

CGS 3994F

Civil Society and Development

Overview

This course will explore the emergence and meaning of civil society as a partner in development.

Goals

The course goals are:

- To study forms, norms, spaces and achievements of civil society engagement in development
- To analyze assumptions made about civil society as a partner in development

Your Learning Contract

This will allow you to specify your own learning objectives for the course, and gives you some flexibility to plan your workload through the term. To complete the learning contract, do the following:

- ✓ Read carefully through all the assignment alternatives described on the following pages, then choose two assignments and record your choices on the Learning Contract at the end of this hand-out. In addition there will be a quiz on Nov 8th.
- ✓ Next, you assign the grading weight you would like each of your assignments to carry. The weight for the two assignments, participation and the quiz should add up to 100% and none should carry less than 20%. Please use numbers ending with a 0 or a 5. (e.g. 25, 30, 25 etc).
- ✓ Finally, assign your due dates. In assigning dates you need to consider your general workload. Use attached form for recording your learning contract and remember to make a copy for your own reference. The learning contract will not be graded, but not submitting one will preclude you from submitting any other assignments.

2013

Fridays 8:30-11:30 in Room A1

Instructor: Arja Vainio-Mattila

E-Mail: avainiom@uwo.ca

Phone: 519-4387224 ext. 205

Office: A 209

Office Hours: Tuesdays 1-3pm

Required Text

The following text is available at the Western Bookstore:

- Edwards, Michael (ed.) (2011) the Oxford Handbook of Civil Society. Oxford University Press

Milestones

September 27th

Learning Contracts are due at the beginning of class.

November 1st

Study Break

November 15th

No class

November 8th

Quiz

Date	Class topic	Reading	Assignment
Sept 13	Introduction		
Sept 20	Forms of Civil Society	3-5	
Sept 27		6-7	Learning contract
Oct 4	Norms of Civil Society	16-18	
Oct 11		19-22	
Oct 25	Spaces of Civil Society	23-25	
Nov 1	Study Break		
Nov 8			Quiz
Nov 15	Liberal Arts Symposium at Huron		
Nov 22		26-27	
Nov 29	Achievements of Civil Society	30-34	
Dec 6	Civil Society as a Partner	35-38	

Participation

On this assignment you will not have a choice! Participation will be based on attendance and my perception of your participation in class.

Here are some guidelines for your participation:

Outstanding Contributor: Contributions in class reflect exceptional preparation. Ideas offered are always substantive, provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.

Good Contributor: Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

Adequate Contributor: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

Non-Participant: This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, valuable air-time would be saved.

(from John Tyler in the Italian Studies department at Brown University, 2007)

Quiz

The quiz will cover both class materials and assigned readings. It will take place on November 22nd and you will have 2 hours to complete the quiz.

Assignment alternatives:

Assignment 1: Class Presentation (Alternative Reading)

You are expected to lead a discussion on a course topic. This involves the following:

▶▶ Oral presentation:

- Summary of the readings assigned for class
- A brief introduction to authors of texts you are introducing to class
- Choose one argument in the texts which you will debate with the help of an unassigned text. Your presentation should include a summary of the text as well as an introduction to the author.
- Your presentation should be 20-30 minutes long, after which you are expected to initiate the discussion.
- Discussion

▶▶ In writing:

- ▶ On the day before the presentation the student will e-mail (avainiom@uwo.ca) to the instructor an annotation summarizing key arguments of the alternative text in your own words with full bibliographic reference. The annotation should be max. 150 words long.

Assignment 2: Class Presentation (Case Study): For your presentation you need to choose a case study of civil society engagement in development that is of interest to you. In your presentation you need to discuss the relationship between the dominant development paradigm and that of your chosen civil society organization/movement on the issue you have chosen to discuss. You will need to share with the class a bibliography of at least ten sources that you have used to develop your presentation. The bibliography must be available at the beginning of the class. The presentation will be 20-30 minutes long and will be followed by a discussion facilitated by the presenter.

Assignment 3: Term Paper: You can write your paper on any topic as long as you explore the role of civil society in development. Your paper should demonstrate your ability to analyze and problematize situations, and to develop alternative responses to the issue you have selected. Your paper should be at least 2 000 words in length.

Assignment 4: Bibliography on a selected topic

Prepare a critical annotated bibliography of books, journal articles, and web sites on a topic of civil society engagement in development. This involves the following:

- Identify a topic and write a c. 1000 word justification of why the study of this topic will contribute to understanding of civil society role in development. Remember that this is an academic piece of writing and needs to be referenced.
- A full bibliographic reference for each text. Minimum of ten sources (a balance of books, articles, and web sites) should be identified.
- Summary of each text (c 200 words for each annotation) explaining what the contribution of the text is to the topic you have identified.

****** No two assignments can be on the same topic******

NOTE:

Assignments must be handed by the beginning of class on the day assignments are due. Students are responsible for keeping a copy of their work until they have received a final grade for the assignment. Any student who fails to write an examination on the scheduled date and time will be given zero on that examination.

Please, note that late assignments will be penalized as follows:

Within 24 hrs of deadline 10% will be deducted

Within 48 hrs of deadline 20% will be deducted
Within 72 hrs of deadline 30% will be deducted.

Assignments handed in after 72 hrs have passed from the deadline will not be graded.

GRADING GUIDELINES

A+	90-100	one could scarcely expect better from a student at this level
A	80-89	superior work which is clearly above the average
B	70-79	good work, meeting all the requirements, and eminently satisfactory
C	60-69	competent work, meeting requirements
D	50-59	fair work, minimally acceptable
F	below 50	fail

All *written* assignments will be graded as follows:

10% Format

- Structure (introduction, synthesis, analysis and conclusion)
- Clear thesis statement expressing in a nutshell what the reader can expect to read in the discussion
- Acknowledgement of all sources of information

10% Style

- General readability
- Grammar and spelling
- Appropriate headings, sub-headings, illustrations and page numbering
- Conciseness

40% Content

- Relevant and up to date material and sources used and indicated
- Use of examples
- Using a variety of appropriate sources in-depth academic research

40% Process

- Synthesis: demonstrating a knowledge and understanding of current debates and issues
- Analysis: presenting and justifying your views and conclusions on the debates and issues

All *oral presentations* will be graded as follows:

10% Format

- Structure (opening statements, discussion and closure)
- An introduction to capture audience attention

10% Style

- General audibility
- Appropriate use of visual aids (overheads, posters, videos, slides etc.)
- Conciseness

40% Content

- Well researched
- Use of examples
- Using a variety of appropriate sources in-depth academic research

40% Process

- Synthesis: demonstrating a knowledge and understanding of current debates and issues
- Analysis: presenting and justifying your views and conclusions on the debates and issues

Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

For UWO Policy on Accommodation for Medical Illness and a downloadable SMC see:

http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

[downloadable Student Medical Certificate (SMC): <https://studentservices.uwo.ca> under the Medical Documentation heading]

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

For non-medical grounds or for medical grounds when work represents less than 10% of the overall grade for the course, students seeking academic accommodation must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf .

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

Accessibility

Huron University College strives at all times to provide its goods and services in a way that respects the dignity and independence of people with disabilities. We are also committed to giving people with disabilities the same opportunity to access our goods and services and allowing them to benefit from the same services, in the same place as, and in a similar way to, other customers. We welcome your feedback about accessibility at Huron. Information about how to provide feedback is available at: <http://www.huronuc.ca/AccessibilityInfo>

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western

<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Program and Academic Counselling

Centre for Global Studies students registered at Huron who require advice about modules and courses in Global Studies should contact Dr. Mark Franke, Director of the Centre for Global Studies, mfranke@huron.uwo.ca, 519-438-7224 ext. 242. Students should contact Academic Counselling on other academic matters. See the Academic Counselling website for information on services offered.

<http://huronuc.ca/CurrentStudents/StudentLifeandSupportServices/CounselorsCounsellingServices>

