

## **Political Science 123: Grassroots Globalism**

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Instructor: David Skidmore

E-mail: [david.skidmore@drake.edu](mailto:david.skidmore@drake.edu)

Office Phone: 271-3843

Office: Meredith 213

Office hours: TR 12:30-1:30pm

W 12:00-3:00pm

### **Mission of Politics Department**

The Department of Politics and International Relations seeks to induct students into the community of liberally educated individuals who are capable of understanding government and politics in terms of the theories, concepts, and tools of sophisticated political analysis which characterize the discipline of political science. The liberal arts dimension of our mission stems from our belief that all people are embedded in a political environment which acts upon them in ways they must understand if they are to function effectively as active participants in a democratic society.

Our goal, therefore, is not to train professional political scientists, but rather to produce the liberally educated citizen who is fluent in the language of politics and political analysis and thereby has a foundation for both citizenship in a democratic society and successful training in a job, in a graduate school, or in a professional school. Such a person has the capacity to recognize and evaluate assumptions, implications, and causal relationships pertaining to government and politics and, by extension, to other realms of human experience.

### **Overview of Course Content and Objectives**

Benjamin Barber has used the labels “Jihad” and “McWorld” to describe two sets of forces shaping the structure of international politics in the post-Cold War world. Jihad refers to forces of fragmentation: nationalist, religious, ethnic and protectionist groups who seek greater local autonomy and insulation. McWorld refers to the vision of political and economic elites who favor a top-down version of globalization: international financiers, multinational corporations, global media conglomerates and international bureaucrats. These two groups, Barber maintains, are engaged in an epic struggle over the degree of integration that will characterize world politics and economics in the coming era.

Yet there is a third set of actors whom Barber neglects: popular organizations who reject both the parochialism of Jihad and the elitist, profit-driven cosmopolitanism of McWorld. Instead, these grassroots globalists seek a new normative order built around principles such as equity, democracy, security, ecological sustainability and the preservation of human dignity. Over recent decades, such groups have constructed increasingly dense and coherent transnational networks of grassroots activists. We refer to these as transnational advocacy networks (TANs). The growth of TANs and their spreading influence allows us to posit a third force in contemporary world politics: grassroots globalism.

This course will explore the phenomenon of TANs, focusing on the following issues: 1. history and origins, 2. organizational characteristics, 3. strategic goals, 4. tools and routes of influence, 5. determinants of success and failure, 6. future prospects, and 7. implications for understanding the evolving structure of world politics in the post-Cold War era.

TANs are often organized by issue area. We will examine TAN-driven global campaigns with respect to issues such as: human rights, the global environment, peace and arms control, labor and development, and the status of women. Our chief interest will lie not in the merits of particular policy ideas or proposals, but in the *politics* of pursuing principled change in world politics. We want to understand both the possibilities and limitations of grassroots globalism. Students will be invited to consider these issues in a critical spirit - alert to both the strengths and weaknesses of grassroots globalism as a route to a better world.

### **Service Learning:**

Each student will volunteer at least 20 hours of time to assist a local organization involved in transnational issues. The purpose of this assignment is for students to learn by doing and to experience the rewards and challenges of organizing for global change. Following the volunteer experience, each student will submit a "reflection essay." In this essay (2-3 pages), you will reflect upon and draw lessons from your service learning experience, making connections, wherever possible, between this experience and the issues raised in the course through readings and discussion.

Students who volunteer 25 or more hours AND write a strong reflections essay will receive an A for this portion of their grade. Students who complete at least 20 hours and submit an acceptable essay will receive a B. Student who complete less than 20 hours and/or fail to submit an essay will receive a C or below.

### **Research Paper:**

Each students will complete a 15-20 page research paper that examines a case study of either an international advocacy non-governmental organization (NGO) or a transnational campaign on some issue. Papers will be due near the end of the term. In addition to the paper, each student will prepare a poster-board presentation on their research. The class will assemble these presentations for an exhibit open to the campus. More details regarding the research projects will be provided in class.

### **Blackboard Discussions:**

Students will be expected to participate in discussion forums through the class blackboard web site (<http://bb2.drake.edu>). Each student will post two comments to the discussion board per week (one post in weeks when we meet only once). One post will offer comment on a quote from one of the assigned readings (or comment on oral presentations by speakers who visit the class). This comment must be posted to the discussion board prior to the class meeting in which the reading is discussed. The second post will be a response to one of the comments posted by another student in the class. To count, a post must be substantive, i.e., it must make a point.

Students who meet the above discussion board requirements will receive a B for this portion of their grade. Students who post consistently excellent comments and responses (in the instructor's judgment) will receive an A. Students who fail to meet the posting requirements will receive a C or below.

**Exams:**

The class will complete three essay exams focused on the readings and class discussions. Dates for the exams will be announced.

**Class Participation:**

Students are expected to attend class regularly and to participate in class discussions.

**Grading:**

Grades will be calculated in the following manner:

Exams	35% (1 <sup>st</sup> exam – 10%; 2 <sup>nd</sup> exam – 10%; final exam – 15%)
Research paper	25%
Service Learning	20%
Discussion Board	10%
Class Participation	10%
Total	100%

**Plagiarism:**

Plagiarism and cheating will not be tolerated. Infractions will result in an automatic F on the relevant assignment. Also, a report will be submitted to the Dean of the student's school or college. A discussion of plagiarism and how to avoid it can be found on the course blackboard web site.

**Required Books:**

Margaret Keck and Kathryn Sikkink, *Activists Beyond Borders: Advocacy Networks in International Politics*, Cornell University Press, 1998.

Frank Lechner and John Boli (eds.), *The Globalization Reader*, 2<sup>nd</sup> ed., 2003

Michael Edwards and John Gaventa (eds.), *Global Citizen Action*, 2001

**Reading Schedule (tentative):**

**8/23: Introduction to course.**

**8/25: The Growth of Non-State Actors in World Politics**

Jessica Mathews, "Power Shift" (TGR)

Ann Fiorini, "Transnational Civil Society" (CGA)

**8/30: Theoretical Perspectives**

Keck and Sikkink, ch. 1

**9/1: Historical Perspectives**

Keck and Sikkink, ch. 2

**9/6-9/8: NGOs and Human Rights**

Keck and Sikkink, ch. 3

Tom Lent and Roy Trivedy, "National Coalitions and Global Campaigns: The International Children's Rights Movement" (CGA)

**9/13-9/15: NGOs and the Environment**

Keck and Sikkink, ch. 4

Paul Wapner, "Greenpeace and Political Globalism" (TGR)

Abigail Abrash, "The Amungme, Kamoro and Freeport: How Indigenous Papuans Have Resisted the World's Largest Gold and Copper Mine" (TGR)

**9/20: Exam**

**9/22: NGOs and Women**

Keck and Sikkink, ch. 5

Charlotte Bunch et. al., "International Networking for Women's Human Rights" (CGA)

Nitza Berkovich, "The Emergence and Transformation of the International Women's Movement" (TGR)

**9/27: NGOs and Peace**

Matthew J.O. Scott, “Danger – Landmines! NGO-Government Collaboration on the Ottawa Process” (CGA)

William Eldridge, “Community and World Harmony: New Citizen Peacemaking Roles for a Changing Global Culture,” Peace and Conflict Studies, December, 1994

**9/29: Speaker (tentative)**

**10/4-10/6: NGOs and Multilateral Lending Institutions**

L. David Brown and Jonathan Fox, “Transnational Civil Society Coalitions and the World Bank: Lessons from Project and Policy Influence Campaigns” (CGA)

Jan Aart Scholte, “The IMF and Civil Society: An Interim Progress Report” (CGA)

Carole J.L. Collins, Cie Gariyo and Tony Burdon, “Jubilee 2000: Citizen Action Across the North-South Divide” (CGA)

**10/11: Speaker (tentative)**

**10/13: NGOs and International Trade**

John Cavanagh, Sarah Anderson and Karen Hansen-Kuhn, “Cross-Border Organizing Around Alternatives to Free Trade: Lessons from the NAFTA-FTAA Experience” (CGA)

**10/20: Exam**

**10/25-10/27: NGOs and Corporate Social Responsibility**

Peter Newell, “Campaigning for Corporate Change: Global Citizen Action on the Environment” (CGA)

Mary Robinson, “Beyond Good Intentions: Corporate Citizenship for a New Century” (TGR)

David Henderson, “The Case Against ‘Corporate Social Responsibility’” (TGR)

**11/1: Keys to Effective NGO Campaigns**

Keck and Sikkink, ch. 6

Jennifer Chapman, “What Makes International Campaigns Effective? Lessons from India and Ghana” (CGA)

**11/3-11/8: Critical Perspectives on NGOs**

Michael Bond, “The Backlash Against NGOs” (TGR)

Gustavo Esteva and Madhu Suri Prakash, "From Global to Local: Beyond Neoliberalism to the International of Hope" (TGR)

**11/10: Holding NGOs Accountable**

John D. Clark, "Ethical Globalization: The Dilemmas and Challenges of Internationalizing Civil Society" (CGA)

Caroline Harper, "Do the Facts Matter? NGOs, Research and International Advocacy" (CGA)

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**11/29: Discussion of Service Learning Experiences**

**12/1-12/6: Research Poster Presentations**

**12/8: Conclusions**

**Final Exam**