

Non-Governmental Organizations (and Development) in Anthropological Perspective

Spring 2018

Wednesday evenings 6:00pm – 8:50pm

Business Leadership Building (BLB) Room 060

Instructor: Dr. Jamie K. Johnson

Office location: 330-J Chilton Hall, Department of Anthropology, 3rd Floor

Office hours: M 1:30pm – 3:30pm except on 1st Monday ***please email for appointment**

Department phone: 940-369-5403

Email: jamie.johnson@unt.edu

INSTRUCTOR CONTACT INFO:

- 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 teach four classes a semester, and cannot always 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 the nature of non-governmental organizations and the roles they play in global development. We begin by examining the public sphere and civil society from an historical perspective. We will trace the genesis of “D/d development” and “Post-development”, and will discuss the category and trajectory of “NGOs” as subjects of scholarly discourse. In particular, we will probe how anthropology is uniquely positioned to explore the “Other” side of development. We will also interrogate the complicity of what some call the “International Aid Industry in neoliberal policy-making and governance. The “third sphere” sectors we discuss include health and humanitarian aid, human rights, and the environment. To make these lessons tangible and applicable to your own experiences and interests, students will identify and investigate an NGO of their choice, in hopes of addressing questions of impact, effectiveness and efficacy. Collaboration and/or volunteerism is encouraged. Students will emerge from this course positioned to practice culturally sensitive, engaged citizenship in the public sphere and to engage in critical discourse about global monetary alliances and power and donor agendas....

SEMINAR FORMAT:

This is a 2.5hr seminar-style course. That means the majority of classtime is spent *talking to one another* about the articles – including our understanding, confusion, agreement/disagreement, enlightenment, etc.. 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

- Become conversant with an array of theories and concepts that deepen your analysis of the public sphere, global civil society, and development, *broadly construed*
- Interrogate shifting definitions of “NGO” as a category of scientific inquiry, recognizing the diversity of non-governmental organizations, their values, approaches and activities
- Compare and contrast NGO formation in Western and non-Western historical and economic contexts, and trace the significance of those narratives to neoliberal policy-making and governance
- 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 community-based organizations, local and state government, multi-lateral organizations and corporate/contractor operations
- Become conversant with the roles that NGOs currently play in global human rights activism and social justice, and their alignment, divergence and/or resistance to global development initiatives
- Gain an anthropological perspective of current NGO activity and ideologies, vis-à-vis stereotypes, paternalism, donor-driven agendas complicating donor/state/recipient encounters – and appreciate the ethnographic and anthropological contribution to those conversations
- Grasp the relevance of such analysis for applied anthropology, activism and practical action.

READING MATERIALS:

- *(selected chapters) Crewe, Emma and Richard Axelby. 2013. Anthropology and Development: Culture, Morality, and Politics in a Globalised World. Cambridge: Cambridge University Press.
- *(selected chapters) Gardner, Katy and David Lewis. 2015. Anthropology and Development: Challenges for the 21st Century. University of Chicago Press: Chicago.
- *(selected chapters) Lashaw, Amanda, Vannier, Christian, and Sampson, Steven, eds. 2017. Cultures of Doing Good : Anthropologists and NGOs. Tuscaloosa: University of Alabama Press.
- *(selected chapters) Lewis, David and Nanzeen Kanji. 2009. Non-Governmental Organizations & Development. Routledge: New York.
- *(selected chapters) Muller, Birgit, ed. 2013. The Gloss of Harmony: The Politics of Policy-Making in Multilateral Organizations. London: Pluto Press.

REQUIRED TEXT: Vincanne. 2013. Markets of Sorrow, Labors of Faith: New Orleans in the Wake of Hurricane Katrina.

***Available online from UNT Library – see Library Course Guide for ANTH 4701/5700**

****Other readings will be made available under the Weekly Reading Assignments tab in Blackboard**

COURSE ACTIVITIES AND EVALUATION

Attendance and Participation:		20 Total Points
NGO Acronym Quiz		10 Total Points
Reading notes	8 posts x 10 points =	80 Total Points
Quizzes	2 quizzes x 40 points =	80 Total Points
Discussion Leader Presentation		30 Total Points
Position Papers	4 papers x 20 points =	80 Total points
<u>Final paper (proposal: 10, paper: 90)</u>		<u>100 Total Points</u>
TOTAL:		400 Total Points

Class Participation/Attendance: 20 possible 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 said absence against your class participation. All students will start with 20 points.

Participating in class can give you the opportunity to make up any points you may have lost due to unexcused absences or tardiness.

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

NGO Acronym Quiz: 10 possible points At the beginning of class on Week 5, students will take a quiz where they must identify 20 NGO types based upon their acronyms. Each acronym will be worth .5 points each. A study guide will be posted on Blackboard.

Reading notes – 10 points each: Over the course of the semester, you will be required to submit **8** 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 5:59pm**. Posts should be no more than 300 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 may not address all these questions for each reading, but they should help you focus your posts:

- a) **Argument?** What key points, claims, or arguments in the readings do you find particularly important, compelling or significant, and why?
- b) **Clarification/Critique?** What, if anything, in the readings do you feel puzzled by? What points in the readings do you feel were wrong, superficial, or problematic?
- c) **Discussion 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 and Synthesis? (beginning Week 3)** How are the readings related to the course theme? To each other (if multiple readings are assigned)? To earlier readings/themes?
- e) **Current events? (beginning Week 3)** How are the readings related to historical, recent, or current events? In particular, what organizations or activities fit into the weekly readings?
- f) **Optional: Your own experience or opinion?** Do the readings remind you of anything from your own experience or other scholarship? What new light do they shed on those experiences?
- g) **Optional: 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?

Responses will be graded "A" (9-10 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.

Quizzes – 40 points each – 80 total points

There will be two written quizzes for this class: one during the “Mid-term” and one towards the end of the semester. 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:

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

Classroom Discussion Leader: 30 points: In Week 2, students will select a week to lead the class in discussion over the weekly reading materials and. Graduate students will be required to present on their own. Undergraduate students will be allowed to work with one or two other peers, but anthropology majors should do their best to pair up with non-anthro majors. On most weeks, I will start off the class discussing the weekly course theme and providing additional theoretical or ethnographic considerations that correspond to the readings. We will take a short break halfway through the class. When we return, Discussion Leaders will present for approximately 20-30 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.

Position Papers: 20 points each All students will write four short essays (no more than 500 words) reflecting on what you view to be the main contribution of the two films shown in class **OR** the the main contribution of information shared by the two guest speakers, to your understanding of the course material. Position Papers include a synopsis, analysis, and *discussion* wherein you will take a position on what you have learned. Guidelines will be posted in Blackboard. All Position Papers will be submitted in the Assignments tab within Blackboard.

Paper/Project: 100 points (10 points for proposal; 90 points for paper) Students are required to complete one field project during the semester. Papers are due on Wednesday, May 2nd. Papers will be submitted in the Assignments tab within Blackboard. Late papers will be marked down 1/2 letter grade per day late.

Guidelines will be posted in Blackboard, but here is a brief summary. Students will choose one of the following options 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.

Option Two – Volunteer/Service Learning Experience: Another option could be to volunteer for an organization and conduct participant observation with respect to a particular issue discussed in class. Your report will contextualize, summarize, problematize and discuss your observations and experiences *as a stakeholder* within the organization. (5-8 page paper for undergraduates; 8-10 page paper for graduate students). I think it's a *great* idea to give back to any host community one is interested in learning about. If you wish to take this option, please discuss it with me *long before* you submit your Research Project Proposal on Wednesday, March 7. Since Option 2 requires a different set of methodologies, ethical considerations, and time constraints than Options 1 and 3, please come see me if you're even considering it. If enough students have interest in this, I'll consider revising relevant readings so all can potentially benefit from the experience.

Option Three – Term Paper: If you feel more comfortable with a traditional research paper assignment, you may choose to investigate particular issue or organization discussed in class and write a 5-8 page research paper (8-10 page paper for graduate students) discussing what you learned. Current events, , issues or phenomena relevant to NGOs or to global civil society are all great avenues of inquiry, but feel free to take creative license here. For example, you might choose to conduct a content analysis of an NGO's website or promotional materials, focusing on stereotypes and embedded ideologies – the sky's the limit. Requirements are a minimum of 5 *scholarly* sources, including books and professional journals. For graduate students, the 5 peer-reviewed sources must be in addition to assigned readings. You may certainly 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 should use Chicago Style), but it must be used consistently. ***All students MUST use in-text citations and include a formal bibliography where applicable.

COURSE POLICIES

Technical Difficulties in Blackboard: The Blackboard Learn website automatically undergoes scheduled maintenance every Saturday night from 11:59pm - 2:00am CST. It is down for 2 hours. Do not plan to submit assignments or tests during this time.

If you have ANY technical difficulties, follow these steps:

1. Take a print screen capture of the issue
2. Contact the Student Blackboard HelpDesk at 940-565-2324 or visit <http://www.unt.edu/helpdesk/bblearn/>
3. Give them the following info: Student EUID; Name & Section of the Course: Anth 4700/5700
4. Once you have a ticket number from the HelpDesk, email me so I can help resolve the issue.

Notification of Absence: This class meets once a week. If you miss ONE class, it is the equivalent of missing THREE classes in a MWF schedule. Students desiring to observe a religious holy day which will result in a class absence must notify me in writing no later than February 7th. For University-excused absences such as major illness or extracurricular activity, the student is required to notify me before or within 24 hours of the absence, and must complete missed assignments within **ONE WEEK** of the due date. Only students with legitimate University-excused absences will be allowed to submit late work.

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.**

Important Registrar Dates, Drops, and Withdraws: You are responsible for your timely admission, registration, payment, and withdraws/drops. Withdrawing from a course is a formal procedure that the student 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 is the 2017 – 2018 Academic Calendar: <https://www.unt.edu/catalogs/2017-18/calendar> Here is the Spring 2018 Registration Guide and Important Registration Dates: <http://registrar.unt.edu/registration/spring-registration-guide>

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.

UNIVERSITY POLICIES

Academic Integrity: Cite your sources! This cannot be stressed enough. You will be provided with a citation guide within the "Assignments" section which can help you with citations. There are also resources provided under the UNT Writing Center link, below. Students found plagiarizing their own or others' materials (incl. Blackboard, the textbook, articles, online resources, etcetera), will first be given an opportunity to explain themselves. If it is determined that the student unknowingly copied work without giving proper credit, that student will be given the opportunity to re-write their assignment. All make-up work deadlines apply. If it is determined that the student knowingly copied work without giving proper credit, that student will be given a 'O' ('F') for that assignment and their work may be subject to additional scrutiny.

Virtual Classroom Citizenship: The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper *netiquette* when interacting with class members and the professor. I absolutely will not tolerate sexism, racism, misogyny, anti-Semitism, militant nativism (anti-immigrant), bigotry, bullying or other forms of harassment in my classroom. Students who have witnessed or experienced any forms of discrimination or hatred are encouraged to contact me and we will determine an appropriate response jamie.johnson@unt.edu .

ODA Policy: The University of North Texas and the Department of Anthropology makes reasonable academic accommodation for students with disabilities. I personally go out of my way for physically and neuro-diverse students. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://disability.unt.edu/> . You may also contact them by phone at 940.565.4323..

Sexual Discrimination, Harassment and Assault: UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. Renee LeClaire McNamara is UNT's Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

HELPFUL RESOURCES

1) Veteran Students: For students who are active or retired military, thank you for serving our country! If you new or returning to college, UNT has a lively Student Veteran organization, and a number of other campus resources available here: <http://studentaffairs.unt.edu/student-veteran-services>

2) UNT Learning Center: The UNT Learning Center is an AMAZING department filled with AMAZING people – all here to help you, the student, maximize your potential in college and beyond. Not only do they provide us with our Supplemental Instructors, they also offer *free of charge* a number of services such as tutoring, academic coaching, study and learning workshops, speed reading, campus resources, and a number of other academic success-related topics! Check them out here: <https://learningcenter.unt.edu/>

3) UNT Writing Lab: Another AWESOME resource available to students is the UNT Writing Lab.

Need a refresher course in academic writing or some quick links for your next paper:

<https://writingcenter.unt.edu/resources>

On-campus and want to attend a workshop to improve your writing skills? <https://writingcenter.unt.edu/workshops>

Off-campus and struggling with academic paper writing? Check out their online tutoring link here:

<https://writingcenter.unt.edu/online-tutoring>

4) Life happens! If you are experiencing a personal or family crisis which is affecting your success as a student here at UNT, please check out the resources here at UNT. <http://deanofstudents.unt.edu/resources>

If you have fallen behind in course work and need help, ***please*** do not wait until it is too late!! The sooner you email me: jamie.johnson@unt.edu the sooner I can put you in touch with the appropriate contacts and get you back on track for the remainder of the course.

HAVE A GREAT SEMESTER!