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THE POLITICS OF NGOS

What are nongovernmental organizations and what is their place in politics and policy? On the one hand, NGOs can advocate on behalf of poor and otherwise marginalized communities in government. And on the other hand, NGOs can provide important community services in areas where government programs are absent. Recent global transformations over the last twenty years have deepened each of these roles, as international NGOs and domestic grassroots groups have taken on new responsibilities once thought of as the domains of political parties and the state. *What is the relationship between international and domestic nongovernmental organizations? What is the relationship between their roles as civic advocates and service providers? How has the expanded authority of nongovernmental organizations affected democratic development? What kinds of groups in society are more likely to organize, and what kinds of groups get left out?* Drawing on literature from Political Science and Sociology, this course will develop a transnational understanding of emerging patterns of nongovernmental organizations and advocacy.

This course will also focus on developing students' writing and research skills. After four weeks of exploring the scholarly literature, students will select for comparative analysis two nongovernmental organizations, two NGO projects, or two countries. Students will be responsible for turning in memos and annotated readings, and then draft sections of the paper on an assigned schedule so that they can get feedback from me about how to structure and organize an original research paper. Student participation in this course will culminate in an 18-25 page research paper addressing one particular dimension of the politics of NGOs. An expected outcome of this course, then, is that students will know how to conduct original research and to write an analytic paper for a social-science audience. This course is thus intended as a building block for students on their way to taking upper-division classes in the social sciences.

Course Objectives

Throughout the course of the semester, you should:

1. gain an understanding of the core debates about NGOs, how they connect to your cases, and how they connect to social-science theories;
2. develop the analytic tools to design and conduct a social-science research project; and
3. improve your writing ability.

Class Meetings

Students must be fully prepared *at all times* to discuss the readings and concepts from that day's material, and that of previous classes. Because this class is a small seminar, I will not be lecturing to you. Instead, our classes will revolve around active group discussion of the reading materials. This means that every class period will require you to spend some non-reading time preparing for class. Create a habit of setting aside non-reading time to prepare your ideas. **Several days before class, I will email you an overview of the readings and study questions; you should be prepared to discuss the answers to these questions every class.**

Student Assessment

Your final grade for the course will be composed as follows:

15%	Class engagement
15%	Assignment 1
20%	Assignment 2
n/a	Assignment 3
20%	Assignment 4
n/a	Assignment 5
30%	Assignment 6

See the Assignment Schedule document for details.

Grading

The class is not curved; you will be evaluated on your own merits rather than on how you compare to your peers. Written assignments will be graded according to the following criteria:

- Mechanics: Overall quality of writing
- Structure of your argument
- Evidence: factual accuracy and appropriate use of course materials
- Argument: Conceptual clarity and analytical rigor

Grading Standards	
A	Exceptional work. Demonstrates superb understanding of the course material <i>and</i> outstanding critical thinking and analytic rigor. Goes beyond simply answering the prompt to craft a creative and insightful analysis. Communicates information in a clear, concise, and mechanically correct manner. <i>An A grade will only be given if work is exceptional.</i>
B	Good work. Demonstrates a strong grasp of course material and good analytic rigor, but with some errors (e.g. faulty assumptions in logic or some incorrect descriptions of an author's argument). May have some problems with structure or mechanics but overall easy to understand the main gist. Solid work, but not the most original or insightful analysis.
C	Mediocre work. Applies some course material and themes, but demonstrates considerable misunderstanding of material. Difficult to discern the student's argument and the logic supporting this argument. A number of serious problems with structure and mechanics.
D	Poor work. May attempt to apply some course materials and themes, but demonstrates very serious errors or misunderstanding of course material. The student doesn't appear to have any argument, and the assignment lacks structure entirely and has extensive problems with mechanics. Shows little effort.
F	Very poor work. Assignment is unrelated to course material and fails to address the prompt and guidelines. Reflects a lack of effort.

Course Policies

- **Attendance:**
 - Attendance: Attending class is mandatory. Should you have to miss a class, it is your responsibility to learn about any assignments, discussion, etc. from other students in the course. I will not send you summaries of lectures or classes, so please do not request them.
 - Note: Attending class is not the same as participating in class. Active engagement with the material we are covering in this class is critical to your success, and to your class participation grade. I expect you to ask questions in class and make informed contributions to discussion.
- **Respect:**
 - Respect for others: This course provides a forum for lively debate about competing visions of politics and society. Throughout the semester, we will be addressing some issues on which people may have strong and diverse opinions. Please respect one another by giving thoughtful consideration to the comments made by your peers, even if you disagree, and by addressing your comments at the *ideas* presented, not the person presenting them.

- **Communication:**
 - Checking your email: I expect you to check your email regularly. I will typically send announcements to you via email. You are responsible for the material I send electronically, and you are responsible for ensuring that the email account listed on D2L is one you check regularly.
 - Sending email: I will dedicate some (necessarily limited) amount of time to answering emails from students, in the order that I receive them. Whether it takes me a day or three weeks to respond to your email depends upon the volume of email I receive. Before sending me an email, consider whether coming to see me during office hours may be a more efficient option.
 - Office hours: Please come visit! I welcome and encourage you to use my office hours to discuss the lectures, readings, and any other concerns or thoughts you might be having. (Keep in mind that there is generally a positive correlation between showing up for office hours and grades.)
- **Laptops and other electronic devices:**
 - Laptops may only be used by those with special learning needs that have consulted with me in advance. If you need advice on how to take notes effectively using paper and pen, you can come to office hours and I can suggest note-taking strategies.
 - Cell phones should be silenced during class.
 - If the phone becomes distracting I will ask you to turn it off.
 - If you have a special need to keep your cell phone on, such as to monitor a sick child, see me *before* class and I will make a special accommodation.
- **Students with learning differences:** If you anticipate needing any type of an academic accommodation in this course please (1) discuss this with me as soon as possible *AND* (2) consult the office of disability services to register your academic needs <http://www.marquette.edu/disability-services/>. In order for you to receive any type of academic accommodation, I will need to receive, from the Disability Services Center during the first few weeks of the semester, formal notification of the academic accommodation to which your disability entitles you.
- **Losing points for submitting assignments late:** You will lose one third of a letter grade (e.g. your grade will fall from A- to B+) for each day an assignment is late. Late penalty waivers will be granted only if you present me with written documentation of the legitimate circumstances that prevented you from completing the assignment on time *within one week of the assignment's due date*.
- **Grade appeals:** If you want to appeal an assigned grade, you must submit to me a typed, one-page statement explaining why the grade should be changed. Note that doing so gives me license to adjust the questioned grade either upward or downward. At the same time, I am more than happy to discuss your papers and exams during office hours with the goal of helping you to improve your performance the next time.

- **Under no circumstances will extra credit be offered.**

- **Academic dishonesty:**

You, as a Marquette student, have taken the Honor Pledge. This pledge states:

I recognize the importance of personal integrity in all aspects of life and work.

I commit myself to truthfulness, honor, and responsibility, by which I earn the respect of others.

I support the development of good character, and commit myself to uphold the highest standards of academic integrity as an important aspect of personal integrity.

My commitment obliges me to conduct myself according to the Marquette University Honor Code.

- University policy and unfortunate experiences compel the following statement of principle: Students who engage in plagiarism or cheating as defined by official university policy will automatically be referred to the Marquette University Honor Council. See <http://www.marquette.edu/provost/integrity-index.php>. **No exceptions.**
- Additional note on plagiarism: in all of your writing, you must identify the nature and extent of your intellectual indebtedness to the authors whose work you have read, or to anyone else from whom you have gotten ideas (including classmates). Failure to acknowledge and properly attribute your reliance on someone else's ideas, thoughts, words, research, theories, evidence, findings, or argument is PLAGIARISM. Failing to provide page numbers for quotations or paraphrasing in a paper, or paraphrasing or summarizing the work of others without acknowledging the source in the text of your paper IS PLAGIARISM. **Plagiarism is wrong, unethical and dishonest.**

Readings

There are TWO books that are required for this course.

Keck, Margaret and Kathryn Sikkink. 1998. *Activists Beyond Borders: Advocacy Networks in International Politics*. Cornell University Press: Ithaca, NY.

- Available for purchase at the bookstore.

Schuller, Mark. 2012. *Killing with Kindness: Haiti, International Aid, and NGOs*. Rutgers University Press: New Brunswick, NJ.

- Available for purchase at the bookstore

Most required readings are articles.

- These articles are listed on the syllabus and available either through a direct online search or through the library's website.
- *It is your job to find, download, and print these articles.*

A few readings are posted on the **course web site** (See <http://d2l.marquette.edu>).

- Readings posted on the course web site are followed by "D2L" in the list of required readings below.

Course Schedule

Week 1: Introductions

September 1, 3

September 1:

- No assigned reading

September 3: **Class cancelled**

- Schuller, Mark. 2012. *Killing with Kindness: Haiti, International Aid, and NGOs*. Rutgers University Press: New Brunswick, NJ. Introduction and Chapter 1

PART I: SERVICE ORGANIZATIONS

Week 2: Who Does What and How?

September 8, 10

September 8: Killing with Kindness

- Schuller, Mark. 2012. *Killing with Kindness: Haiti, International Aid, and NGOs*. Rutgers University Press: New Brunswick, NJ. Chapter 2

MEET IN LIBRARY

September 10: Resources

- Schuller, Mark. 2012. *Killing with Kindness: Haiti, International Aid, and NGOs*. Rutgers University Press: New Brunswick, NJ. Chapter 4

Week 3: NGOs and Governance

September 15, 17

September 15: Causal Reasoning

- Paul Kellstedt and Guy Whitten, *The Fundamentals of Political Science Research*, 2nd edition, pp. 51-62 ON D2L
- Brass, Jennifer. 2011. "Blurring Boundaries: The Integration of NGOs into Governance in Kenya." *Governance: An International Journal of Policy, Administration, and Institutions*, Vol. 25, No. 2 (pp. 209–235).

September 17: Outcomes for Governance

- Brass Jennifer. 2011. "Blurring Boundaries: The Integration of NGOs into Governance in Kenya." *Governance: An International Journal of Policy, Administration, and Institutions*, Vol. 25, No. 2 (pp. 209–235). (re-read)
- Schuller, Mark. 2012. *Killing with Kindness: Haiti, International Aid, and NGOs*. Rutgers University Press: New Brunswick, NJ. Conclusion

PART II: ADVOCACY ORGANIZATIONS

Week 4: Political Opportunities

September 22, 24

September 22:

- No reading assigned

ASSIGNMENT 1 DUE IN CLASS

September 24: Participatory Governance

- White, Sarha. Development. 1996. "Depoliticising development: The uses and abuses of participation." In *Development, NGOs, and Civil Society*. Volume 6, Issue 1.

Week 5: Resources

September 29, October 1

September 29: resource-mobilization theory

- McCarthy J. and M. Zald. (1977). "Resource Mobilization and Social Movements: A Partial Theory." *American Journal of Sociology* 82(12).

October 1: how resources affect strategies

- Bano, Masooda. "Dangerous Correlations: Aid's Impact on Ngos' Performance and Ability to Mobilize Members in Pakistan." *World Development* 36, no. 11 (2008).

Week 6: Resources and Frames

October 6, 8

October 6: the Internet as a new resource?

- Gladwell, Malcolm. "Small Change: Why the Revolution Will Not Be Tweeted." *The New Yorker* September 28, 2010.

October 8: framing as a strategy for advocacy

- Ryan, Charlotte and William A. Gamson. 2015 "Are Frames Enough?" Chapter 13 in *The Social Movements Reader: Cases and Concepts, 3rd Edition*. Wiley-Blackwell: West Sussex, UK. ON D2L

Week 7: Structure

October 13, 15

October 13: how structure affects strategy

- No reading assigned

ASSIGNMENT 2 DUE IN CLASS—TWO PRINTED COPIES REQUIRED

October 15: The internal organization of NGOs

- Schuller, Mark. 2012. *Killing with Kindness: Haiti, International Aid, and NGOs*. Rutgers University Press: New Brunswick, NJ. Chapter 3

Week 8:

October 20, 22

October 20: **Office hours appointments**

- Students will meet with me individually to discuss their theses instead of meeting in class.

October 22: **Midterm break**

PART III: TRANSNATIONAL ADVOCACY

Week 9: Activists Beyond Borders

October 27, 29

October 27: No reading assigned.

ASSIGNMENT 3 DUE IN CLASS

October 29: The Boomerang Pattern I

- Keck, Margaret E and Kathryn Sikkink. 1998. *Activists beyond borders: Advocacy networks in international politics*. Cornell University Press: Ithaca, NY. Chapter 1

Week 10: The Boomerang Pattern in Action

November 3, 5

November 3: The Boomerang Pattern II

- Keck, Margaret E and Kathryn Sikkink. 1998. *Activists beyond borders: Advocacy networks in international politics*. Cornell University Press: Ithaca, NY. Chapter 3 (reading suggestion: skim pp. 79-84, and focus on 85-120)

November 5: Frames

- Keck, Margaret E and Kathryn Sikkink. 1998. *Activists beyond borders: Advocacy networks in international politics*. Cornell University Press: Ithaca, NY. Chapter 4
- Morfit, Simon. 2011. "AIDS is Money": How Donor Preferences Reconfigure Local Realities." *World Development* Volume 39, Issue 1 (64–76)

Week 11: Tensions between the Global and the Local

November 10, 12

November 10:

- No reading assigned

ASSIGNMENT 4 DUE IN CLASS

November 12: framing for a global versus local audience

- Seidman, Gay. 2007. "Social Labels, Child Labor, and Monitoring in the Indian Carpet Industry" Chapter 4 in *Beyond the Boycott: Labor Rights, Human Rights, and Transnational Activism*. Russell Sage Foundation: New York. ON D2L.

PART IV: NGOS AND GOVERNANCE

Week 12: Accountability

November 17, 19

November 17: Societal Accountability

- Smulovitz, Catalina and Enrique Peruzzoti. 2000. "SOCIETAL ACCOUNTABILITY IN LATIN AMERICA" *Journal of Democracy Volume 11, Number 4 October 2000*

November 19: The neoliberal project

- Arena, John. 2012. *Driven from New Orleans: How Nonprofits Betray Public Housing and Promote Privatization*. University of Minnesota Press, Minneapolis, MN. (Chapter selection TBD) ON D2L

Week 13: The Good, The Bad, and the Ugly

November 24, 26

November 24: What is corruption

- Smith, Daniel Jordan (2003). "Patronage, Per Diems and 'The Workshop Mentality': The Practice of Family Planning Programs in Southeastern Nigeria." *World Development* 31(4): 703-715.

ASSIGNMENT 5 DUE IN CLASS

November 26: **Thanksgiving Break**

Week 14: State Capacity

December 1, 3

December 1: Displacing the state

- Branch, Adam. 2011. "Human Rights Intervention in Africa." Chapter 1 in *Displacing Human Rights: War and Intervention in Northern Uganda*. Oxford University Press: Oxford. ON D2L
- Branch, Adam. 2011. "Humanitarianism, Violence, and the Camp." Chapter 3 in *Displacing Human Rights: War and Intervention in Northern Uganda*. Oxford University Press: Oxford. ON D2L

December 3: State-society synergy

- Rich, Jessica. 2013. "Grassroots Bureaucracy: Intergovernmental Relations and Popular Mobilization in Brazil's AIDS Sector." *Latin American Politics and Society* Volume 55, Issue 2.

Week 15: What We Have Learned

December 8, 10

December 8: student presentations

- No reading assigned

December 10: student presentations

- No reading assigned

ASSIGNMENT 6 DUE IN CLASS