming" in Week 7.

Recommended:

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

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.

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

3. 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?

4. Do anonymous "e-bandits" fall within the scope of civil society? How are their tactics different from those of conventional NGO activists?

Week 5, Oct. 1: Global Civil Society Infrastructure – Funding

Frances Pinter, "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.

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

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.

Molina-Gallart, N. (2014). Strange bedfellows? NGO–corporate relations in international development: an NGO perspective. *Development Studies Research*, *1*(1), 42–53.

Recommended:

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

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?

Margaret E. Keck and Kathryn Sikkink, *Activists Beyond Borders: Advocacy Networks in International Politics* (Ithaca, NY: Cornell University Press, 1998): 165-198.

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

Mohanty, Chandra T. "Under Western Eyes" Revisited: Feminist Solidarity through Anticapitalist Struggles. *Signs: Journal of Women in Culture and Society*, 28(2) (2003): 499–535 (focus on pp. 499-524). [NOTE: If you wish to read more and understand all the references, please read the original article in recom mended section below.]

Recommended Readings:

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. (in course reader).

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

Nitza Berkovitch, "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.

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 human rights principles for relevance in local contexts?

3. Under what circumstances do cultural forms of action have the potential to create political change?

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.

Recommended:

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.

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?

Week 8, Oct. 22: Human Rights
(Students placed with <u>Amnesty International </u>will present this week.)

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.

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

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.

Recommended:

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

Discussion Questions:

1. How frequently does the "spiral model" proposed by Risse and Sikkink apply to real-life human rights problems? What roles do NGOs (both domestic and international) play in this process?

2. How much impact can international NGOs have on domestic human rights conduct within states? Is there a certain stage when their impact is most important?

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?

** REMINDER: INTERIM REFLECTIVE JOURNALS DUE IN CLASS OCTOBER 22 **

Week 9, Oct. 29: International Development (Part 1) and Humanitarian Relief – Drawing boundaries around "Development"
(Students placed with the <u>Seva Canada</u> will present this week.)

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.

Lorgen, Christy Cannon. "Dancing with the State: The Role of NGOs in Health Care and Health Policy." *Journal of International Development* 10(3) (1998): 323–39.

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

Recommended:

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.

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 "international development"? Likewise, of "humanitarian relief"? To what degree should they take on agendas such as human rights, peacebuilding, or healthcare?

2. Can humanitarian and international development NGOs escape their colonial roots?

3. Why have humanitarian NGOs been unable to maintain their apolitical, impartial character over the past few decades? Is this a positive or negative development?

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

5. Why has the sector of humanitarian NGOs become more professionalized and bureaucratized? Are there parallels in other NGO sectors?

Week 10, Nov. 5: International Development Part 2 – Problems of hierarchy and representation

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

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.

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

Recommended:

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

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. Is there any way to overcome problems of representation of the South by Northern actors?

3. 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"?

4. 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?

Week 11, Nov. 12: Environment (especially Climate Change)
(Students placed with <u>Suzuki Foundation </u>will present this week.)

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

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

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.

Recommended:

Peter Newell, "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.

Peter Dauvergne and Jane Lister. (2012). "Big Brand Sustainability: Governance Prospects and Environmental Limits," *Global Environmental Change*: 36-45.

Betsill, Michele M, and Harriet Bulkeley. "Cities and the Multilevel Governance of Global Climate Change." *Global Governance* 12(2) (2006): 141–59.

Discussion Questions:
1. What tactics of the global environmental movement have been effective? How could these be transferred to other issues?
2. What is "cultural change" (Wapner) and why is it important? Is it, as he argues, more revolutionary in the long run than changing official laws? Have NGOs in other areas besides environmental issues created transnational cultural change?
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. What do NGOs gain and lose by pursuing a strategy of professional expertise provision rather than passionate protest by large numbers of people? Are certain issues more suited to one or the other approach?

Week 12, Nov. 19: Review and Conclusion – final advice on presentations and journals

Week 13, Nov. 26: Final Presentations on CSL Projects

** FINAL REFLECTIVE JOURNALS DUE NOON, DECEMBER 5 IN PROF. SUNDSTROM'S OFFICE **

Thematic Presentation Marking Template

Date:

Presenter:

___

Coverage of assigned readings: /5

    Completeness?

    Links drawn between readings?

Insightfulness of analysis: /10

    Critical evaluation?

    Connection to aspects of CSL experience or partner organization?

Engagement with class (questions, participation):   /5

    Success in getting class discussion going?

    Creativity of techniques (bonus, optional)?

Total mark: /20