

Sociology 329/CLCE 429: Globalization and International NGOs

Dr. Heideman

MW 2-3:15

DuSable 252

Office Hours: M 9-9:45 & 3:30-4:30 or by appointment

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Course Description:

International non-governmental organizations (INGOs) have rapidly increased in number over the last 30 years. In this class, we will examine the emergence of these organizations, the roles that they play in addressing global social problems, and their relationships with social movements, communities, governments, and international institutions.

Student Learning Outcomes:

Upon completion of the course, students will:

- Have a historical understanding of the emergence of INGOs
- Be able to use multiple perspectives to analyze the effects of INGO projects
- Be able to assess the challenges currently facing INGOs
- Be able to use publically available material to analyze the work of INGOs
- Have increased ability to analyze academic arguments

Course Readings:

This course has two required books, which are available at the bookstore:

Barnett, Michael. 2011. *Empire of Humanity: A History of Humanitarianism*. Ithaca, NY: Cornell University Press.

Anderson, Mary. 1999. *Do No Harm: How Aid Can Support Peace—or War*. Boulder, CO: Lynne Rienner Publishers.

Additional readings will be available through the course website on Blackboard.

Schedule (subject to change)

Week 1: Intro

8/25 syllabus
8/27 news articles +
Reimann (2005)

Week 2: NGOs—background and terminology

9/1 LABOR DAY
9/3 Fisher +
Hulme & Edwards

Week 3: Globalization and Humanitarianism

9/8 McMichael
9/10 Barnett pp. 1-46

Week 4: Humanitarianism

9/15 Barnett 91-158
9/17 Barnett 195-239

Week 5: NGOs and Power

9/22 Redfield
9/24 Alvaraz

Week 6: NGOization Politics and NGOs

9/29 Reimann (2006)
10/1 Ewig

Week 7: NGOs and the State

10/6 Pierre-Louis + Richard
10/8 Sharma

Week 8: NGOs and Civil Society

10/13 Richter
10/15 Henderson

Week 9: Why Projects Fail

10/20 Ferguson
10/22 Heideman

Week 10: Effective Aid

10/27 Anderson 1-36 +
Olopade
10/29 Anderson 37-76

Week 11: Effects of Aid

11/3 Anderson 79-90;
105-118; 131-148
11/5 Morfit

Week 12: Whose NGOs?

11/10 Gourovitch & Lake
11/12 Lister

Week 13: Whose NGOs? (2)

11/17 Sperling
11/19 Schuller

Week 14: Peer Review

11/24 Peer Review
11/26 THANKSGIVING

Week 15: Wrap-up

12/1 Vincent + Wallace
12/3 Markowitz

Final: Monday 12/8, 2-3:50

Course Policies:

Attendance: Attendance is required. You may miss two classes during the semester without penalty. IT IS YOUR RESPONSIBILITY TO CONTRACT ME TO FIND OUT WHAT YOU MISSED IN CLASS. Unless you have made advance arrangements with me, you will miss any points from participation or classroom activities from those days.

Students more than 5 minutes late will not receive credit for attendance.

Preparation: You are expected to come to class prepared. This means you will have completed the readings and any assignments.

Late Work: Late work WILL NOT be accepted without prior written approval from the instructor.

Etiquette: A good classroom atmosphere requires mutual respect. I expect you to listen to your classmates and respond thoughtfully in discussions. *Use of electronic devices for non-class purposes is prohibited.*

We have a lot of ground to cover this semester, so it is absolutely imperative that we maintain a positive and active learning environment in the classroom at all times. The classroom is a safe zone for all students regardless of sex, age, race, ethnic background, religion, sexual and political orientation, ability or disability. I expect you all to promote an active learning environment in the classroom by supporting each other intellectually, asking questions (of me and your fellow students), and by being an aggressive learner.

A few basic ground rules:

- Treat everyone in the class with patience and respect.
- Be curious and ask questions of your classmates; of our readings; and of your professor.
- When you speak, remember that you are in dialogue with the entire class. Speak with and listen to your classmates.
- You are responsible for your own learning and accountable for your own work—I am here to help, but you are ultimately in charge of your own educational experience.

Blackboard: The course website will have important information about this class, including course readings. You are expected to visit the website regularly to check for updates.

Getting in touch with me: Email is the best way to get in touch with me. Please put the class number in the subject line. I will respond to your requests and questions as soon as I can, but please allow at least 24 hours for response on weekdays and 48 hours on weekends. Emails should be limited to questions of clarification that can be answered in a sentence or two. For anything requiring a detailed response or a back-and-forth dialogue, please attend my office hours.

Assignments and Grading: Your final grade will be made up of the following assignments:

Attendance & Participation	10 pts	ongoing
Critical Reading Briefs	50 pts	Ongoing
INGO Analysis Paper/Presentation	40 pts	12/8 by 2 pm
TOTAL	100 pts	

The grading distribution for the class is as follows:

A:	93-100 (%)
A-:	90-92.99
B+:	87-89.99
B:	83-86.99
B-:	80-82.99
C+:	77-79.99
C:	70-76.99
D:	60-69.99
F:	< 60

Critical Reading Briefs:

Students will write 10 critical reading briefs over the course of the semester, worth 5 points each. Students will turn in a reading response journal for the week's readings. These are due at the beginning of class on Wednesday. NO EXCEPTIONS. The purpose of this assignment is to help students improve their critical reading skills. Your brief should be one page long, single spaced, and should have two main paragraphs.

In the first section, you should clarify the basic arguments of the readings. You must include a statement of the author's thesis for the article and how the author works to argue for the thesis. You can include here a list of terms that are new from the readings, a list of confusing passages, etc. The point of this section is to help you clarify in your own mind what the text is presenting to you.

In the second section, write your reflective response to the readings. This section asks you to begin to articulate your reactions to what you have read. You

may use this opportunity to note points you find particularly compelling or that you find particularly troubling. You may work to relate the points in the article to your own experiences – in the field, on campus, in volunteer work, etc. You may relate the readings to work you have encountered in other classes or to events in the world around you. It is permissible to discuss your emotional reactions to the readings as long as you relate the feelings to the particulars of the text. You may also include other non-written material in this section if you wish (printouts, visual material, website links, etc). The point is to give you a place to deeply explore the readings and their significance. Feel free to be creative with this aspect of the reaction papers.

INGO Analysis Paper:

There will be one major paper in this class. You will use the tools you have assembled over the course of the semester to analyze a particular INGO that you will choose (in consultation with the instructor).

There will be a number of internal deadlines for this paper throughout the semester, including selection of the INGO, bibliography, and a rough draft, including peer review.

Papers are due on Blackboard SafeAssign by the start of our scheduled final period. Students will use the final period to present their research to the class.

Extra Credit:

I will announce talks throughout the semester that you can attend for extra credit. To receive credit, you must write a two paragraph review of the talk. The first paragraph should be a summary of the talk: the speaker, the venue, the title of the talk, the topic of the talk, and the main ideas the author presented. The second paragraph is your analysis of the talk. In this paragraph, you should evaluate the ideas the speaker presented and discuss the relevance of the talk for global social problems. This should be posted to the extra credit discussion thread in Blackboard so that your classmates who could not attend the talk can see what was under discussion. These are worth 1 points each and you can do a maximum of four in the semester.

Accommodations:

If you have a disability that requires accommodation for course work, you should work with the Disabilities Resource Center to determine appropriate accommodations.

<http://niu.edu/disability/>

Email: drc@niu.edu

Phone: 753-1303.

Feel free to discuss with me any issues that may affect how well you do in the course. While I cannot guarantee any special accommodations for issues that are not technically disabilities, I will try my best to come up with a way in which you can get the most out of this course.

Academic Integrity:

NIU (and I) take academic integrity very seriously. Copying the work of others, turning in writing that is not your own, and not properly citing others are all examples of violations. If I find violations in class, the student will receive an automatic fail on the assignment, with the possibility of additional penalties, depending on the severity of the offense.

For more information, see: <http://www.niu.edu/communitystandards>.

IT IS YOUR RESPONSIBILITY TO BE AWARE OF WHAT CONSTITUTES ACADEMIC MISCONDUCT.

Other Resources:

NIU Writing Center

<http://uwc.niu.edu/uwc/>

TRACK YOUR GRADE!

CRB 1	CRB 2	CRB 3	CRB 4	CRB 5	CRB 6	CRB 7	CRB 8	CRB 9	CRB 10

Att/Part	Paper	Total

Course Bibliography:

- Alvarez, Sonia E. 1999. "Advocating Feminism: The Latin American Feminist NGO 'Boom'." *International Feminist Journal of Politics* 1(2): 181-209.
- Anderson, Mary. 1999. *Do No Harm: How Aid Can Support Peace--or War*. Boulder, CO: Lynne Reinner Publishers.
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- Ferguson, James. 1990. *The Anti-Politics Machine: "Development," Depoliticization, and Bureaucratic Power in Lesotho*. New York, Cambridge University Press.
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- Gourevitch, Peter A. and David A. Lake. 2012. "Beyond virtue: evaluating and enhancing the credibility of non-governmental organizations." Pp 3-34 in *The Credibility of Transnational NGOs: when Virtue is not enough*, edited by Peter A. Gourevitch, David A. Lake, and Janice Gross Stein. Cambridge: Cambridge University Press.
- Heideman, Laura J. 2013. "Pathologies in Peacebuilding: NGOs, Donors, and Peace Projects in Croatia." *Research in Social Movements, Conflict and Change* 36:135-166.
- Henderson, Sarah L. 2003. *Building Democracy in Contemporary Russia: Western Support for Grassroots Organizations*. Ithaca, NY: Cornell University Press.
- Hulme, David and Michael Edwards. 1997. "NGOs, States, and Donors: An Overview." Pp. 3-22 in *NGOs, States and Donors: Too Close for Comfort?*, edited by David Hulme and Michael Edwards. New York: St. Martin's Press, Inc.
- Lister, Sarah. 2003. "NGO Legitimacy: Technical Issue or Social Construct." *Critique of Anthropology* 23(2): 175-192.
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- Olopade, Dayo. 2014. *The Bright Continent: Breaking Rules and Making Change in Modern Africa*. New York: Houghton Mifflin Harcourt.
- Pierre-Louis, Francois. 2011. "Earthquakes, Nongovernmental Organizations, and Governance in Haiti." *Journal of Black Studies* 42(6): 186-202.
- Redfield, Peter. 2013. *Life in Crisis: The Ethical Journey of Doctors Without Borders*. Berkeley, CA: University of California Press.
- Reimann, Kim D. 2005. "Up to No Good? Recent Critics and Critiques of NGOs." Pp. 37-53 in *Subcontracting Peace: The Challenges of NGO Peacebuilding*, edited by Oliver P. Richmond and Henry F. Carey. Burlington, VT: Ashgate.

- Reimann, Kim D. 2006. "A View from the Top: International Politics, Norms and the Worldwide Growth of NGOs." *International Studies Quarterly* 50: 45-67.
- Richard, Analiese M. (2009). "Mediating Dilemmas: Local NGOs and Rural Development in Neoliberal Mexico." *Political and Legal Anthropology Review* 32(2): 166-194.
- Richter, James. 2002. "Evaluating Western Assistance to Russian Women's Organizations." Pp. 55-90 in *The Power and Limits of NGOs*, edited by Sarah E Mendelson and John K. Glenn. New York: Columbia University Press.
- Schuller, Mark. 2012. *Killing with Kindness: Haiti, Development Aid and NGOs*. New Brunswick, NJ: Rutgers University Press.
- Sharma, Aradhana. 2006. "Crossbreeding Institutions, Breeding Struggle: Women's Empowerment, Neoliberal Governmentality, and State (Re)Formation in India." *Cultural Anthropology* 21(1): 60-95.
- Sperling, Valerie. 2009. *Altered States: The Globalization of Accountability*. Cambridge: Cambridge University Press.
- Vincent, Fernand. 2006. "NGOs, Social Movements, External Funding, and Dependency" *Development* 49(2): 22-28.
- Wallace, Tina. 2003. "NGO Dilemmas: Trojan Horses for Global Neoliberalism?" Pp. 202-219 in *The Socialist Register 2004: The New Imperial Challenge*, edited by L. Panitch and C. Leys. New York, Monthly Review Press.

News Articles:

- Balanson, Naftali. July 22, 2014. "NGOs and the next 'Goldstone' fiasco." *The Jerusalem Post*. <http://www.jpost.com/Opinion/Columnists/NGOs-and-the-next-Goldstone-fiasco-368517> (retrieved 7/25/14).
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