

ANTHROPOLOGY 4701/5700

**Non-Governmental Organizations**

Spring 2015

Wednesday evenings 6:00pm – 8:50pm

Wooten Hall, Room #119

**INSTRUCTOR:**

**Instructor:** Dr. Jamie K. Johnson

**Office location:** 330-J Chilton Hall

Department of Anthropology, 3<sup>rd</sup> Floor

**Office hours:** M/W 1:30pm – 3:00pm **\*please email for appointment**

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**REACHING ME**

- The best way to reach me is through email. Office visits are great – please email for an appointment.
- Please allow 24 hours for me to respond to emails between Monday and Friday. In turn, I expect your response within 24 hrs. Over the weekends and on holidays I require 48 hours to respond.
- Please include the name of the course you are taking in the body of your email. I have 450 students, and cannot remember which class each individual student is in.
- Only email from your official UNT email account. Do not email from Blackboard. Do not email from your personal email account, as it is may be marked as “Spam” and subsequently not read.
- Only your official UNT student email address will be used for course notification – check your mail regularly. It is your responsibility to log into Blackboard and check for updates.

**COURSE DESCRIPTION:**

This 15 week course utilizes an anthropological lens to understand nongovernmental organizations. To this end, we begin with a brief overview of philosophical and conceptual understandings of the public sphere and civil society. We examine the organizational structure and ideology of NGOs operating under the umbrella of United Nations programs, funds, and specialized agencies. Focusing on sectors of health and humanitarian aid, the environment, and cultural heritage, students will gain a solid foundation in the principles, policies, and practices guiding global activism. Referencing ethnographic case studies, we will also explore the “other side” of the NGO equation, thinking critically about the interface of NGO activity with local communities, economies and governing bodies in order to address questions of impact, effectiveness and efficacy. To make these lessons tangible and relative to your own experiences and interests, students will identify and investigate an NGO of their choice. Collaboration and/or volunteerism is encouraged. Students will emerge from this course positioned to practice culturally sensitive, engaged citizenship in the public sphere.

This is a seminar-style course: that means that a large part of what we do together is discuss assigned materials in light of our understanding, confusion, agreement/disagreement, and other readings. With the help of discussion leaders, we will cover assigned readings in detail: their claims, their strengths and weaknesses, and their relevance and/or application. Since these discussions are the heart of the course, you should do your part to participate in them. I will be paying close attention to each student's participation levels, so prepare to voice your thoughts at least once each night. As Professor John Burdick, said "The point is not to be brilliant, but to be engaged and thoughtful." Each of us is positioned differently to engage with the materials presented in this class. Do not be afraid to question the readings, your co-students, or me. Exercising critical thinking skills is encouraged!

### **STUDENT LEARNING OBJECTIVES**

- Be conversant with an array of social scientific theories and concepts that deepen your analysis of global civil society
- Recognize the diversity of non-governmental organizations, and the variety of NGO values, approaches and activities in development
- Grasp the historical context of NGO development in Western and non-Western spheres, and the significance of those narratives within transnational, neoliberal contexts
- Become conversant with the roles that NGOs currently play in contemporary development practice, including implementation and service delivery, catalysis, and partnership with other institutional actors such as citizens, governments (and the UN) and businesses
- Gain familiarity with organizational culture of NGOs and with and organizational challenges of governance, leadership and management, effectiveness and evaluation, and accountability
- Be aware of the critiques of nongovernmental organizations – especially in cross-cultural encounters – and appreciate the ethnographic and anthropological contribution to those conversations
- Grasp the relevance of such analysis for applied anthropology, activism and practical action.

### **NOTIFICATION OF ABSENCE:**

Students desiring to observe a religious holy day which will result in a class absence, must notify their instructor in writing, for each class, no later than February 6<sup>th</sup>. For University-excused absences such as illness or extracurriculars, the student is required to notify me before or within 24 hours of the absence, and must complete assignments or take any missed quizzes or examinations within **ONE WEEK**. Only students with legitimate University-excused absences will be allowed to submit late work or make up missed quizzes/tests.

### **REQUIRED TEXTBOOKS:**

Lewis, David and Nanzeen Kanji

2009 Non-Governmental Organizations and Development. Routledge: New York.

Edwards, Michael

2014 Civil Society. Blackwell: Cambridge.

\*Other readings will be made available on Blackboard

## COURSE ACTIVITIES AND EVALUATION

Attendance and Participation:		30 Total Points
Reading notes	6 posts x 10 points =	60 Total Points
Quizzes	2 quizzes x 40 points =	80 Total Points
Critique/Commentary Discussion leader		40 Total Points
Short essay – Edwards' <i>Civil Society</i>		40 Total points
Final paper (proposal: 10, paper: 90)		100 Total Points
<b>TOTAL:</b>		<b>350 Total Points</b>

### Grade Assignment:

Points	Letter grade/%	
315 – 350	A 90 – 100%	Significantly Exceeds Expectations of Student Learning Objectives
280 – 314	B 80 – 89%	Exceeds Expectations of Student Learning Objectives
245 – 279	C 70 – 79%	Meets Expectations of Student Learning Objectives
210 – 244	D 60 – 69%	Partially Meets Expectations of Student Learning Objectives
175 – 209	F 50 – 59%	Does Not Meet Expectations of Student Learning Objectives

### Quizzes – 40 points each – 80 total points

There will be two written quizzes for this class. I will choose a quotation from one of the books and ask you to discuss the quote. Your discussion must take the form of an essay. I will provide you with a list of terms or concepts for use in your essay. When using these terms or concepts, please show me that you not only know what the term refers to but also that you know how to use it properly.

Essays which not only make proper and insightful use of the terms and concepts but also display an understanding of the relevant case studies or ethnographic facts will receive high marks; those which show little understanding of the terms, concepts and ethnographic facts will receive few points.

Between these two extremes lie four possibilities. Some may show an understanding of the concepts but not of the ethnographic situation. Others might display a grasp of the ethnographic facts but show a confusion concerning the concepts and ideas. Some may show confusion about both the facts and the concepts, but in ways that are interesting, subtle or insightful. Finally, others may accurately use both the facts and concepts, but in ways that are trivial. Work displaying any of these latter four qualities will be awarded points depending upon the relative degrees of error and insight.

Anthropology, particularly cultural anthropology, is an inherently comparative discipline. You may always engage in comparison, but if the prompt asks you to do so, the more complete, cogent and pertinent the comparison, the greater the number of points you will earn and vice versa.

For purposes of the quizzes only, I will use the following grading scale:

<b>40-35</b>	<b>A</b>
<b>34-29</b>	<b>B</b>
<b>28-23</b>	<b>C</b>
<b>22-17</b>	<b>D</b>
<b>16 and below</b>	<b>F</b>

**Class Participation/Attendance: 20 possible points, Acronym quiz: 10 points = 30 total points:**

This class is an upper-level undergraduate and graduate-level course where your active preparation, participation and leadership during each and every class is essential. To earn an ‘A’ on the class participation portion of your grade, you must attend all class sessions, take a consistently active role in class discussions and advance our understanding of the course readings. If you alert me through email or in person ahead of the class about an absence due to reasons beyond your control, I will not count such absence against your class participation. All students will start with 16 points. Each time you participate, you increase your total attendance points by +1 point. Participating in class can give you the opportunity to make up any points you may have lost due to unexcused absences or tardiness.

<b>Attendance</b>	1 unexcused absence =	- 5 points
	2 unexcused absences =	-10 points and written warning from Instructor
	3+ unexcused absences =	-1/2 letter grade on final grade and Notification to Dean of Students

Aside from being disrespectful and disruptive, tardiness is also your instructor’s pet peeve of the year. If I am not present in class by 6:10, the class as a whole will receive an additional 10 points onto their total points, and may collectively vote to leave, boo and hiss upon my arrival, and/or respond accordingly on SETE evaluations at the end of the semester. If you are not present in class by 6:10, you will receive point deductions, listed below.

<b>Tardiness</b>	First tardy =	Frown of disapproval from Instructor <i>and</i> – 2pts
	Second tardy =	Verbal warning from instructor <i>and</i> -5 points
	Third tardy =	Notification to Dean of Students and -10 points

At the beginning of class on Week 5, students will take a quiz where they must identify 20 NGOs based upon their acronyms. Each acronym will be worth .5 points each.

**Week 5 Quiz on NGO acronyms** +10 possible points

**Reading notes – 10 points each:** Over the course of the semester, you will be required to submit 6 original “reading notes” using the Blackboard discussion forum tool. You have the option to post on whichever readings you choose, but you must complete **at least three (3) before Spring Break**. Posts will be due each **Wednesday by 11:59am**. Posts should be about 300 - 400 words and should be 1) relevant

to the weekly course theme 2) thought-provoking and 3) conversational in nature. Although you are not required to post a response to others within the forum, the option is certainly there.

Here are some questions to keep in mind as you write your reading notes. You will naturally not address all these questions for each reading, but they should help you focus.

- a) **Argument?** What key points, claims, or arguments in the readings do you find particularly important, compelling or significant, and why?
- b) **Clarification?** What if anything in the readings do you feel puzzled by?
- c) **Questions?** What questions does each reading provoke in you? What are some questions you think would be good for the class to discuss?
- d) **Connections between readings?** What is the relationship between the two readings? Do they complement or complicate each other in any way? How do the readings relate to works in earlier class meetings?
- e) **Your own experience & reading?** Do the readings remind you of anything from your own experience or other reading? What new light do they shed on those experiences or reading?
- f) **Current events?** How are the readings related to historical, recent, or current events?
- g) **Practice?** Does the article provide insights potentially useful to someone trying to be a more effective activist, manager, politician, business person, or researcher? If so, what?
- h) **Critique?** What points in the readings do you feel were wrong, superficial, or problematic?

Responses will be graded “A” (9 points), “B” (8 points), or “C” (7 points) or “D” (6 points): an “A” means that you have shown clarity, seriousness, thoroughness and originality of thought; “B” means you have shown clarity and seriousness, but less thoroughness or originality; “C” means that I judge you are showing less clarity and seriousness; and no or little thoroughness or originality. “D” means you either did not follow instructions or did not meet the objective of the assignment.

**Critique/Commentary Classroom Discussion leader:** On January 28, students will draw dates from a hat which will correspond to classroom meeting times. Graduate students will be required to present on your own. Undergraduate students will be allowed to work with one of your peers, but should do their best to pair up with a non-anthro major. Discussion leaders will present for approximately 15 - 20 minutes and will provide the class with a few thought-provoking questions or an exercise of their own design to guide conversation. You may use the guidelines for the reading notes to formulate your presentation material.

**Short essay – Michael Edwards “Civil Society”:** By Sunday, February 22, you will submit a short essay over Michael Edwards “Civil Society. All students will write a short essay (2 pages minimum, maximum of four pages 1.5 spacing, plus references) on what they view to be the main contribution of this reading to their understanding of civil society. *The essay should include some original student commentary on the arguments offered by Edwards.*

**Paper/Project:** Students will have to complete one field project during the semester. All papers should be typed (Times New Roman or similar, 12 pt.), double-spaced, and 5-8 pages in length. Papers are due

on April 23<sup>rd</sup>. Late papers will be marked down 1/2 letter grade per day late. I will give you more detailed instructions, but here is a brief summary.

Students will choose one of the following for their paper project.

### **Option One – Life Narrative**

Find an interlocutor who works for an NGO and conduct an interview about the role that individual plays within the organization. Some sample questions for interviewees: What aspects of their life led them to participate in the organization? Why did they choose that particular organization? What about working with this organization has influenced their lives? What sorts of challenges have they encountered? Have they been involved politically through their organization? These are only sample questions. Use your imagination and don't forget to analyze your findings based upon the theory's concepts and case studies we have encountered in the class. You will need to include your interview questions and raw field notes at the end of your paper. If your interview is recorded, you must gain informed consent from your interlocutor.

Another option for this could be to volunteer for an organization. If you wish to take this option, please discuss it with me by Wednesday, March 11.

### **Option Two – Short Term Paper**

If you feel more comfortable with a traditional paper writing assignment, you may choose to write a 5-8 page paper (7-10 page paper for graduate students). You should research and write about a current event, issue or phenomenon relevant to NGOs or to global civil society. You must use a minimum of 5 scholarly sources, including books and professional journals. You may use websites, but only **ONE** will count towards your scholarly sources. In addition to substantive information, your paper should include the following:

- (1) Your personal position - Why did you choose the topic?**
- (2) Your personal reflection - What new insight did you gain from doing the research?**
- (3) Application - What is significant about your topic?**

You may use any format for citations you choose (Anthro students must use Chicago Style), but it must be used consistently. You **MUST** use in-text citations and include a formal bibliography.

**Lecture notes:** I do not give out my lecture notes to students. If you miss class for any reason, you need to get notes from a classmate. Introduce yourself to your neighbor....get to know the other students. Once you have looked over your classmate's notes and read the assigned readings, I am happy to meet with you to go over material that you are still missing.

**Make-up quizzes:** Make-ups will not be given unless students approach me with a reasonable excuse **BEFORE** the scheduled quiz. **Quizzes** cannot be made up without a university excused absence and must

be scheduled at the discretion of the instructor or office staff. In the event that something unexpected happens to you on quiz day, I expect an email or telephone call **from you or your representative by 5:00pm the day of the quiz** explaining why you were not at the scheduled quiz. If you do not have my phone number, you can call information for the main UNT line and ask them to transfer you to the UNT office. A missed quiz is not taken lightly in my class. Students may not reschedule quizzes because of out of town trips and/or plane reservations. **Mark the dates on your calendar.**

**Withdrawal:** If you are unable to complete this course you must withdraw by March 3 (for a “W” with instructor approval), by April 7 (for a “W” or “WF,” as determined by the instructor, with instructor approval). Withdrawing from a course is a formal procedure which **YOU** must initiate. I cannot do it for you. If you simply stop attending and do not withdraw, you will receive a performance grade, usually an “F.”

Here are some important dates to be aware of:

February 2	Census
March 3	Last Day for Auto W
April 7	Last day to drop with either W or WF
April 20	Can Begin to Request Incomplete
April 24	Last day to Withdraw (drop all classes)

Your primary responsibility as a student is to master the material presented in class and in the readings and do well in the course. This is an easily achieved objective. Come to class and do the reading! At times concepts or issues raised in class might be unclear. Students come from a variety of backgrounds and have various strengths and weaknesses. If you have any questions or feel unsure about any class material, see me after class or during office hours as soon as you realize a problem. We will work together to find a solution. DON'T wait until the end of the semester. Please realize that my goal as an instructor is not just to grade, evaluate, and test, but to help you gain a valuable life perspective to carry outside the class, into whatever you do.

**Note:** The Anthropology Department does not discriminate on the basis of an individual's disability as required by the Americans With Disabilities Act. Our program provides academic adjustments or help to individuals with disabilities in its programs and activities. Attempts will be made to meet all certified requirements. If you need accommodations, you must let me know no later than **February 2nd.**

**Plagiarism and Cheating.** The department of anthropology does not tolerate plagiarism, cheating, or helping others to cheat. Students suspected of any of these will be provided the opportunity for a hearing; a guilty finding will merit an automatic “F” in the course. In addition, I reserve the right to pursue further disciplinary action within the UNT legal system, which may result in dismissal from the university. Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may be inadvertent or intentional. Any facts, statistics, quotations, or paraphrasing of any

information that is not common knowledge, should be cited. For more information on paper writing, including how to avoid plagiarism, and how to use citations, see <http://www.unt.edu/anthropology/writing.htm>. For information on the University's policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, <http://www.unt.edu/csrr/>.

### COURSE SCHEDULE AND READING ASSIGNMENTS

**\*Note: All students are responsible for preparing the readings for each weekly class meeting.**

**Graduate students are responsible for the readings PLUS at least one of the optional readings, if listed.**

**If no optional readings are listed, graduate students are expected to inform themselves about any of the ethnographic "Boxes" within the Lewis and Kanji reader.**

WEEK	DATE	LESSON	ASSIGNMENT READINGS	ASSIGNMENT DUE DATE
WEEK 1	1/20 – 1/25	Introduction to Course, Introduction to Anthropology		
WEEK 2	1/26 – 2/1	The Public Sphere	Habermas, Jurgen. The Structural Transformation of the Public Sphere. 1991 pp. 1- 129, & esp. Chs. 1-7, Ch. 8-9, Ch. 13-15 (available on Blackboard)	<b>Reading notes:</b> DUE: Weds, 1/28 12:00pm
WEEK 3	2/2 – 2/8	Global Civil Society	<p>Ehrenberg, John. The History of Civil Society Ideas. In The Oxford Handbook of Civil Society. Edwards, M. 2011 pp. 15-28</p> <p>Jordan, Lisa. Global Civil Society, in The Oxford Handbook on Civil Society, M. Edwards, 2011, pp. 93-108</p> <p>Calhoun, Craig. Civil Society and the Public Sphere, pp. 312-323 in The Oxford Handbook on Civil Society, M. Edwards (ed.), 2011, pp. 311-323 (available on Blackboard)</p> <p><b>Optional reading:</b></p> <p>Boyte, Harry C.. Civil Society and Public Work, in The Oxford Handbook on Civil Society, M. Edwards (ed.), 2011, pp.</p>	<b>Reading notes:</b> DUE: Weds, 2/4 12:00pm



			324-335 (available on Blackboard)  Skocpol, Theda: Civil Society in the United States, in <i>The Oxford Handbook on Civil Society</i> , M. Edwards (ed.), 2011, pp. 109-121	
WEEK 4	2/9 – 2/15	NGOs and development	Ch. 1 Introduction: What are NGOs? In <i>Non-Governmental Organizations and Development</i> , Lewis and Kanji, 2009. Pp. 1-23.  Ch. 2 Understanding development NGOs in historical context In <i>Non-Governmental Organizations and Development</i> , Lewis and Kanji, 2009. Pp. 24- 46.  <b>Optional Reading:</b> Fowler, Alan. Development NGOs in <i>The Oxford Handbook on Civil Society</i> , M. Edwards (ed.), 2011, pp. 42-54 (available on Blackboard)	<b>Reading notes:</b> Weds, 2/11 12:00pm
WEEK 5	2/16 – 2/22	NGOs in Theory and Practice	Ch. 3 NGOs and Development Theory In <i>Non-Governmental Organizations and Development</i> , Lewis and Kanji, 2009, pp. 47 – 70.  Optional Reading: NGOs, States, and Donors Revisited: Still Too Close for Comfort? Banks, Hulme, and Edwards, 2015 <i>in World Development</i> Vol. 66, Feb 2015 Pp. 707-718.  <b>FILM: TBA</b>	<b>Reading notes:</b> DUE: Weds, 2/18 12:00pm <b>In class quiz:</b> NGO acronyms <b>Edwards Essay:</b> DUE: Sunday, 2/22 11:59pm
WEEK 6	2/23 – 3/1	NGOs in Theory and Practice, cont.	Ch. 4 NGOs and Development: from alternative to mainstream? In <i>Non-Governmental Organizations and Development</i> , Lewis and Kanji, 2009, pp. 71-90.	<b>Reading notes:</b> Weds, 2/25 12:00pm

			<p>Ch. 5. NGO Roles in Contemporary Development Practice. In Non-Governmental Organizations and Development, Lewis and Kanji, 2009, pp. 91-120</p> <p><b>Optional Reading:</b>  Accountability of Transnational NGOs: Aspirations vs. Practice. Schmitz, Hans Peter, Paloma Raggo, and Tasca Bruno-van Vlijfeljken. Nonprofit and Voluntary Sector Quarterly. 41(6). 1175- 1194.</p>	
WEEK 7	3/2 – 3/8	NGOs, Globalization, and Civil Society: Development or Governance?	<p>Ch. 6 NGOs and ‘Civil Society’, In Non-Governmental Organizations and Development, Lewis and Kanji, 2009, pp. 121 – 141.</p> <p>Ch. 7 NGOs and Globalization, In Non-Governmental Organizations and Development, Lewis and Kanji, 2009, pp. 142 – 164</p> <p><b>Optional Reading:</b>  Protecting Human Development and Economic Well-being, In Karns and Mingst (2010) International Organizations: The Politics and Processes of Global Governance (on Blackboard) pp. 387 – 446</p> <p>Simon Zadec. Civil Society and the Market. in The Oxford Handbook on Civil Society, M. Edwards (ed.), 2011, pp. 42-54 (available on Blackboard)</p> <p>Civil Society and Institutional Philanthropy, William A Schambra and Krista L. Schaffer. in The Oxford Handbook on Civil Society, M. Edwards (ed.), 2011, pp. 42-54 (available on Blackboard).</p>	<p><b>Reading notes:</b>  Weds, 3/4  12:00pm</p>
Week 8	3/9 – 3/15		<p><b>QUIZ</b>  <b>No readings for this week</b></p>	

WEEK 9	3/16 – 3/22	SPRING BREAK	Ch. 10 Development NGOs in Perspective. In Non-Governmental Organizations and Development, Lewis and Kanji, 2009, pp. 201 - 214	
WEEK 10	3/23 – 3/29	Development, Postmodernism, and Applying Anthropology	Prelude: Development, Post Development and More Development? In Lewis, David. (2015) Anthropology, NGOs and Development pp. 1-15 (On Blackboard)  Chapter 2. Applying Anthropology. In Lewis, David. (2015) Anthropology, NGOs and Development pp. 46 – 77 (On Blackboard)	<b>Reading notes:</b> Weds, 3/25 12:00pm
WEEK 11	3/30 – 4/5	NGOs and the International Aid Industry	Ch. 8 NGOs and the aid system. In Non-Governmental Organizations and Development, Lewis and Kanji, 2009, pp. 164-185  Transnational Human Rights and Local Activism: Mapping the Middle. Sally Engle Merry. <i>American Anthropologist</i> Vol. 108 Issue 1. Pp. 38-51.	<b>Reading notes:</b> Weds, 4/1 12:00pm
WEEK 12	4/6 – 4/12	NGOs and Humanitarian Action	Ch. 9 NGOs and International Humanitarian Action, in Non-Governmental Organizations and Development, Lewis and Kanji, 2009, pp. 186 - 200  Protecting Human Rights, In Karns and Mingst (2010) International Organizations: The Politics and Processes of Global Governance (on Blackboard) pp. 387 – 446  <b>Optional Reading:</b> Catherine Walsh, Development as <i>Buen Vivir</i> : Institutional arrangements and (de)colonial entanglements. In <i>Development</i> , 2010, 53(1), Pp. 15-21.	<b>Reading notes:</b> Weds, 4/9 12:00pm

WEEK 13	4/13 – 4/19		<b>Guest Speaker: Dr. Peter Castro, Applied Anthropologist for USAID</b>	
WEEK 14	4/20 – 4/26	Religion, Globalization and Faith-based Organizations	Clarke, Matthew and Vicki-Anne Ware. Understanding faith-based organizations: How FBOs are contrasted with NGOs in international development literature. <i>Progress in Development Studies</i> Vol. 15, 1 (2015) Pp. 37-48.  <b>Optional Reading:</b> selections from Bond, George 2004 <i>Buddhism at Work: Community Development, Social Empowerment and the Sarvodaya Movement</i>	<b>Reading notes:</b> Weds, 4/22 12:00pm
WEEK 15	4/27 – 5/3	NGOs and the Environment	Protecting the Environment In Karns and Mingst (2010) International Organizations: The Politics and Processes of Global Governance (on Blackboard) pp. 387 – 446	<b>Reading notes:</b> Weds, 4/29 12:00pm
WEEK 16	5/4 – 5/6	UNESCO and the Virtuous Tourist, or “Voluntourism”	Baptista, Joao 2012 “The Virtuous Tourist: Consumption, Development, and Nongovernmental Governance in a Mozambican Village	<b>Reading notes:</b> Weds, 5/6 12:00pm
WEEK 17	5/11 – 5/17		<b>QUIZ</b>	