Course number: PUAD 636-DL1 (on-line)
Time: August 24 – December 16, 2020
Professor: Char Mollison
Office hours: By appointment either in person or by telephone, Skype, Facetime or other media.
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About the Course
Over the past two decades or so, nonprofit or non-governmental organizations (NGOs) have risen to prominence in many parts of the world. One reason is the disenchantment with the state as service provider or as the driving force for development. New policy agendas favor private initiative, and research has yielded influential concepts such as civil society and citizen engagement. Long ignored in the welfare state debates in the North and the development discourse in the South, NGOs have now become part of the policy mainstream. As a result, they face a new set of opportunities and challenges. In this course, we will explore the role played by NGOs in civil society and citizen engagement, how they are affected by enabling or discouraging legal environments, their financing strategies, how they advocate for policy change, the ethical issues that can arise, and some of the complexities involved when NGOs have global structures and ideals and/or face the hostility of authoritarian or corrupt regimes.

Learning Outcomes
Students will learn:
• The role played by NGOs in civil society, citizen engagement and service delivery,
• How they make management decisions in enabling or discouraging legal environments,
• How they are financed and the pros and cons of different options, including government funding, philanthropy, corporate partnerships and social enterprise,
• Strategies for policy advocacy,
• Different approaches to development,
• Tools for ethical decision-making,
• Strategies for coping with management complexities,
• Resources for understanding the opportunities and barriers to development or civil society building in different parts of the world.

Required case studies for purchase from Harvard Business Publishers
This link will take you to a group of case studies that you can purchase as a package with a credit card for about $4 each (at least half the price charged to the general public):
https://hbsp.harvard.edu/import/736371
It’s best to copy and paste the link into your browser and not attempt to link through this syllabus. You have to register on the site. Because you came to it through the specific link, you will be recognized as an “authorized student.” The cases for purchase are:
• Repositioning CARE USA, Revised August 2012
• Greenpeace’s Unfriend Coal Campaign and Facebook, Feb. 6, 2012
• International Rivers Network (A) and (B), April 2005
• ActionAid International, Revised 2013
• Oprah Winfrey’s Dream School for Impoverished Girls: An Inspired Model or a Misguided One?, 2010
• AmeriCares in Myanmar and Sequel, 2010
• TraumaLink: Providing Trauma First Aid Services in Bangladesh Using Trained Volunteers, 2018
• PROTECTA: Promoting Civil Society in Serbia, 2010
• Pharmacy-Foundation Alliance (Chile), 2003
• Starbucks and Conservation International, 2004
• IPODERAC (Puebla Institute for Rehabilitation), 1999, and IPODERAC: Finding the Path Towards Sustainability, 2012

Other course material
You will find other material on the course Blackboard site at https://blackboard.gmu.edu. Log in with your GMU user name and password. If you don’t see the course link, select “Courses” from the top menu. Material, including links to videos, can be found by clicking on “Lessons by Week” on the left.

Course methods and timing
The course uses the case-study method. The cases represent NGOs in their global variety – the service providers, the advocates, the philanthropists, the large, the small, the local citizen groups and the global powerhouses. The older cases yield lessons that are still highly relevant. Others are more contemporary. And, journalists frequently turn to NGOs for expertise and perspective, or through their in-depth investigations, uncover questionable management - all yielding for our course fresh material right in the daily news.

The course is divided into 15 weekly units beginning Monday, August 24 and each Monday thereafter, with deadlines of Friday noon for any written assignments and 11:59 p.m. Sundays for discussion posts. On Mondays I will post a wrap-up to close the previous unit. There will be no class during Fall Break, which is October 12-18, or during Thanksgiving week, which is November 23-29. If you need accommodation for religious holidays, let me know well in advance and we’ll work something out. There should be enough flexibility in the course to accommodate both its requirements and important personal and family commitments.

Our last on-line conversation will be the 13th unit starting on Monday, November 16. The Thanksgiving break follows, leaving the 15th unit, beginning Monday, November 30, for your use to write final papers for submission by 11:59 p.m. on Sunday, December 6.

Course Requirements

One Case Analysis: Each student will be assigned one case to analyze in writing and submit directly to the instructor. (See guidelines under the “Syllabus and Guidance Papers” unit in the “Lessons by Week” section of the Blackboard site.) You may request a case, or I will assign a case after I learn your background and interests. These written case analyses will be graded. Students assigned a case for a particular week are also expected to post on the discussion board.

Discussion Board: All students are required to post on the discussion board their thoughts about the central policy and management challenges presented in the cases under consideration. Some “questions to consider” are shown for each case. You do not have to answer each question – they are there just as a guide. The required readings are there to provide context. You have significant freedom to decide what you’d like to emphasize in your post. Keep the focus on your interpretations based on what you’ve observed in the case study and learned from the accompanying readings. Online discussion boards are somewhat artificial, but it helps if we use a more informal tone when posting. Testimonials from personal
experience and questions are also welcome there. I will close out each weekly discussion with a wrap-up. *To facilitate thoughtful posting and discourage repetition of what we’ve all read, posts should be limited to a maximum of 300 words.*

While the postings will not be graded individually, I will factor into the final grade the number of required postings, whether they were posted by the deadlines, and the thoughtfulness of the accumulated content.

**Final Paper:** For the final paper, due by 11.59 p.m., Sunday, December 6, choose a country that interests you and explore the nature of its NGO sector. Here are examples of some questions to consider:

- What is known about the scope and nature of civil society in the region? How is civil society understood and defined? What kinds of organizations are part of it and what kinds of activities seem to prevail? What is known about the historical roots of NGOs and other types of nonprofits?
- What is the legal and tax environment for NGOs in that country?
- Are there religions or faith traditions in the region that seem to relate to philanthropy, nonprofits and civil society?
- What can be said about government’s posture towards NGOs? How do international donor agencies relate to NGOs in the region?
- Is there anything that can be said about the impact of NGOs in the region on social problems and development issues?
- If there is a specific NGO that interests you, it can be helpful to use it as an example of how the forces noted above influence its management and impact.

A guidance paper about this assignment is posted on the Blackboard site. Through the papers and posted responses on the discussion board, students should be able to demonstrate an *accumulation of knowledge and insight* as the semester progresses, *with the final paper drawing on all the prior readings and class discussions that are relevant. The final grade will reflect the extent to which that accumulated knowledge is demonstrated.*

**Useful web-based resources**

- CIVICUS monitors the status of civil society around the world: [www.civicus.org](http://www.civicus.org).
- International Center for Not-for-Profit Law publishes details about laws governing citizen organizations around the world: [www.icnl.org](http://www.icnl.org).
- Johns Hopkins University’s Center for Civil Society Project: [http://ccss.jhu.edu/](http://ccss.jhu.edu/)
- *VOLUNTAS*, the journal of the International Society for Third-Sector Research (available online through the GMU library – copy and paste this link into your browser): [https://link-springer-com.mutex.gmu.edu/journal/11266/volumes-and-issues](https://link-springer-com.mutex.gmu.edu/journal/11266/volumes-and-issues)
- Abt Associates (n.d.) *Fundamentals of NGO Financial Sustainability*. Washington: USAID. *This free resource was created for health NGOs but is a very useful guide to basic NGO management.*
- *Change Not Charity: Essays on Oxfam America’s First Forty Years*, 2010, available on the Course Blackboard site under Unit 9 on international relief. *This extraordinary compilation of essays by experienced NGO leaders and managers allows us to have a deeper look at the day-to-day considerations that go into the actual practice of international relief and development.*
Grading
The following represents the approximate weight given to the class requirements:

- Thoughtful and timely postings on the discussion board (required but not graded individually) - 20%
- Written case analysis - 35%
- Final paper - 45%

These percentages will inform - but not be a substitute for - the judgment of an experienced instructor.

Academic integrity
Faculty in the Schar School have zero tolerance for academic dishonesty and will strictly enforce Mason’s honor code.

Statement on services for people with disabilities Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit http://ds.gmu.edu/ for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu | Phone: (703) 993-2474

Statement on diversity and inclusion The Schar MPA program is committed to create a learning environment that reflects the growing diversity of the modern workplace and of the communities that are being served by public service organizations. We welcome, value and foster respect for all individuals and their differences, including race and ethnicity, socio-economic status, sex, sexuality, gender expression and identity, national origin, first language, religion, ideology, age and ability. We encourage all members of the learning environment to engage with the material personally, but to also be open to exploring and learning from experiences different than their own.
Unit 1 (August 24): Introductions and Overview of NGO History, Law and Role in Development

Assignment: please reply to two discussion threads (which will be launched by the instructor on the morning of August 24). Go to “Discussions” on the left menu of the Blackboard site and click on the discussion link for this week. Post your comments as a reply to the two threads started by the instructor.

In the first discussion thread, please post information about yourself for the entire class, such as your background, where you might be working, why you are interested in the world of NGOs, any nonprofit or NGO experience you might have (please be specific – name the organizations!), the biggest question you might have on your mind about our subject, what you like to do for fun, and anything else you would like to share.

In the second discussion thread, please comment on any significant aspect of the assigned readings. For example, is there anything in the readings that surprised you? Is there anything you read that helped you understand something about a nonprofit or NGO close to you? Please keep your comments to a maximum of 300 words!

Deadline: The deadline for posting on the discussion board is 11:59 p.m., Sunday, August 30.

Required readings (see Lessons by Week>Unit 1):

Mollison, Char, “The Idea of the NGO: A Little History and a Little Law.”


“Terminology” – a two-page excerpt.

Unit 2 (August 31): NGOs and Civil Society – Empowering Citizens through NGOs

Assignment: The case study for this unit is a 40-minute film co-produced by Yale Environment 360 with filmmakers Ruby Yang and Thomas Lennon. It was a 2011 Academy Award nominee in the short documentary category. As you view the film, here are some questions to consider: Who are the NGOs in this film? Did they help or hurt the villagers’ cause? What concerned them about China’s environmental policy? What management techniques did the NGOs use? Were those techniques effective? How did the film get financed? Were there any concepts or facts in the assigned readings that helped you understand the case?

Deadline: The deadline for posting on the discussion board is 11:59 p.m., Sunday, September 6.

Case study (see Lessons by Week>Unit 2):

https://e360.yale.edu/features/the_warriors_of_qiugang_a_chinese_village_fights_back

Required readings (see Lessons by Week>Unit 2):

Spires, Anthony, “Lessons from Abroad: Foreign Influences on China’s Emerging Civil Society,” The China Journal, No 68, 2012. (Note that the author uses the initials NGDO to refer to a “non-governmental development organization.”)

Optional but recommended additional resources:

“Civic Freedom Monitor – China” from the International Center for Not-for-Profit Law: [https://www.icnl.org/resources/civic-freedom-monitor/china](https://www.icnl.org/resources/civic-freedom-monitor/china)

“Nonprofit Management in Asia,” Chapter 6, *The Routledge Companion to Nonprofit Management*, edited by Helmut Anheier and Stefan Toepler (2020) and available online from the GMU Library: [https://doi.org/10.4324/9781315181011](https://doi.org/10.4324/9781315181011) (copy and paste into your browser)

**Unit 3 (September 7): NGOs and Civil Society – Empowering Citizens in the Face of Corruption**

**Special Guest:** Iftekhar Zaman, Executive Director, Transparency International-Bangladesh


**Assignment:** For this unit, we have an instructive case study about a service-providing organization responding to a problem caused by corruption and the chance to ask questions of a globally renowned executive, Dr. Iftekhar Zaman, who leads an anti-corruption NGO in a state that is hostile to organized, independent citizen action, particularly when the government believes its legitimacy is challenged. See Lessons by Week>Unit 3 for Dr. Zaman’s bio.

**Deadlines:** Submit your questions for Dr. Zaman on the Discussion Board by Friday noon (Eastern), September 11. If you are doing a paper on the TraumaLink case, it is also due then, at which time the thread for the TraumaLink case will open. Discussion posts on TraumaLink are due no later than 11:59 p.m. on Sunday, September 13. I will post Dr. Zaman’s responses and my wrap-up on Monday, September 14.

**Case study:**

There are two parts to this case study. The documentary, by the distinguished Mridul Chowdhury, highlights the problem of traffic deaths in Bangladesh and inspired the founding of TraumaLink. Note: The subtitles can be difficult to read, and there are words even in the subtitles that we might not understand. Please don’t be discouraged – you’ll get the point anyway. (The case study uses “CSO” or “civil society organization” instead of “NGO.”)

**Questions to consider:** What are some of the management techniques used by TraumaLink to get started? How did the policies and practices of the government of Bangladesh influence the choices made by the founder? Is the organization sustainable? What have you learned that is applicable to your world? Did the assigned reading yield any new insights for you?

“Death Trap” - Documentary by Mridul Chowdhury (see Lessons by Week>Unit 3) [https://www.youtube.com/watch?v=aazta_YVeRA](https://www.youtube.com/watch?v=aazta_YVeRA) (about 40 minutes)

Required readings:


Unit 4 (September 14): Western Foreign Aid to NGOs - Privileges and Perils

Assignment: In this unit we will study an example of the privileges and perils of Western foreign aid for civil society building. The example is an NGO called PROTECTA in Serbia, a country that had been part of the former Yugoslavia until its break-up in the early 1990’s. Questions to consider: What were the forces making PROTECTA possible? What impact did the foreign aid have on PROTECTA’s mission and purpose? What are the pros and cons of aid from countries such as the U.S. or the UK? If you were the chief executive, what steps would you take to stay true to the mission while pursuing sustainability? What concepts or facts in the assigned readings did you find helpful in understanding the case?

Deadlines: Students doing papers on PROTECTA have until noon, Friday, September 18, to submit them directly to the instructor, at which time the discussion board will open. Posts to the discussion board are due no later than 11:59 p.m., Sunday, September 20.

Case study:

PROTECTA: Promoting Civil Society in Serbia (purchase from Harvard)

Required readings (see Lessons by Week>Unit 4):


“Aid groups deny they were consulted on DFID merger,” Devex.com, June 16, 2020: https://www.devex.com/news/aid-groups-deny-they-were-consulted-on-dfid-merger-97492

Unit 5 (September 21): American NGOs and Foreign Aid

Assignment: CARE is a renowned global relief NGO, founded in 1945. The case is about the “rights-based approach” to development, and the subsequent readings show how that approach manifests itself in every aspect of CARE’s programming. Questions to consider: How does this case illustrate the conflict that can arise between an NGO and the foreign aid funds it receives from its national government? How does CARE implement a “rights-based approach” to development? What particular strategies are being used to influence government policy? Are there any ideas or facts in the assigned reading that help you understand the case?
Deadline: Students doing papers on CARE have until noon, Friday, September 25, to submit them directly to the instructor, at which time the discussion board will open. Posts to the discussion board are due no later than 11:59 p.m., Sunday, September 27.

Case study:

“Repositioning CARE USA” (purchase from Harvard) and these materials on the course Blackboard site:

- “Should U.S. Have Monopoly on Food Sent Abroad to Aid?”, a PBS News Hour interview (about 8 minutes long), April 24, 2013: http://video.pbs.org/video/2365001625
- CARE’s food aid reform campaign (two short videos): “Five Things You Need to Know About Food Aid” (https://www.youtube.com/watch?v=PUYAjoZCc9w) and “US Food Aid 101” https://www.youtube.com/watch?v=k6Gv-o8BE44

Required reading (see Lessons by Week>Unit 5):


Unit 6 (September 28): NGOs and Private Philanthropy

Assignment: Oprah Winfrey is considered one of the most generous celebrities when it comes to philanthropy. The case study is about her efforts to educate girls in South Africa as an important step in the eradication of poverty there. She has contributed millions of her own dollars, and she has set up a U.S. charitable organization called the Oprah Winfrey Leadership Academy Foundation to accept tax deductible donations for the cause. Her efforts have not been without controversy, but neither have those of Bill Gates, George Soros, or others whose global giving has been extraordinary. Let’s think for ourselves. Questions to consider: Are these criticisms fair? Did the assigned readings offer any helpful insights? What do you think of the Leadership Academy? If you were a generous philanthropist and wanted to find solutions to poverty outside the U.S. (or even inside!), how would you do it? If you were managing an NGO receiving such generous funds, what techniques would you use to relate to such a powerful donor?

Deadline: Students doing papers on the Oprah Winfrey Leadership Academy have until noon, Friday, October 2, to submit them directly to the instructor, at which time the discussion board will open. Posts to the discussion board are due no later than 11:59 p.m., Sunday, October 4.

Case study:

Oprah Winfrey’s Dream School for Impoverished Girls: An Inspired Model or a Misguided One? (purchase from Harvard)
Oprah Winfrey’s Leadership Academy for Girls (OWLAG): https://owlag.co.za/

Required readings (see Lessons by Week>Unit 6):


“Philanthrocapitalism: Savior or Emperor?” Transcript of a discussion at the Hudson Institute’s Bradley Center for Philanthropy and Civic Renewal, featuring Matthew Bishop, Michael Edwards and Dennis Whittle about the pros and cons of relying on business solutions and/or philanthropy in development strategy, April 9, 2009.

“Oprah Winfrey’s Leadership Academy: A Philanthrocapitalistic Mission,” by Emily Doan. This informative site was created by students from the University of Oklahoma’s Honors College for a course called “Africa and the ‘Urge to Help’: Humanitarianism in Historical Perspective”: http://theurgetohelp.com/articles/oprah-winfrey's-leadership-academy-a-philanthrocapitalistic-mission/

Optional resource:

CAF America’s NGO Global Connect, free resources for international grantmaking: https://ngoglobalconnect.org/about/

Unit 7 (October 5): Social Enterprise

Assignment: The Mexican charitable organization called the Puebla Institute for Rehabilitation (or IPODERAC) provides a home for street children and has gained many supporters in the U.S., largely due to Agustin Landa, the extraordinary nephew of the founder. Although it raises funds from individual contributions, corporations and government, most of its funds come from its social enterprises. So, let’s learn how that works. The first case describes the founding and movement towards social enterprise as both a fundraising and education model for the children. The follow-up case from 2012 concerns the impact of the H1N1 (also known as the “swine flu”) pandemic on this NGO’s sustainability – a situation that should resonate with us today. Questions to consider: What makes IPODERAC’s programs a “social enterprise”? What would you recommend to assure sustainability? Are there any concepts or facts in the assigned reading that help you understand the case?

Deadline: Students doing papers on IPODERAC have until noon, Friday, October 9, to submit them directly to the instructor, at which time the discussion board will open. Posts to the discussion board are due no later than 11:59 p.m., Sunday, October 11.

Case study (purchase both from Harvard):

IPODERAC (Puebla Institute for Rehabilitation) (Harvard Business School, 1999)
IPODERAC: Finding the Path Towards Sustainability (University of Western Ontario, 2012)
and the website: IPODERAC Children’s Fund - https://www.ipoderac.org/

Required reading:

Unit 9 (October 19): NGOs and International Relief

Assignment: Good and caring people from around the world work through NGOs to provide relief to victims of natural disasters, pandemics, and wars. In this unit we’ll learn how powerful forces – along with government policies – can impede that work. The AmeriCares case is about responding to a natural disaster in a country with a regime that worries about outsiders. The optional reading by Rob Buchanan describes his personal experience representing the NGO Oxfam in the Horn of Africa and trying to provide aid in what is known as a “complex emergency.” The television and newspaper reports help to deepen our understanding of such emergencies and their implications for NGOs providing relief. Some questions to consider: What do you think of the strategies used in the case studies? What have you learned about relief efforts that you didn’t already know?

Deadline: Students doing papers on AmeriCares have until noon, Friday, October 23, to submit them directly to the instructor, at which time the discussion board will open. Posts to the discussion board are due no later than 11:59 p.m., Sunday, October 25.

Case study (purchase from Harvard):

AmeriCares in Myanmar: Getting Help to Victims of 2008 Cyclone Nargis
AmeriCares in Myanmar Sequel

Required readings (see Lessons by Week>Unit 9):


“Major attacks on aid workers: summary statistics,” data verified up to December 31, 2019 with updates to the present: https://aidworkersecurity.org/incidents/report/summary

Optional but recommended:


Buchanan, Rob, “Reflections on Working with Rebel Groups in the Horn of Africa,” Chapter 15, pp. 251-263, Change Not Charity: Essays on Oxfam America’s First Forty Years, 2010. (See the Blackboard site for an electronic copy of the book.)

NGOs are the state in Lebanon – PBS News Hour, July 10, 2020:


**Unit 10 (October 26): NGOs and Corporate Partnerships: Local and Global**

**Assignment:** Corporate philanthropy takes many forms – from direct contributions to partnerships considered mutually beneficial to both NGOs and the corporation’s bottom line. In this unit we’ll learn about a partnership in Chile with local impact and a partnership with global implications between the iconic Starbucks and an influential environmental NGO. Some questions to consider: What do you think of each of these partnerships – are they truly a relationship between equals? In the case of the pharmaceutical company in Chile, are their requirements reasonable? Understanding that there have been many critics of Starbucks over the years, what do you think of the company’s partnership with Conservation International? Do you find the goals of each partner to be credible? If you were the executive of a NGO that had been approached by a corporation, what would be essential – in your view - before agreeing to a partnership?

**Deadline:** Students doing papers on either the Pharmacy-Foundation Alliance or Starbucks and Conservation International have until noon, Friday, October 30, to submit them directly to the instructor, at which time the discussion board will open. Posts to the discussion board are due no later than 11:59 p.m., Sunday, November 1.

**Case studies:**

- **Farmacias Ahumada S.A. and the Fundación Las Rosas (Pharmacy-Foundation Alliance in Chile)** (purchase from Harvard)

- **Starbucks and Conservation International** case (purchase from Harvard)

**Required readings:**


Unit 11 (November 2): Accountability to Constituents

Assignment: The NGO known as ActionAid International is very openly committed to a policy of “downward accountability” and is experimenting with ways to make it a reality. Some questions to consider: What do you think of the structure they have created to assure the voices of constituents? Do you perceive any management challenges? Do you think the model can be sustainable? The second case – for your consideration and not for a paper - is a series of newspaper articles about Operation Smile, a nonprofit based in the U.S. that uses volunteer doctors to perform reconstructive cleft surgeries on children around the world who would otherwise not have access to it. You’ll see from the articles there has been some controversy over the years. Your assignment: Which InterAction standards did Operation Smile allegedly violate, according to the articles?

Deadline: Students doing papers on ActionAid International have until noon, Friday, November 6, to submit them directly to the instructor, at which time the discussion board will open. Posts to the discussion board are due no later than 11:59 p.m., Sunday, November 8.

Case studies:

**ActionAid International**: Globalizing Governance, Localizing Accountability (purchase from Harvard)

**Operation Smile** ([www.operationsmile.org](http://www.operationsmile.org)) (on course Blackboard site):

**Required readings** (on course Blackboard site):


- InterAction’s NGO Standards
  [https://www.interaction.org/standards/](https://www.interaction.org/standards/)

**Optional reading:**

- “Sexual abuse in aid sector still widespread,” Devex.com, July 17, 2020 (see Lessons by Week>Unit 11).
Unit 12 (November 9) Advocacy

Assignment: For the topic of advocacy, we’ll look at two prominent, global NGOs that use very different strategies to change the hearts and minds of government or business and win policy changes. Some questions to consider: What do you think of the techniques used? What steps in particular did International Rivers Network take? Greenpeace has a reputation for nonviolent but definitely annoying confrontations – is there evidence these techniques are effective? Is there anything in the reading about international advocacy campaigns that strikes you as relevant to these case studies?

Deadline: Students doing papers on International Rivers Network or Greenpeace have until noon, Friday, November 13, to submit them directly to the instructor, at which time the discussion board will open. Posts to the discussion board are due no later than 11:59 p.m., Sunday, November 15.

Case studies (purchase all from Harvard):

International Rivers Network (A) and (B)

Greenpeace’s Unfriend Coal Campaign and Facebook
See the case study and visit this archived link – scroll down to see brief videos from Greenpeace volunteers in several countries who sent a message to Mark Zuckerberg of Facebook: https://wayback.archive-it.org/9650/20200401164330/http://p3-raw.greenpeace.org/international/en/campaigns/climate-change/cool-it/ITs-carbon-footprint/Facebook/

Required reading (see Lessons by Week>Unit 12):


Unit 13 (November 16): NGO Management Complexities

Special Guest: Dr. Miklós Marschall, founding chief executive, CIVICUS
In our last session together, we will look at what can happen to established NGOs over time and the complexities of managing an NGO when the government is restricting citizen action in its many forms. Our guest, Dr. Miklós Marschall, led CIVICUS to prominence as the premiere global alliance of civil society organizations and activists dedicated to strengthening citizen action and civil society throughout the world. He then went on to serve as Deputy Managing Director of Transparency International where he was based at the headquarters office in Berlin. He has been a well-known government official in his home city of Budapest, Hungary, where he has returned after his recent retirement. He serves on the boards of the International Center for Not-for-Profit Law and the Budapest Festival Orchestra led by the globally renowned conductor Iván Fischer. See his bio on Lessons by Week>Unit 13. Dr. Marschall will respond to your questions and insights. There is no assigned case study for this final session. The required readings will give you background about the shrinking space for organized citizen action in Hungary. Dr. Marschall will know the prominent NGO leaders in his country (and elsewhere!) and how they are coping. Think about what we’ve learned in the course, and take full advantage of our brilliant and accomplished guest to add to our knowledge.

Deadline: Submit your questions for Miklós Marschall on the Discussion Board by Friday noon (Eastern) November 20. I will post his replies and my wrap-up comments by 11:59 p.m. on Sunday, November 22.
Required readings:

Szuleka, Malgorzata, “First Victims or Last Guardians? The consequences of rule of law backsliding for NGOs: Case Studies of Hungary and Poland,” Center for European Policy Studies, April 2018.

Kuti, Eva and Marschall, Miklós, “Global Civil Society in Retreat: Is it Cyclical or Existential?” (a paper soon to be published).


Unit 14 (November 23) THANKSGIVING – NO CLASS

Unit 15 (November 30) Final Papers

Final papers are due by 11:59 p.m., Sunday, December 6, 2020. See “Guidance for Case Analyses and Final Paper” on the Blackboard site. Please submit your paper directly to the instructor as an email attachment.