

**INTD 354**

**Civil Society and Development**

---



**Instructor**

Kazue Takamura

Institute for the Study of International Development, McGill University

Room #12-2, 3610 McTavish Street, Montreal

Email: [kazue.takamura@mcgill.ca](mailto:kazue.takamura@mcgill.ca)

**Classroom**

Stewart Biology Building (STBIO) N2/2

**Class Times**

Wednesdays and Fridays 11:35-12:55

\*When we have conferences, the lecture times will become 11:35-12:25.

## **Office hours**

Wednesdays and Fridays 14:30-15:30

## **Teaching Assistant**

Jasmine Ali

Email: [jasmine.ali@mcgill.ca](mailto:jasmine.ali@mcgill.ca)

\*The content and evaluation of this course is subject to change in the case of unforeseeable events.

## **Communication**

These are the three ways to communicate with the course instructor.

1. Office hours (in-person) Wednesdays and Fridays 14:30-15:30

Office hours are offered to clarify your substantive questions about the course materials and assignments.

2. Email

Please note that email messages should be kept concise. If you would like to discuss substantive questions, you are highly encouraged to speak to the instructor during office hours.

3. If you would like to set up a meeting outside the office hours, please directly communicate with the instructor.

## **Course Description**

This lecture course aims to provide *a critical analysis* of civil society in development.

The course will examine the increasing presence and widening scope of civil society

actors in the field of international development. According to the World Bank's definition, "the civil society sector" includes a wide range of non-state actors, such as non-governmental organizations (NGOs), faith-based groups, trade unions, indigenous people's organizations, community groups, foundations, and other non-state stakeholders. In recent years, international development organizations have paid attention to the positive externalities of civil society in development. These civil society groups are increasingly regarded as a panacea for development in terms of pushing for "good", "sustainable" and "bottom-up" social change. However, scholars have also documented the *emerging tensions and problematic behavior* of civil society. These critiques mainly challenge the conventional Euro-centric view that assumes civil society actors' autonomous, and progressive capacity to bring transformative socio-political outcomes, such as liberal democracy. The course will employ an interdisciplinary approach to engage with these emerging critiques surrounding the roles of civil society in international development. The course explores political, sociological, and anthropological studies that examine the multifaceted behavior and outcomes of civil society largely in the Global South.

The course is divided into two main sections. The first introductory section (weeks 1-5) will provide a macro analytical framework on the study of civil society and development. In this section, we will especially examine the diverse range of political behavior and roles of civil society actors in development. The second section (week 6-13) will examine the distinct roles played by civil society actors. In particular, we will interrogate the analytical question of whether global civil society actors serve as "norm entrepreneurs" who push for transformative and progressive change. We will explore this question by examining a range of emerging development issues, including indigenous rights, migrant rights advocacy,

humanitarianism, religion, global health, gender, domestic workers' activism, LGBTQ rights, refugee rights, and resistance.

By the end of the course, students should be familiar with the key analytical concepts, theoretical approaches, and debates that are integral to the critical analysis of civil society in development.

### **Required course materials**

All the required readings are available via MyCourses.

#### **1. Lecture arrangements**

The lectures will be delivered in person, except some of the guest lectures that will be delivered remotely. Please note that we will integrate various in-class activities and small group discussions to encourage students' proactive learning during the lectures. Students are expected to be ready to discuss the weekly readings.

Health protocol: While students are not required to wear masks in the classroom, please comply with McGill's health regulations on campus. For McGill's updated health guidelines, please visit: <https://www.mcgill.ca/return-to-campus/>

#### **2.Quizzes (5%) \*eight required**

Students will be given twelve (12) weekly quizzes during the semester. Quizzes are always related to the overarching questions of the weekly topics. We will begin this exercise on January 13 (Friday). The main goal of this exercise is to encourage students to proactively engage with the lectures. There will be no strict rubrics for this exercise. However, your answer must reflect the central points of the given

lecture. To maximize your points, students are required to participate in **eight (8) quizzes** out of twelve (12). Your answers should be submitted via MyCourses [Assignments – Quizzes].

**Due date: The Tuesday (11:59pm) following the week of the quiz.** For example, if you are going to participate in the first quiz based on the lecture on Friday, January 13, please submit your answer by Tuesday, January 17 (11:59pm) via MyCourses.

### **3.Conferences (10%) \*four required**

#### **3-a. Logistics**

The course will offer four (4) in-person conferences (small-group discussion sessions) during the semester. The primary goal of conferences is to facilitate an engaged and thoughtful discussion of development issues based on the lectures and weekly readings. **The first conferences begin in the week of January 23.**

**Conference registration:** Students are required to sign up for one of the three conference groups on Minerva and attend it throughout the term. The conference registration will be available via Minerva (online) from Monday, January 16.

**Format:** Each conference meeting will be held for 50 minutes. Your teaching assistant will take attendance for every conference meeting. Please note that a conference is designed to be **a student-driven discussion session**. Your teaching assistant will provide guiding questions and in-class activities to stimulate the conference discussions. Participating students should not be passive observers during the meeting. You are expected to be **an active and engaged contributor** to the class discussions. For your successful participation, you are highly encouraged to

prepare one or two questions on the discussion topics (lectures/readings) prior to the meeting.

**Themes:** Please note that the discussion for the conference will always be based on the topic of the previous week.

**After the meeting:** After participating in the conference meeting, students are then required to submit a discussion reflection (see the following section #3-b. "Discussion Reflections").

For those who are not able to attend all or some of the four conferences, you can alternatively submit a précis (see the section #3-c. "Alternative Assignments").

### Conference schedule

Conference #1 Contested Behavior of Civil Society	In the week of January 23
Conference #2 Civil Society in the Age of Neoliberalism	In the week of January 30
Conference #3 Hidden Transcripts	In the week of February 6
Conference #4 Global Civil Society	In the week of February 13

### 3-b. Conference Discussion reflections (10 %) - four required

Students are required to submit **four** *discussion reflections* based on their conference participation. Each reflection should be written in **at least 350 words**. Your reflection must include (1) the main points/ideas that you learned from the conference discussion as well as (2) further thoughts on the discussion topic(s). The

main goal of this exercise is to encourage students' meaningful engagement with the discussion topics as well as the course materials. *Please note that you are not allowed to submit a conference discussion reflection without participating in a conference.*

**Due date: The Tuesday (11:59pm) following the conference meeting**

\*For example, if you are going to write a discussion reflection for the first conference meeting in the week of January 23, you should submit your reflection by Tuesday, January 31 (11:59pm).

**3-c. Alternative Assignments - précis**

If you are going to miss a conference meeting, you can alternatively write a précis. *One précis is equivalent to one conference participation.* You are allowed to write four précis without attending any in-person conference meetings. A précis is a reading analysis written **in at least 450 words** discussing one of the assigned weekly readings. In your précis, discuss: (1) the key arguments of the article and (2) your critical thoughts on the reading. Your précis must follow the same weekly themes as the conference meetings. The submission date is the same as the discussion reflection (the following Tuesday).

<b>Conferences (10%)</b>	
Required number of conferences	Four
Online conference registration opens	Monday, January 16 (via Minerva)
First conference meetings begin	In the week of January 23
Topic of each conference meeting	The topic of the previous week

Methods of evaluation	(1) Actual participation in a conference meeting + (2) a conference reflection (350 words)
Alternative assignment	Précis (450 words) – one précis for one conference reflection
Submission due for the conference reflection/précis	The following Tuesday

**4. Short Analytical Essay (35%)**

The short essay aims to provide a critical analysis of civil society. Your essay should be written in a minimum of 1,600 words and a maximum of 1,800 words excluding the bibliography. Detailed instructions as well as a review session will be provided on Friday, February 10.

**Due date: Monday, March 13 (11:59pm)** via MyCourses. The document format should be in a PDF file. If you are unable to meet the due date because of an illness, you must contact the instructor prior to the deadline.

**5. Two Précis on Global Civil Society (5%)**

Students must write two précis related to any assigned readings between Week 6 and Week 12. A précis is a reading analysis written **in at least 500 words** discussing one of the assigned weekly readings. In your précis, you should discuss: (1) the key arguments of the article and (2) your critical thoughts on the reading.

**Due date: Monday, April 3 (11:59pm)** via MyCourses. The document format should be a PDF file.



## 6. Final Analytical Paper (45%)

Students must write a final analytical paper that examines the distinct effects of civil society in development. The essay should be written in a minimum of 2,200 words and a maximum of 2,500 words excluding the bibliography. The detailed instructions as well as a review session will be provided on Wednesday, March 29.

**Due date: Friday, April 21(11:59pm)** via MyCourses. The document format should be in a PDF file.

### Grade distribution:

Assignments	Requirements	Due	Percentage
Quizzes	Eight (8) required See section #2	The following Tuesday	5%
Conference Reflections/Précis	Four (4) required See section #3	The following Tuesday	10%
Short Analytical Essay	See section #4	Monday, March 13	35%
Two précis on Global Civil Society	See section #5	Monday, April 3	5%
Final Analytical Paper	See section #6	Friday, April 21	45%

### Copyright of lectures:

All slides, video recordings, lecture notes, etc. remain the instructor's intellectual property. As such, you may use these only for your own learning (and research, with proper referencing/citation) ends. You are not permitted to disseminate or share these materials; doing so may violate the instructor's intellectual property rights and could be cause for disciplinary action.

**Academic Integrity:**

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see McGill's guide to academic honesty for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/))

**Policy on Languages:**

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

*Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue)*

### **Course Evaluations:**

End-of-course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available on Mercury, the online course evaluation system. Please note that a minimum number of responses must be received for results to be available to students.

### **N.B.**

*In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.*

### **Course schedule**

<b>Part I. Contested Behavior of Civil Society</b>	
<b>Week 1: Introduction</b>	
January 4 (Wed)	Introduction – Course Overview
January 6 (Fri)	Why does the Study of Civil Society Matter?
<b>Week 2: Theoretical Foundation: Associationism</b>	
January 11 (Wed)	The Virtue of Civil Society – Associationism
January 13 (Fri)	Social Capital Theory

<b>Week 3: Contested Behavior of Civil Society</b>	
January 18 (Wed)	Dark Side of Associationism?
January 20 (Fri)	Associationism under Authoritarianism
<b>Week 4 Civil Society in the Age of Neoliberalism</b>	
<b>Conf #1</b>	
January 25 (Wed)	Promotion of Civil Society in Neoliberalism
January 27 (Fri)	Neoliberal Imagination of "Empowerment"
<b>Week 5: Hidden Transcripts and Surveillance</b>	
<b>Conf #2</b>	
February 1 (Wed)	Hidden Transcripts
February 3 (Fri)	Surveillance
<b>Part II. Global Civil Society</b>	
<b>Conf #3</b>	
<b>Week 6: Global Civil Society - Norm Entrepreneurs?</b>	
February 8 (Wed)	Global Civil Society - Norm Entrepreneurs?
February 10 (Fri)	Review session
<b>Week 7 Indigenous Rights Advocacy at the UN</b>	
<b>Conf #4</b>	
February 15 (Wed)	Indigenous Rights Advocacy at the UN

February 17 (Fri)	The Right to Speak: Ainu Rights Advocacy in Japan
<b>Week 8: Migrant/Refugee Rights Advocacy</b>	
February 22 (Wed)	DREAMers: Undocumented Youth Movements and Performing Deservingness
February 24 (Fri)	Refugee Rights Advocacy
<b>Week 9: Religion and Humanitarianism</b>	
March 8 (Wed)	Faith-Based Organizations: Does Faith Matter?
March 10 (Fri)	FBOs and the Moral Politics of AIDS
<b>Week 10: LGBTQ Advocacy</b>	
March 15 (Wed)	LGBTQ Rights Activism
March 17 (Fri)	LGBTQ Rights in Asia
<b>Week 11: Labor Rights Advocacy</b>	
March 22 (Wed)	Transnational Domestic Workers' Movements
March 24 (Fri)	Documenting Migrant Labor Rights Abuses – The Role of Media in Labor Advocacy
<b>Week 12: Resistance</b>	
March 29 (Wed)	Review Session #1 (Final Analytical Paper)
March 31 (Fri)	Civil Disobedience Movement in Myanmar
<b>Week 13 Conclusion</b>	
April 5 (Wed)	Conclusion
April 13 (Thurs) A make-up lecture day for April 7 (Fri)	Review Session #2

## **Week 1. Introduction**

### **January 4 (Wednesday) Introduction**

We will explore the key objectives of the course, the course structure, reading materials, and the course requirements.

### **January 6 (Friday) Why does the study of civil society matter?**

#### **Readings:**

Chandhoke, Neera. 2007. "Civil Society." *Development in Practice* 17(4-5): 607-614.

## **Part I. Contested Behavior of Civil Society**

## **Week 2. Theoretical Foundation: Associationism**

### **January 11 (Wednesday) The Virtue of Civil Society**

#### **Readings:**

Shils, Edward. 2003 (1997). "The Virtue of Civil Society." In *The Civil Society Reader* (edited by Virginia Hodkinson and Foley Michel). Tufts University Press, pp. 292-305.

### **January 13 (Friday) Social Capital Theory**

#### **Readings:**

Putnam, Robert. 2003. "Making Democracy Work." In *The Civil Society Reader* (edited by Virginia Hodkinson and Foley Michel). Tufts University Press, pp. 322-327.

Fukuyama, Francis. 2001. "Civil Society and Development." *Third World Quarterly* 22(1): 7-20.

### **Week 3. Contested Behavior of Civil Society**

#### **January 18 (Wednesday) Dark Side of Associationism**

##### **Readings:**

Berman, Sheri. 1997. "Civil Society and The Collapse of the Weimar Republic." *World Politics* 49 (3): 401-429.

Buttgieg, Joseph. 1995. "Gramsci on Civil Society." *Boundary 2* 22(3): 1-32.

#### **January 20 (Friday) Associationism under Authoritarianism: Collaborative Behavior**

##### **Readings:**

Lewis, David. 2013. "Civil Society and the Authoritarian State: Cooperation, Contestation and Discourse." *Journal of Civil Society* 9(3): 325-340

Hsu, Carolyn. 2010. "Beyond Civil Society: An Organizational Perspective on State-NGO Relations in the People's Republic of China." *Journal of Civil Society* 6(3): 259-277.

### **Week 4. Civil Society in the Age of Neoliberalism**

#### **January 25 (Wednesday) Promotion of Civil Society in Neoliberalism**

##### **Readings:**

Fisher, William. 1997. "Doing Good? The Politics and Antipolitics of NGO Practices." *Annual Review of Anthropology* 26: 439-464.

Mercer, Claire. 2003. "Performing Partnership: Civil Society and the Illusions of Good Governance in Tanzania." *Political Geography* 22: 741-763.

## **January 27 (Friday) Neoliberal Imagination of “Empowerment”**

### **Readings:**

Megan, Carney. 2015. *The Unending hunger: Tracing Women and Food Insecurity across Borders*. University of California Press, pp.1-34 (Introduction).

## **Week 5 Hidden Transcripts and Surveillance**

### **February 1 (Wednesday) Hidden Transcripts**

#### **Readings:**

Scott, James. 1990. “Behind the Official Story.” *Domination and the Arts of Resistance: Hidden Transcripts*. New Haven: Yale University Press, pp. 1-16.

### **February 3 (Friday) Surveillance**

#### **Readings:**

Choudry, Aziz. 2019. “Lessons Learnt, Lessons Lost: Pedagogies of Repression, Thoughtcrime, and the Sharp Edge of State Power.” *In Activists and the Surveillance State* (edited by Aziz Choudry). London: Pluto Press, pp.3-22.

Smith, Chris and Ngai Pun. 2006. “The Dormitory Labor Regime in China as a Site for Control and Resistance.” *International Journal of Human Resource Management* 17 (8): 1456-1470.

## **Part II. Global Civil Society**

### **Week 6 Global Civil Society – Norm Entrepreneurs?**

#### **February 8 (Wednesday) Global Civil Society – Norm Entrepreneurs?**



**Readings:**

Clark, Ann Marie. 2010. *Diplomacy of Conscience: Amnesty International and Changing Human Rights Norms*. Princeton: Princeton University Press, pp.3-20.

Price, Richard. 2003. "Transnational Civil Society and Advocacy in World Politics." *World Politics* 55(4): 579-606.

## Optional:

Keane, John. 2003. *Global Civil Society?* Cambridge: Cambridge University Press, pp.1-39.

**February 10 (Friday) Review Session****Week 7 Indigenous Rights Advocacy at the UN****February 15 (Wednesday) Indigenous Rights Advocacy at the UN****Readings:**

Morgan, Rhiannon. 2007. "Political Institutions and Social Movement Dynamics: The Case of the United Nations and the Global Indigenous Movement." *International Political Science Review* 28(3): 373-292.

**February 17 (Friday) The Right to Speak: Ainu Rights Advocacy**

## Readings:

Larson, Erik et al. 2008. "Emerging Indigenous Governance: Ainu Rights at the Intersection of Global Norms and Domestic Institutions." *Alternatives: Global, Local, Political* 33 (1): 53-82.

## **Week 8 Migrant/Refugee Rights Advocacy**

### **February 22 (Wednesday) DREAMers: Undocumented Youth Movements and Performing Deservingness**

#### **Readings:**

Nicholls, Walter. 2016. *DREAMers: How the Undocumented Youth Movement Transformed the Immigrant Rights Debate*. Stanford: Stanford University Press, pp.1-46 (Introduction and Chapter 1).

### **February 24 (Friday) Refugee Rights Advocacy**

#### **Readings:**

Casati, Noemi. 2018. "How Cities Shape Refugee Centres 'Deservingness' and 'good aid' in Sicilian Town." *Journal of Ethnic and Migration Studies* 44 (5): 792-808.

Bradley, Megan and Cate Duin. 2020. "A Port in the Storm: Resettlement and Private Sponsorship in the Broader Context of the Refugee Regime." In *Strangers to Neighbours: Refugee Sponsorship in Context*" (edited by G. Cameron and S. Labman). McGill-Queens University Press.

## **Week 9 Religion and Humanitarianism**

### **March 8 (Wednesday) Faith-Based Organizations: Does Faith Matter?**

#### **Readings:**

Palmer, Victoria. 2011. "Analyzing Cultural Proximity: Islamic Relief Worldwide and Rohingya Refugees in Bangladesh." *Development in Practice* 2(1): 96-108.

Menjívar, Cecilia. 2006. "Serving Christ in the Borderlands: Faith Workers Respond to Border Violence." In *Religion and Social Justice for Immigrants* (Pierrette Hondagneu-Sotelo ed.) New Brunswick: Rutgers University Press, pp. 104-121.

### **March 10 (Friday) FBOs and the Moral Politics of AIDS**

#### **Readings:**

Boyd, Lydia. 2015. *Preaching Prevention: Born-Again Christianity and the Moral Politics of AIDS in Uganda*. Ohio University Press, pp.1-24.

## **Week 10 LGBTQ Advocacy**

### **March 15 (Wednesday) LGBTQ Rights Activism**

#### **Readings:**

Ayoub, Phillip and Lauren Bauman. 2019. "Migration and Queer Mobilisations: How Migration Facilitates Cross-Border LGBTQ Activism." *Journal of Ethnic and Migration Studies* 45(15): 2758-2778.

Manning, Kimberley et al. 2015. "Fighting for Trans Kids: Academic Parent Activism in the 21<sup>st</sup> Century." *Studies in Social Justice* 9(1): 118-135.

### **March 17 (Friday) LGBTQ Rights Advocacy in Asia**

#### **Readings:**

Friedman, Sara and Yi-Chen Chen. "Will Marriage Rights Bring Family Equality? Law, Lesbian, Co-Mothers, and Strategies of Recognition in Taiwan." *Positions: Asia Critique* 29(3):551-579.

## **Week 11 Labor Rights Advocacy**

### **March 22 (Wednesday) Transnational Domestic Workers' Movements**

Blackett, Adelle. 2019. *Everyday Transgressions: Domestic Workers' Transnational Challenge to International Labor Law*. Ithaca: Cornell University Press, pp. 1-16.

Boris, Eileen and Jennifer Fish. 2014. "'Slaves No More': Making Global Labor Standards for Domestic Workers." *Feminist Studies* 40(2): 441-443.

### **March 24 (Friday) Documenting Migrant Labor Rights Abuses - The Role of Media in Labor Advocacy**

Film screening: TBA

## **Week 12 Resistance**

### **March 29 (Wednesday) Revise Session #1**

### **March 31 (Friday) Civil Disobedience Movement in Myanmar**

Readings:

Crisis Group Asia Report. 2021(May). "The Post-Coup Technology War." Myanmar's Military Struggles to Control the Virtual Battlefield." Crisis Group Asia Report No.314, pp.14-25.

<https://eias.org/op-ed/the-future-of-myanmar-eias-talk-with-harn-yawng-hwe-of-the-euro-burma-office/>

## **Week 13 Conclusion**

### **April 5 (Wednesday) Conclusion**

No readings

**April 13 (Thursday) Review Session #2**

\*A Make-up lecture day for April 7 (Friday)