Introduction:

Over the last two decades Non-Governmental Organizations, or NGOs, have played an increasingly active and visible role in international aid, disaster relief, development, post-conflict rebuilding, and local governance. They have received increasing amounts of aid and development dollars, in many cases supplanting more traditional actors, like governments. They have thus provided fodder for exciting and contentious academic and public debates marked by extreme positions: Are NGOs the solution to some of the world’s most difficult problems, or are they trojan horses for neoliberal reforms? Do they represent a form of global civil society, or simply a circulation of elites? This course steps back and offers a broader perspective, by introducing students to the critical analysis of non-governmental organizations and their role in shaping global institutions and domestic political and social change. It locates NGOs within the web of transnational assemblages that they operate in, and pays attention to the experiences and practices of “local” populations that fall in and out of the category of “client.” We draw from a range of literatures to inform our analysis: democratic theory around citizenship and civil society; theories of the state; critical studies of development; and analyses of social movements, institutions and global networks. We focus on a few emblematic areas of NGO activity, including economic development, humanitarian assistance, participation promotion, and transnational human rights campaigns, transnational NGOs and their consequences, including Human Rights, Fair Trade, and alter-globalization NGOs.

This course is also meant to be very challenging. That is, whether you are a Gallatin Senior, a former NGO professional, a MA student in public policy, or even a PhD student in sociology, this course is designed to unsettle assumptions and to occasion a fair bit of work. While you should be the ultimate arbiter of your own goals in this course, I would say there are at least three ways to think of what you should aim for in here:

- **If you are an advanced undergrad**, your goal should be to understand what the critical debates are about, how they relate to specific cases, and how they connect to other theories you have studied so far. A provocation: upon leaving this course, you should be able to discuss the difference and similarities between Ferguson’s approach and the line of criticism in Choudry and Kapoor.

- **If in a former (or current) life you were/are active in NGOs**, your goal should be to connect the various lines of criticism here to lines of action rather than paralysis.

- **If you are a PhD student in a social science**, such as sociology, you should take this opportunity to think about both goals above, but should also work on understanding how the outlines of the debates here (which span anthropology, political science, and development studies) connect to broader debates in your discipline.

### IMPORTANT CAVEATS

**A note on grading.** My pedagogical philosophy and practice is one that privileges classroom dialogue over testing, openness in feedback over ranking of students. The Gallatin School was
founded on the principles of educational exploration and encourages at least occasionally taking courses without grades. For these reasons I urge you to take this course for P/NP and experiment with the freedom of the classroom experience without grades. (I know you want to go law school, and or/ apply for a grant, but I’ll write you a good letter if you survive this experience, OK?). In any case, the percentage of effort expected of you is described below, under “requirements.”

A note on Required/Recommended and “Extra Sessions.” Since this course serves multiple audiences there is some room for you to assemble your experience of the course to best fit your needs and interests. All students in the course are expected to do all of the ‘Required Readings’ and attend all of regular sessions. For some of the sessions there are additional ‘recommended readings’ – you may do any of them, or may keep this syllabus as a reference if you wish to return to some of these topics down the line. I can give you guidance as to what is more relevant to your interests as we go. There may be some ‘extra sessions’ throughout the semester: so as to make the course slightly less easy and a little more interesting for more advanced students, we will hold these extra sessions with detours that logically follow from our course. Extra sessions are encouraged of PhD students, but anyone is welcome to attend. They are self-contained units so you can choose to attend any one, or all of them. They do not make up for other requirements of the course and will not add “points” to your grade, should you choose to attend.

A note on NGOs. The majority of the readings in this course take as premise that there are things profoundly wrong with the world and that NGOs are at least contaminated by those wrongs. Many of the readings take much more radical positions and are directly accusatory of the role of NGOs. You don’t have to accept any of conclusions or premises of the authors we read, but in order for this to be a useful experience to you, you should at the very least accept the premise that engaging these ideas is an intellectually worthwhile exercise. And to be clear, the purpose here is, paraphrasing Barbara Cruikshank, the idea is to hold non governmental action “to the fire,” but “not to destroy it or to discount it, but bring both its promise and dangers to the light.”¹

COURSE REQUIREMENTS

This is a reading-intensive course and you should plan on spending several hours a week in reading for this course, and you should realistically assess the workload of this course before deciding to take it. You are expected to come to class having done all the reading and ready to actively participate in discussion. It is not assumed that students have background in NGOs, but it is assumed that you have a basic working background in social theory.

The most important requirement of this course is that you read the materials each week closely, carefully, and thoughtfully, and that you attend class as an active participant. Some of the weeks have more reading than others – the reading load generally varies inversely with its difficulty. In addition to general attendance/participation you will be expected to write weekly memos, prepare presentation(s) to the class, and two small writing projects. My assumptions in making these papers smaller and of lesser importance in the overall grade scheme is that you will devote your energies to careful reading (and thinking).

• Memos (50 percent of your effort). Before 6pm on Sundays (that is, the day before the seminar meeting), submit to the seminar distribution list an analytical memo of no more than 600-1,000 words. Comment succinctly on what you found most interesting, important, puzzling, infuriating, fundamental, etc. about the readings. Distributed over email in a timely manner, these abstracts will not only help you organize your response to the readings but will also serve as a guide for discussions.

• **Critical reviews / class presentations (30 percent of your effort).** In groups of 2-3 you will write and distribute in class a discussion guide for the week's reading in which you briefly summarize some of the key ideas of the readings and offer some guiding questions for discussion. The discussion guide will also contain a dictionary of key terms used by the authors as well as a summary of questions submitted to the email list. I would like you to enter those terms on our class wiki. You will then briefly present some themes for discussion in the first fifteen minutes of class (this is a firm limit); you should not read your discussion guide, or feel each member of your group needs to present. Your presentation could consist of identifying particularly problematic passages in the text, contextualizing the debates implicit or explicit in the text, or preparing specific questions for discussion. I expect you to take some time preparing this presentation.

• **Small Paper (20 percent of your effort).** You should negotiate a topic with me appropriate to your academic objectives. These papers should be no more than 10 pages (2,500-3,000 words). Non-traditional projects and other media are welcome, but please let me know at least a month in advance of your intentions.

**REQUIRED BOOKS:**

3. The Rise and Fall of Human Rights: Cynicism and Politics in Occupied Palestine (Stanford Studies in Human Rights) Paperback – by **Lori Allen**
5. The Good Project: Humanitarian Relief NGOs and the Fragmentation of Reason by **Monika Krause**
11. Think Tanks in America – by **Thomas Medvet**

**SCHEDULE OF READINGS AND DISCUSSION**

**PART I: SETTING THE STAGE**

**January 27 – Introducing the Course**


Feb 3 – Defining the Terrain: What are the Key Questions?

*Re-read Week 1 Readings*


**Choudry and Kapoor, Ch 1.**

Bebbington et al. Ch 1.


**Recommended:**


Alvarez, Sonia. “The NGOization of Feminism”


**PART II – PRACTICAL AND THEORETICAL ISSUES FACING NGOs**

Feb 10th - Organizational Dynamics:

Doctors Without Borders: Humanitarian Quests, Impossible Dreams of Médecins Sans FrontièresHardcover – by Rennee Fox


Feb 24th - The State/NGO Relationship
PART III: NGOS in ACTION

March 3rd – NGOs and Poverty Reduction/Economic Development

Markets of Sorrow, Labors of Faith: New Orleans in the Wake of Katrina Paperback –by Vincanne Adams


Recommended:


March 10th: Humanitarianism, Aid, and Relief I

The Good Project: Humanitarian Relief NGOs and the Fragmentation of Reason by Monika Krause

March 24th: Humanitarianism, Aid and Relief II


"Is Foreign Aid Working?" Prospect Magazine 128, December 2006 (available on line), A Correspondence between William Easterly and Hilary Benn


Deborah Avant (2007) 'NGOs, corporations and security transformation in Africa', International Relations 21 (2): 143-161

**Recommended:**


**March 31st: NGOs and International Aid part III**

Adventures in Aidland: The Anthropology of Professionals in International Development (Studies in Applied Anthropology) Paperback

**April 7th and 14th: International Activism I and II (to be divided according to our discussions up to that point)**

The Rise and Fall of Human Rights: Cynicism and Politics in Occupied Palestine (Stanford Studies in Human Rights) Paperback – by Lori Allen

Values in Translation: Human Rights and the Culture of the World Bank (Stanford Studies in Human Rights)


*Recommended:*


**April 21st and April 28th Participation**


Think Tanks in America – by [Thomas Medvet](#)

*Selections from the Participation and Its Discontents Blog.*


May 5 Final Project Presentations

PART IV: ADDITIONAL TOPICS

Accountability


Hugo Slim, “By What Authority? The legitimacy and Accountability of Non governmental organizations,” 2002 (http://www.jha.ac/articles/a082.htm)

David Hulme and Michael Edwards, Eds., NGOs, States and Donors: Too Close for Comfort? Chapters tbd
