

## **Advocacy and NGOs**

**University of California, Washington Center**

**Fall 2019**

**Room TBD**

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Office Hours: TBD

### **Course Description**

This course introduces students to the role of non-governmental organizations (NGOs) as agents of advocacy and socio-political, economic and cultural change. The emphasis is on a) examining ways in which the NGO sector operates at the local, national and international levels, b) understanding the range of issues NGOs promote and advocate for; c) examining the tools and strategies they use in their advocacy; and, d) assessing the impact NGOs have on the policy making process as well as the targeted communities.

The course is designed for students interested in questions of advocacy, activism and nongovernmental interventions, all of which are central to the dynamic cultural and political landscapes where NGOs operate. Some of the NGOs we will explore focus their advocacy on promoting political rights, gender equality and minority rights, while others focus on ending poverty, violence, human trafficking, exploitative labor, health problems and environmental degradation.

### **Course Instructor**

I am a teacher, scholar and practitioner with subject area expertise in development, gender, youth and communication. I taught at numerous universities in Morocco and the United States, including the American University (2003-2015). I am the author, coauthor and editor of numerous peer reviewed journal articles, book chapters and books. As a practitioner, I co-founded many women's organizations and participated in the activities of a few others. I also consulted with numerous international development organizations and agencies including USAID, World Learning, U.S. Department of Labor and U.S. Department of State. I earned my BA from Mohamed V University in Rabat (Morocco), my MA in social and cultural anthropology from Essex University (England) and my PhD in International Communication from the Pennsylvania State University.

## **Learning Objectives**

- Introduce students to key debates and questions related to the NGO sector
- Examine the role of NGOs as agents of advocacy and change at the national and international levels
- Enhance students' understanding of the strengths and limitations of the various tools and strategies used by NGOs in their advocacy work

## **Learning Outcomes**

- Demonstrate understanding of the theoretical and practical aspects of the NGO sector
- Understand different NGOs' advocacy strategies, missions, and outcomes.
- Articulate successful strategies used by organizations to impact policy and identify the challenges that impede the impact of NGOs' advocacy work

## **Teaching Style**

To achieve learning objectives and outcomes of this course, I will combine numerous methodologies and activities that call for your active presence and continuous participation. I will use class for small group activities, short weekly presentations and discussion, as well as mini lectures. Prior to classes, you are expected to follow current global events, reflect on them and relate them to our class discussions. Class discussions should be informed by your reading of assigned chapters and articles and your viewing of selected videos.

As you read the weekly resources and watch the videos, ask yourself questions like:

- What ideas, facts, or examples do I find intriguing in this article/chapter?
- What do I agree/disagree with? Why?
- Does this article/chapter relate to anything I have read or heard lately?
- What additional questions need to be raised and answered?

## **Course Requirements**

- Active Participation: 20% of final grade
- Brief Reflection Papers: a total of 3 papers, 50% of final grade.
- Report/NGO visit: 10%
- Final Project: of final grade, 20% of final grade

### **1. Participation and Presence: 20% of final grade**

Your active participation in class is a very important requirement for achieving the learning goals of this course. You are expected to come to class prepared to a) comment on the assigned readings and/or videos; b) ask questions that advance thinking and discussion; and c) draw on your knowledge, observations and experiences to illustrate the issues and questions raised. Regular attendance and contribution to group meetings, discussions and presentations are mandatory.

## **2. Analytical Reports: 50% of the final Grade**

Analytical reports are two pages-long (single space, Font 12) reports that focus on the assigned readings of the week and/or specific assignment that entails additional research and analysis.

Reports are due on the following dates:

1. TBD (10 % of the grade)
2. TBD (20 % of the grade)
3. TBD ((20 % of the grade)

A detailed guideline will be provided and explained in class in the first weeks of the semester.

## **3. Report/NGO visit: 10%**

This is a 2-page reflection paper that a) highlights the learning value of the visit to the NGOs; and, b) analyzes the strengths and the weaknesses of the advocacy work discussed and observed.

A detailed guideline will be provided and explained in class in the first weeks of the semester.

## **4. Final Project: 20% of final grade**

You are to choose ONE of the following options for the final project:

1. Academic paper
2. Advocacy Memo

Detailed guidelines for each will be made available in your class Dropbox/Assignment Folder

## **Grading Scheme**

Please see the Rubric in the Assignment Folder/Dropbox to understand how I assign the grades for each assignment.

The following grading scale will be used for all assignments:

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	67-69
F	Below 67, Failure

## **Course Policies**

- Deadlines in this course are firm. No late work will be accepted unless there is a crisis about which I am notified before the deadline.
- Be a courteous and respectful listener/participant: this is the only way to encourage all others to participate and learn in this class.
- The course schedule is tentative. If changes are made, you will be notified verbally and in writing in a timely manner.

- *Laptops, mobile phones and devices may not be used in class.*

### **UCDC Policies**

- **Statement on Weather Emergencies**

In the event of a weather emergency, UCDC follows the [federal government's decisions](#) about delays and closures. We will cross that bridge if/when we get there!

- **Policy on Academic Misconduct**

UCDC has a zero-tolerance policy for cheating, plagiarism, and any other form of dishonesty. Students should refer to their home campus Student Code of Conduct for the regulations that apply to them. The burden is on each student to know what behaviors constitute cheating and plagiarism. Ignorance of these behaviors is not an adequate defense.

- **Statement on Sexual Harassment and Sexual Violence**

The University of California is committed to creating and maintaining a community where all individuals who participate in University programs and activities can work and learn together in an atmosphere free of harassment, exploitation, or intimidation. Every member of the community should be aware that the University prohibits sexual harassment and sexual violence, and that such behavior violates both law and University policy. The University will respond promptly and effectively to reports of sexual harassment and sexual violence, and will take appropriate action to prevent, to correct, and when necessary, to discipline behavior that violates this policy on Sexual Harassment and Sexual Violence.

Students who wish to speak confidentially about an incident of sexual misconduct should contact UCDC's Counseling Services at [UCDCCounseling@gmail.com](mailto:UCDCCounseling@gmail.com). To report sexual misconduct or ask questions about UCDC policies and procedures regarding sexual misconduct, please contact the UCDC Title IX administrator, Josh Brimmeier (202-974-6214 or [josh.brimmeier@ucdc.edu](mailto:josh.brimmeier@ucdc.edu)). Because the University of California is legally obligated to investigate reports of sexual misconduct, the confidentiality of reported misconduct cannot be guaranteed.

- **Statement on Accommodations for Students with Disabilities**

In compliance with the Federal Rehabilitation Act of 1973, as amended (Public Law 93- 112) and the Americans with Disabilities Act of 1990 (Public Law 101-336), University of California policy prohibits unlawful discrimination on the basis of disability in its programs, services, and activities.

If you require accommodation for class, please let me know at our first meeting (if not earlier) so the necessary arrangements can be made.

### **General sites:**

- [Idealists.org:www.idealists.org](http://www.idealists.org) (clearing house for nonprofit ideas and news)
- Duke University Non-governmental Organizations Research Guide:

<http://docs.lib.duke.edu/igo/guides/ngo> (includes very comprehensive list of NGOs, including international ones, with weblinks) • Boardsource:<http://www.boardsource.org>(dedicated to NGO development, especially of boards and their members)

• Global Policy Forum: <http://www.globalpolicy.org/ngos/index.htm>(GPF monitors UN policy making; this page relates to the UN and NGOs)

## **COURSE OUTLINE**

### **Session 1: Introduction**

Introduction to the course & Warm up activities

### **Session 2: What is A(n) NGO**

Martens, Kerstin. "Mission impossible? Defining nongovernmental organizations." *Voluntas: International Journal of Voluntary and Nonprofit Organizations* 13.3 (2002): 271- 285

P Willetts – 2009. Chapter 1: What is a non-governmental organization? *Conventions, Treaties And Other Responses To Global Issues*. Oxford.

Vakil, Anna C. 1997. "Confronting the classification problem: Toward a taxonomy of NGOs." *World development* 25(12): 2057-2070.

### **Session 3: Why Advocacy?**

Roy Persson. 2019. "Who are the Advocates? What do they do?" YouGov. Washington DC.

D. Brown and A. Ebrahim. 2012. "Governing International Advocacy NGOs." *World Development* Vol. 40, No. 6, pp. 1098–1108, 2012

#### **Case Study:**

Libal, K. & S. Harding (2011) Humanitarian Alliances: Local and International NGO Partnerships and the Iraqi Refugee Crisis. *Journal of Immigrant & Refugee Studies*, 9, 162-178

### **Session 4: International /National NGOs & Advocacy**

Debra Minkoff, Silke Aisenbrey, Jon Agnone, 2008. Organizational Diversity in the U.S. Advocacy Sector, *Social Problems*, Volume 55, Issue 4, 1 November 2008, Pages 525–548.

S Ahmed, DM Potter – 2006. Chapter 1: NGOs and International Relations Theory: A tale of three NGOs. *NGOs in international politics*. Kumarian Press.

#### **Case Study:**

1. Vasi, Ion Bogdan. 2007. "Thinking globally, planning nationally and acting locally: nested organizational fields and the adoption of environmental practices." *Social Forces* 86.1: 113- 136.

2. S Ahmed, DM Potter – 2006. Chapter 10. NGOs and Global Environmental Activism. *NGOs in international politics*. Kumarian Press.

### **Session 5: Human Rights & NGOs**

Guest Speaker (TBA)

Paul Nelson and Ellen Dorsey. 2008. Introduction. *New Rights Advocacy: Changing Strategies of Development and Human Rights NGOs*. Georgetown University Press

S Ahmed, DM Potter. 2006. Chapter 9: NGOs and Human Rights: Women's Rights at the UN 183. *NGOs in international politics*. Kumarian Press.

Hafner-Burton, Emilie M. "Sticks and stones: Naming and shaming the human rights enforcement problem." *International Organization* 62.04 (2008): 689-716.

### **Session 6: Advocacy NGO in Action- Visit to a DC-based NGO**

\_(To be Confirmed)

Advocates for Youth (and sexuality)

<https://advocatesforyouth.org/>

1025 Vermont Ave. N.W., Suite 200

Washington, D.C. 20005

[www.advocatesforyouth.org](http://www.advocatesforyouth.org)

### **Session 7: Tools & Strategies for Advocacy (1)**

Justin Ellis. *How Human Rights Watch got into the quasi-journalism business*.

September 12, 2012. Nieman Journalism Lab.

Available at: <http://www.niemanlab.org/2012/09/how-human-rights-watch-got-into-thequasi-journalism-business/>

Gillian Caldwell. Using Video for Advocacy in 'Video for Change: A Guide to Advocacy and Activism' in Sam Gregory, Gillian Caldwell, Ronit Avni, and Thomas Harding (eds.) Pluto Press 2005 pp. 1-19

Livia Hinegardner. 2009. Action, Organization and Documentary Film: Beyond a Communications Model of Human Rights Videos, in *Visual Anthropology Review*, Vol. 25, Issue 2, pp.172-185, 2009

#### **Case Study:**

Sorensen, K. (2011) Chilean Print Media and Human Rights: Mainstream Silence Versus Satirical Subversion. *Peace & Change*, 36, 400-426

### **Session 8: Tools & Strategies for Advocacy (2)**

Guest Speaker

Jessica E. Boscarino, Setting the Record Straight: Frame Contestation as an Advocacy Tactic, *Policy Studies Journal*, **44**, 3, (280-308), (2015).

Huma Yusuf. *The Convergence of Old and New Media During the Pakistan Emergency in Sensible Politics: The Visual Culture of Nongovernmental Activism* (Zone Books, 2012), edited by Meg McLagan and Yates McKee

### **Session 9: Digital Advocacy for the New Millennium**

Prabhas Pokharel. *Talking Change (And Not Just Campaigns)* in Digital Natives with a Cause? Thinkathon: Position Papers (HIVOS, 2010), pp75-91 available at: <http://www.hivos.net/Hivos-Knowledge-Programme/Themes/Digital-Natives-with-a-Cause/Publications/Digital-Natives-with-a-Cause-Thinkathon-Position-Papers>

Melissa K. Merry, Tweeting for a cause: Microblogging and environmental advocacy, *Policy & Internet*, 5, 3, (304-327), (2013).

F. Karp. 2010. Online political mobilization from the advocacy group's perspective: Looking beyond clicktivism, *Policy & Internet*, 2010

### **Session 10: Ethical and Practical Challenges**

C Bronstein. 2006. Responsible Advocacy for Non-profit organizations.” In Carolyn Bronstein, Kathy Fitzpatrick. Eds. *Ethics in Public Relations: Responsible Advocacy*. Sage publications.

Lars Waldorf. *White Noise: Hearing the Disaster*. *Journal of Human Rights Practice* 4(3), 2012

Warren, K.B. (2012) Troubling the Victim/Trafficker Dichotomy in Efforts to Combat Human Trafficking: The Unintended Consequences of Moralizing Labor Migration *Indiana Journal of Global Legal Studies* 19:1 pp105-120