

121-408 Civil Society, NGOs and the State

Credit Points:	12.50
Level:	4 (Undergraduate)
Dates & Locations:	2009, This subject commences in the following study period/s: March, - Taught on campus.
Time Commitment:	Contact Hours: Eight 3-hour classes, beginning in the first week of semester. Total Time Commitment: 3 contact hours/week, 7 additional hours/week. Total of 10 hours per week.
Prerequisites:	Completion of 121-545 Understanding Development, or equivalent.
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p><p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p> </p>
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Subject Overview:	<p>In the nearly two decades since the end of the Cold War, the world has witnessed a remarkable rejection of the big plans and projects that characterized the period of high-modernization that existed between the Bretton Woods pact of 1944 and the end of the par value system in 1971. In place of hydroelectric engineering feats, geographically based industrial zones, and political experiments in "third world welfare states" a multitude of social policy initiatives and international development programs tied to smaller, more efficient, face to face, culturally appropriate, and voluntary civil society based organizations have proliferated. This has spawned a sea of buzzwords, acronyms, and theoretical assumptions such as social capital, capacity building, governance and accountability, empowerment, participatory development, and non-governmental, community based, and third sector organizations (NGOs, CBOs, and TSOs). These new civil society approaches to international development assistance have become hegemonic and ubiquitous across all sectors of the development industry from small grassroots organizations to large multilateral donors such as the World Bank and the International Monetary Fund. For many policy scientists these changes represent a welcome move towards sustainability, development on a human scale, and an end to the outrageous geopolitically driven excesses of the Cold War. However, some have argued that these approaches are the harvest of an exhaustion of utopian energies, post-modern fatalism, and a retreat from enlightenment visions of rationalism, progress, and the perfectability of mankind. This subject will examine critically different perspectives.</p>
Objectives:	<ul style="list-style-type: none"> # Recognise and explain key theories of the state, NGO's and civil society # Demonstrate a knowledge of the strengths, weaknesses, and embedded assumptions of these theories # Critique these major approaches and their critics, both externally and on their own terms

Assessment:	A brief presentation and class discussion, 20%. A proposal and annotated bibliography, 20% (due roughly halfway through the semester). A 4500 word original research essay, 60% (due on the last official day of classes in a regular 12 week semester). Hurdle requirement: minimum attendance six of eight classes. One missed class is allowed without penalty. A second missed class reduces the overall semester assessment by one mark
Prescribed Texts:	Utopia Unarmed: The Latin American Left After the Cold War. (CASTAÑEDA, JORGE.) New York: Knopf. 1993. "Forward" in Whose voice? Participatory research and policy change. (CHAMBERS, ROBERT . Edited by Jeremy Holland with James Blackburn.) London: Intermediate Technology.1998 It takes a village: And other lessons children teach us. (CLINTON, HILLARY R.) New York: Simon & Schuster. 1996. Blurred boundaries: The discourse of corruption, the culture of politics, and the imagined state. (GUPTA, AKHIL.) American Ethnologist 1995. 22:375-402. Change the World Without Taking Power. (HOLLOWAY, JOHN.) Sterling VA: Pluto Press. 2002. Bowling Alone: America's Declining Social Capital (PUTNAM, ROBERT D. J) Journal of Democracy. 1995. 6:1, 65-78.
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	Students who successfully complete this subject should <ul style="list-style-type: none"> # work independently # communicate knowledge effectively # think creatively # prepare a research paper
Related Course(s):	Master of Development Studies (Gender & Development) Master of Development Studies(CWT) Postgraduate Diploma in Arts(Development Studies)
Related Majors/Minors/ Specialisations:	Development Studies Development Studies Development Studies Gender Studies Gender Studies Gender Studies