Conrad Grebel University College
University of Waterloo
PACS 603 – Building Civil Society
Fall 2018

Instructor: Lowell Ewert, Associate professor, Peace and Conflict Studies
Office Location: Room 2126, Conrad Grebel University College
Phone: 519-885-0220 ext. 24380
Email: Lowell.ewert@uwaterloo.ca

Location: Room 2201, Henry Paetkau Seminar Room, Conrad Grebel University College
Class Time: Mondays, 6:00 - 8:50 pm
Office Hours: Tuesday and Thursdays, 2:30 – 3:30 pm, but by appointment is always best

Acknowledgment:
We are on the traditional territory of the Attiwandaron (Neutral), Aniashinaabe, Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometers on each side of the Grand River.

Course Description:
This course explores operational aspects of civil society organizations such as visionary leadership, goal setting, evaluation, report writing, financial management, applied research skills, and human resource management. Students will also examine codes of conduct and practice, including rules, laws and customary understandings that guide the work of civil society organizations. Students will research contending views of civil society organizations and their complex relationships with government and business, thereby developing a philosophical and ethical framework for evaluating civil society action.

Course teaching methodology:
This seminar will emphasize critical analysis and discussion. It will not assume that there is one “right” answer to questions posed or issues discussed, but rather that there are ways of thinking that will enable students to develop their own personal philosophy. Students have much to contribute to collectively deepening our understanding of civil society and are expected to be very engaged in class discussions and come to class well prepared. This course assumes that we all learn best and internalize lessons learned most effectively in a process of dialogue with each other. Students must therefore personally wrestle with concepts discussed in order to benefit from the course. Teaching methodologies that will be used will include:

- Presentation of key topics by course instructor
- Student questions posed in class
- Small group discussions during class
- Videos and guest lecturers
Case studies that challenge students to apply theory to practice
Discussion of current events relevant to course topics
Student involvement in research, presentations and reports

Course learning objectives:

Students who complete this course will:
- Learn practical competencies necessary for civil society to be healthy and be able to successfully promote change
- Become part of a cohort of civil society actors, recognizing the unique contribution to peace that the diversity of actors make
- Be aware of how key self-regulatory and other global standards philosophically and legally guide civil society organizations, and the policy rationale behind these standards
- Identify effective leadership attributes that can motivate and inspire others to join in advancing the mission of civil society as well as followership characteristics that leverage change
- Understand, and be inspired by, founding stories and characteristics necessary for founders to successfully launch a civil society organization
- Become more acquainted with generally accepted management principles
- Be able to critique civil society governance, and develop an effective case for civil society action
- Understand the capacity of civil society to advance peace through effective programming and principled advocacy

Course requirements:
- 10% - Attendance and participation in class
- 20% - “Audit” of a Canadian civil society organization, anticipated length of ten pages (2,500 words) excluding title and bibliography, due at the start of class, October 1, 2018. For this assignment, assume that you have been hired by a potential donor who is considering making a major gift to the organization you have chosen. The potential donor is asking you to prepare an impartial recommendation of whether the potential gift would be utilized effectively and have an impact. Analyze the agency’s goals, objectives, management, standards, effectiveness, impact, and role in society. Also attempt to place yourself in the shoes of the persons served by the organization to give a client’s view of the organization. Assume that the donor has up to $5 million to give, but is not necessarily committed to giving this to any one organization. Assume that the potential donor’s motivation is to support nongovernmental organizations that “promote effective, practical, peace work.” Provide a recommendation in your audit concerning what dollar value of gift could be well absorbed and used most effectively by the organization you are studying in a healthy way. Explain your recommendation. Your report should include a very short Executive Summary that gives the reader an understanding of the entire report. Be comprehensive, well documented, compelling and persuasive. Possible sources of information for your report may include:
  - The agency’s Annual Report
  - Canadian Revenue Agency tax returns
  - Charity watch organizations
  - Website of organization
  - Personal contact with agency representatives
  - Brochures, public relations materials, or other reports prepared by agency
15% - Reflection paper a minimum of five pages (1,250 words), due at the start of class **October 15, 2018.** Reflect on the role of civil society founders and social entrepreneurs. What characteristics do they have? What made them effective? What attributes or characteristics do you share with these creative and energetic people? What skills do you need to become more effective? What are your strengths? What is the major contribution, or your realistic mission, that you can bring to your specific area of interest in civil society?

15% - Op Ed, 600 – 750 words in length, due at the start of class **November 19, 2018.** Students are required to draft an Op Ed that addresses a significant issue pertaining an issue of particular interest to the NGO community. The Op Ed could focus on an issue that NGOs are working on, or issues that impact NGOs generally. The Op Ed should be preceded by several sentences which name and describe the publication, approximate circulation and audience your Op Ed is aimed at, including contact details for the publication. More details for this assignment will be provided in class prior to the due date.

40% - Major project. Projects are due at the start of class **December 3, 2018.** Students will have two options.

- Draft a major case statement pertaining to a civil society organization or a civil society initiative. Students may work in groups of up to three to prepare the foundational documents that are essential to make a case for a new civil society organization, or one seeking funding for a major initiative, or embarking on another major collaborative project regarding donor solicitation or civil society development. Students are encouraged to do something that is practical, substantial, meaningful and relevant. Students may create their own group and are responsible for ensuring that the group can work together. The instructor is not able to mediate internal group dynamics. It is assumed that this project will in a length of at least 25 pages of original writing per student (Colloquium requirement) in the group, excluding Title, Table of Contents, Group Charter, and Bibliography. More details about this assignment will be discussed in class.

  - As a part of this assignment, each group is required to draft a 1 – 2 page Group Charter, signed by all group members, that outlines the roles, expectations, and accountability mechanisms that each group will use to guide its collaborative work, and describes how they will manage or mediate conflicts or differences of opinion. This Charter should be included in the case statement as an appendix. To prepare the Charter, students are encouraged to consult the following sources:
    - [WHO International – Cancer modules, team building](#)
    - [Claros Group - Jumpstart](#)
    - [Collaborative leaders network – Strategy tools, sample group charter](#)
    - [Team Charters – What are they and what’s their purpose](#)

  - Students who participate in a group project are also required to draft a 1 – 2 page paper identifying your role in the group and evaluate the contributions of all other group members. This assignment will be submitted individually and is due on the same day as the major assignment.

- Major Research paper. Students may individually prepare a major research paper or some other project as agreed on a topic directly related to a pertinent civil society issue. The anticipated length of the paper is thirty pages, excluding Title, Table of Contents, and Bibliography. The purpose of this project is to challenge students to explore a topic of particular interest. More details about this assignment will be discussed in class.
Assignment Deadlines:
Late assignments will be assessed an automatic penalty of 5% with an additional 1% penalty assessed per additional weekday (excluding weekends). A valid medical document is required for medical reasons for late submissions.

Course reading materials:
The following can be purchased from the University of Waterloo bookstore:

Some use of internet sources will be made. At times links may change and to the extent possible, you will be notified in advance of new links. Internet sources used can often also be googled and alternative sites containing the same information found.

Some materials will be posted on the class Learn website.

Research assistance:
Need research help? Visit a help desk at any University of Waterloo library or visit the PACS research guide online (subjectguides.uwaterloo.ca/pacs). If you need more specialized assistance, the Peace and Conflict Studies liaison librarian, Laureen Harder-Gissing, located in the Conrad Grebel University library, is available for consultation. Laureen works with PACS faculty to order library resources and to create the research guide. See the guide for research tips and ways to contact Laureen.

UWaterloo Policies

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Arts: [Academic Integrity website](http://subjectguides.uwaterloo.ca/pacs) University of Waterloo: [Academic Integrity Office](http://subjectguides.uwaterloo.ca/pacs)

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline.

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - [Student Petitions and Grievances](http://subjectguides.uwaterloo.ca/pacs), Section 4.

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals.
**Turnitin.com:** Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is to verify that all materials and sources in assignments are documented. Students’ submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course.

**Other sources of information for students:**

**Note for students with learning differences:** The AccessAbility Services (AAS) office, located in Needles Hall Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AAS office at the beginning of each academic term.

**Counselling Services:** Counselling Services provides free confidential counselling, in both individual and group sessions, with qualified professionals to help registered students, faculty and staff with personal concerns, educational career decisions, and strategies to studies and exams: [www.adm.uwaterloo.ca/infoc](http://www.adm.uwaterloo.ca/infoc), ext. 33528, NH Room 2080.

**Accommodation for Illness:** A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. More information can be obtained from Health Services and the form is available in pdf: [https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness](https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness)

**The Writing Centre:** Writing Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence. Make an appointment or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit [www.uwaterloo.ca/writing-centre](http://www.uwaterloo.ca/writing-centre)

**Course scheduling:**

The following schedule may change from time-to-time to reflect the pace of the course and to better refine the course schedule. Changes to this schedule will be announced in class or by announcement e-mailed to students.
Course Schedule
Introduction to civil society

September 10: Introduction to class topics, expectations, and each other

☐ Reading assignment: None

September 17: Contending views of civil society

Reading assignment posted on Learn:


Optional additional reading:

- “Confronting War: Critical Lessons for Peace Practitioners”.
Standards impacting civil society organizations

September 24: Self-regulation and self-standards

Reading assignments:
- Text:
- Internet sources:
  - InterAction standards, PVO Standards. Read pages 4 – 16, Standards 1 – 7.11.2.
  - Canadian Council for Int. Cooperation, “Code of Ethics and operational Standards,” (google the title of these standards if the link does not work).
  - “20 Questions Directors Should Ask about Codes of Conduct,” Chartered Accountants of Canada.

Optional additional reading:
- “International Non Governmental Organisations Accountability Charter”.
- “Compendium of International Legal Instruments and Other InterGovermental Commitments Concerning Core Civil Society Rights,”

October 1: Governance (Civil Society Audit due)

Reading assignment:
- Text:
- Internet sources:
  - “Ten Basic Responsibilities of Nonprofit Boards”
  - “20 questions directors should ask about board recruitment, development and assessment,” Chartered Accountants of Canada.

Optional additional reading:
October 8 – Thanksgiving, no class

Essential Ingredients to Grow Civil Society:
Human Ingenuity, Leadership, Proposal Development and Management

October 15: Social Entrepreneurship: Founders (Reflection paper due)

Reading assignment:
  o Text:
  o Learn:
  o Internet sources:
    ▪ “How to Write an Op-Ed,” John McLain.
    ▪ “Write an Op-Ed,” Queens University.
    ▪ “How to write an op-ed or column,” by Jeffrey Seglin.

Optional additional reading:

October 22: Leadership

Reading assignment:
  o Text:
  o Learn:

Optional additional reading:
  o Conversations for Change, by Shawn Kent Hayashi (2011).
October 29: Followership

Reading assignment:
- Text:
  - The Courageous Follower: Standing up to and for Our Leaders, pgs. 1 - 112.

Optional additional reading:

November 5: Budgeting

Reading assignment:
- Learn:
  - “How to Prepare a Grant Proposal Budget for a Nonprofit,”

- Internet source:
  - “The Budgeting Process,” from Nonprofit Accounting Basics$  
  - “Sample Budget Narrative,”

Optional additional reading:
- Foundation Center Website

November 12: Human resource management

Reading assignment:
- Text:
Learn:


Optional additional reading:

- Taming the Abrasive Manager: How to End Unnecessary Roughness in the Workplace, by Laura Crenshaw, Jossey-Bass (2007).
- “Reflecting on Peace Practice Participant Training Manual”.
- “WHCA Action Guide: Working with the Media,”
- “Chartered Professional Accountants Canada: What not-for-profit board directors need to know about human resources.” With downloadable electronic copy online.
- HR Planning, Risk Management in HR.
- Ontario Human Rights - Protected Grounds.
- About the Accessibility for Ontarians with Disabilities Act, 2000 (AODA).
November 19: Change (Op Ed due)

Reading assignment:
- Text:
  - The Courageous Follower: Standing up to and for Our Leaders, pgs. 113 - 233.
- Learn:
  - Merrill’s Monday Morning Memos.
- Internet source:

Optional additional reading:

November 26: Humanitarian intervention and practice

Reading assignment:
- Text:
- Internet sources:
  - “The Code of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Relief”.
  - “Saving Lives Together,” InterAction.
  - “Saving Lives Together, Guidelines for Implementation,” InterAction,
  - Become familiar with the website of the International NGO Safety Organization.
- Learn:
Optional additional reading:

- Articles 1 to 78 of the 4th Geneva Convention.
- Articles 35 - 59 of Protocol I to the Geneva Conventions.
- All of Protocol II to the Geneva Conventions.
- “Covenant on Civil and Political Rights”.
- “Covenant on Economic, Social and Cultural Rights”.
- “How to Complain about Human Rights Treaty Violations”.

**Summary: Capturing lessons learned**

**December 3:** Summary, review of course and class presentations (final project due, and group evaluation due if worked in a group)

**Reading assignment:** None

**Optional reading:**