PACS 603 Building Civil Society
Fall 2016

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Classroom: Room 2201, Henry Paetkau Seminar Room, Conrad Grebel University College
Class meeting times: Monday, 6:00 – 8:50 pm
Office hours: For Lowell Ewert - by appointment is always best
For Rod Friesen - by appointment is always best

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 is a seminar course that 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. It will be assumed that students have much to contribute and students will be expected to be very engaged in class discussions and will 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 3, 2016. Assume that you have been hired by a person 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:
  o The agency’s Annual Report

- Charity watch organizations
- Website of organization
- Personal contact with agency representatives
- Brochures, public relations materials, or other reports prepared by agency

30% - Two reflection papers, each a minimum of five pages (1,250 words)

- Due at the start of class **October 17, 2016.** 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?

- Due at the start of class **November 28, 2016.**
  - If you participated in a group project, reflect on the process of developing and preparing the project or proposal and your role within it. Clarify your strengths and weaknesses in participating in such a project. What issues do you want to work on to improve? Why? Identify your leadership style. How do you inspire others? When you work at the direction of others, how effective are you? Wrestle with the literature used in class on leadership and followership. It is expected that this paper will be researched, and utilize a few different credible sources.
  - If you drafted a major paper, reflect on the roles of leaders and followers. Clarify your leadership style. What kind of leader are you? How do you inspire others? When you work at the direction of others, how effective are you? Wrestle with the literature used in class on leadership and followership. It is expected that this paper will be researched, and utilize a few different credible sources.

40% - Major project. Projects are due at the start of class **December 5, 2016.** 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 be in a length of at least 25 pages of original writing per student 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 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:

- http://collaborativeleadersnetwork.org/strategy-tools/sample-group-charter/
- Team Charters: Defining Expectations Upfront to Improve Results

- 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 week day (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 subject 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 subject guide. See the guide for research tips and ways to contact Laureen.

**Academic Integrity:**
- **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.
- **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, http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm
- **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, Section 4, http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm
- **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, http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm
- **Academic Integrity website (Arts):** https://uwaterloo.ca/academic-integrity/about-academic-integrity
- **Academic Integrity Office (uWaterloo):** http://uwaterloo.ca/academicintegrity/

**Course schedule**
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.

**Introduction to civil society**

**September 12:** Introduction to class topic, expectations and each other
- **Reading assignment:** None
September 19: Contending views of civil society – instructor, Lowell Ewert

☐ Reading assignment all posted on Learn:

☐ Optional additional reading:

Standards impacting the work of civil society organizations

September 26: Self-regulation and self-standards – instructor Lowell Ewert

☐ Reading assignments:
  o Text:
  o Internet sources:
- Canadian Council for Int. Cooperation, “Code of Ethics and operational Standards,” (google the title of these standards if the link does not work http://www.ccic.ca/_files/en/about/001_code_ethics_operational_standards_e.pdf)
- “20 Questions Directors Should Ask about Codes of Conduct,” Chartered Accountants of Canada, google the title if not on the following link http://www.cica.ca/focus-on-practice-areas/governance-strategy-and-risk/directors-series/20-question-series/item46925.pdf

☐ Optional additional reading:
  - “International Non Governmental Organisations Accountability Charter”, http://globalhand.org/system/assets/a001657996ee8b0d699772b53c55d5c7a9dc0864/original/ingo-charter.pdf?1315991953
  - “Compendium of International Legal Instruments and Other InterGovernmental Commitments Concerning Core Civil Society Rights,” pgs. 193 – 205, can be found at http://civicus.org/content/Compendium_Jan2010.pdf

October 3: Governance – instructor, Lowell Ewert

☐ Reading assignment:
  - Text:
  - Internet sources:

☐ Optional additional reading:

October 10 – Thanksgiving, no class
Essential Ingredients to Grow Civil Society: Human Ingenuity, Leadership, Proposal Development and Management

October 17: Social Entrepreneurship: Founders – instructor, Rod Friesen

☐ Reading assignment:
  ○ Text:
  ○ Learn:

☐ Optional additional reading:

October 24: Leadership – instructor Rod Friesen

☐ Reading assignment:
  ○ Text:
  ○ Learn:

☐ Optional additional reading:

October 31: Followership – instructor, Lowell Ewert

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

☐ Optional additional reading:
November 7: Finances and Budgets – instructor, Rod Friesen

☐ Reading assignment:
  o Text:
    • The Courageous Follower: Standing up to and for Our Leaders, pgs. 113 - 233.
  o Internet source:

☐ Optional additional reading:

November 14: Human Resources: healthy systems, change – instructor, Rod Friesen

☐ Reading assignment:
  o Text:
  o Learn:
    • “What are the Outcomes of the HR Transformation?” taken from HR Transformation: Building Human Resources From the Outside In, Urich, Allen, Brockbank, Younger and Nyman, McGraw Hill, 2009, pgs. 33 – 51.


Organization Case Study

- Optional additional reading:
  - Taming the Abrasive Manager: How to End Unnecessary Roughness in the Workplace, by Laura Crenshaw, Jossey-Bass (2007).

November 21: Human Resources: hiring, performance, firing, challenges – instructor, Rod Friesen

- Reading assignment:
Learn:

- What have we learned about Canada’s Nonprofits since 2003: Reviewing a decade of research in 9 questions and 9 answers: http://hrcouncil.ca/docs/What%20Have%20We%20Learned%20-%2010%20years%20of%20research%20FINAL.pdf
- Excerpts from some personnel policies

- Optional additional reading
  - HR Planning, Risk Management in HR: http://hrcouncil.ca/hr-toolkit/planning-risk-assessment.cfm

November 28: Humanitarian intervention and practice – Lowell Ewert

- Reading assignment:
  - Text:
  - Internet sources:
    - The Code of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Relief, available at http://www.ifrc.org/Docs/idrl/I259EN.pdf
Learn:


Optional additional reading:

- “Covenant on Economic, Social and Cultural Rights,” [http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx](http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx)

Summary: Capturing lessons learned

December 5: Summary, review of course and class presentations

Reading assignment: None

Optional reading: