

**Global Civil Society**

**New York University  
School of Continuing and Professional Studies  
M.S. Program in Global Affairs  
GLOBI-GC 1050.001  
Spring 2013  
Wednesdays, 9:30-12:10 pm  
Woolworth 237  
February 6 – May 10**

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**SYLLABUS**

Course Description: This course analyzes and assesses the emergence of new political and social activities, which have developed beyond traditional experiences and parameters of the nation state. In this learning community, we question the definition of “Global Civil Society,” particularly as identified with non-governmental organizations (NGOs). Developments in communications technology and social media since the end of the Cold War lead us to examine the ways in which novel, unprecedented interactions developed outside hierarchies in traditional organizations thereby empowering individuals with agency in global affairs and offering diffuse networks a role in social protest movements around the world, particularly in the Middle East.

Course modules explore the interplay between local experiences and the indigenous quest for voice to articulate narratives that relate context specificity and the nascent minimal consensus emerging around what constitutes global civil society. Modules are designed around local experiences with the struggle for gender equality, human rights in contested elections in which violence ensues, efforts to address HIV-AIDS as a local and global health concern, as spearheaded by Ekta Transglobal, domestic violence in developing countries, local initiatives by community leaders of the Baha’i Faith that demonstrate transnational societal activism to combat mass poverty as part of the adherence to world federalist principles, the struggle for democracy and pluralism in Iran, the impact of crowd sourcing and crisis mapping implicating members of civil society across borders

on advocacy efforts in Haiti and by Amnesty International in Syria, the influence of the International Coalition of Sites of Conscience project as this speaks to the legacy of the Revolutions of 1968, local experiences in national societies in Europe as responses to the global financial crisis, and environmental activism demonstrated in mapping within the neighborhoods of New York City, as linked to global resource awareness. Of particular interest are the rise of new societal actors and the development of new forms of organizational behavior.

Each module references theory and history in our analysis and inquiry this spring term. A number of modules reference the emergence of crisis mapping and Geospatial Information Systems (GIS) using technology platforms that facilitate crowd sourcing and illustrate uses of mapping and satellite imagery analysis as instruments to monitor potential human rights abuses during presidential elections, to address global health issues notably the HIV-AIDS pandemic, in non-governmental organization (NGO) advocacy work during natural disaster relief efforts, and in environmental activism that originates in local communities as one response to concerns that have a much broader global resonance.

Course Objectives: Students are encouraged to focus on the following goals in the learning process:

- To translate civil society as a European term into other “languages” in order to grapple with and question its meaning, in the age of citizen activism via crowd sourcing and social media, particularly its invention on a much broader scale in the construct “global civil society”
- To analyze the meaning of the “right to belong” and the ability “to feel at home,” as identified by Duyvendak, amidst the influences of the gender revolution and increased mobility due to globalization drawing implications for the emergence of “global civil society” in the 21<sup>st</sup> century
- To reflect on transnational civil society movements, protest as well as advocacy, and their influence on the actions of nation-states in areas where a minimal consensus exists on issues with a global resonance – gender equality, democracy, human rights, genocide prevention, and humanitarian assistance

Course Materials and Requirements: Please order the following books on *Amazon.Com* at your earliest convenience. Orders may also be placed through the New York University Bookstore albeit not at discount prices.

Jeremi Suri. *The Global Revolutions of 1968*. (A Norton Casebook in History) New York/London: W.W. Norton & Company, 2007. ISBN-13: 978-0-393-92744-3 (\$17.33)

Margaret E. Keck and Kathryn Sikkink. *Activists beyond Borders*. Ithaca and London: Cornell University Press, 1998. ISBN: 978-0801484568 (\$13.69)

Evgeny Morozov. *The Net Delusion: The Dark Side of Internet Freedom*. Public Affairs, 2011. ISBN-10: 1586488740 (\$11.18)

Ross Jackson. *Occupy World Street*. White River Junction, VT: Chelsea Green Publishing, 2012. ISBN 978-1-60358-388-6 (\$13.29) Kindle Edition (\$9.99)

Consolee Nishimwe. *Tested to the Limit*. Balboa Press, 2012. ISBN-10: 1452549583 (\$15.99)

Trygve Ugland. *Jean Monnet and Canada. Early Travels and the Idea of European Unity*. Toronto: University of Toronto Press, 2011. ISBN 978-1-4426-4310-9 (\$29.95) Kindle Edition (\$16.77)

Jan Willem Duyvendak. *The Politics of Home*. Palgrave Macmillan, 2011. ISBN 978-0-230-29399-1 (\$24.69)

**N.B. The readings archived in PDF version on NYUClasses are meant to help you engage in plenary discussions and undertake course and potentially MSGA thesis/capstone research.**

The readings for each module session aim to give you background knowledge about the questions raised in the syllabus. The use of NYUClasses allows students flexibility to continue group dialogue beyond the traditional classroom.

#### Course Requirements and Grading

1. Attendance at lectures and participation in plenary discussions incorporating the use of NYUClasses. Specifically, in NYUClasses, each member in the community is requested to contribute one (1) posting each week of at least 250 words, including literature references on the Discussion Board to enrich class discussion. **The assessment for the mid-term grade also includes the submission of the ‘How I Learn’ narrative in which each graduate student discusses an example or two of a prior constructive learning experience.** Cite a concrete example or examples of your learning style, which explain (s) if you are an oral, visual and/or kinesthetic (learning by doing) learner. (20%)
2. Each member is asked to join *Atlantic-Community.org* and to participate in policy dialogues. Each member is asked to post at least one (1) comment of 500 words or more in a policy dialogue of your choice by the 10<sup>th</sup> of each month. These posts should relate to course module topics. Please reference current events literature, notably policy journals like *Foreign Affairs* or *Foreign Policy*, as you write your comments. **For the mid-term assessment grade, those members who do not wish to post on the public domain may email me a comment please during the course of the month that contributes to a policy dialogue.** (20 %)
3. A 15-minute oral presentation based on PPT slides, which is to be developed to complete the final paper assignment in the course. This presentation offers each member of the learning community the opportunity to raise questions about global civil society as a concept working from the context of local narratives, which relate to larger issues that frame global conversations on gender equality,

- democracy, genocide prevention, mass poverty, or global health, to cite a few examples. Grading includes comments/questions on the oral presentations of the other members in the community, which are integral part to the course. Read Keck and Sikkink, Keane, Anderson and Rieff to start for analytical options to consider. (30%)
4. The final paper, which deepens the analysis in the oral presentation. Select a definition of global civil society discussed in class and assess the ways in which a local initiative or project you choose may contribute to a minimal consensus about traditions dominant in the modern world, which have found a sort of global legitimacy. The examples cited previously are non-exhaustive. MSGA candidates are invited to identify other traditions of choice, for example, the fight against domestic violence or the uses of crowdsourcing to advance human rights within a marginalized community. (30%)

### **Evaluation Criteria**

**Class Participation:** Active, respectful and collegial engagement in class discussion; evidence of reading and preparation.

**In-Class as well as Online Individual and Group Exercises:** Contributions of insight to the analysis; raising questions showing insight into the implications of the analysis; accurate work among all members of the group in class as well as in posts to NYUClasses.

**Presentation:** Clear understanding of the issues at hand; ability to present them in an interesting, lucid and professional manner appropriate to the audience.

**Research Paper:** Clear evidence of wide and relevant research and critical thinking about the data and sources; a strong thesis or problem to address; effective analysis that leads to a compelling conclusion; good, accurate and persuasive writing.

A Exceptional; superior effort	4.0
A- Excellent	3.7
B+ Very good	3.3
B Good; meets program standards	3.0
B- Meets program standards in most respects	2.7
C+ Requires moderate improvement	2.3
C Requires significant improvement	2.0

C- Requires extensive improvement 1.7

(Minimum passing grade in the School of Continuing and Professional Studies—Graduate Programs)

F Fail – Did not meet minimal course requirements 0.0

**Eviatar Zerubavel. *The Clockwork Muse*. Harvard, 1999.  
Recommended to organize your time writing term papers & MSGA theses**

**Valerie Bentz and Jeremy Shapiro. *Mindful Inquiry in Social Research*. Sage, 1998.  
Craig Parsons. *How to Map Arguments in Political Science*. Oxford, 2007.  
Recommended as you think methodologically about your research.**

Academic Integrity Policy: Plagiarism is presenting someone else's work as though it were one's own. More specifically, plagiarism is to present as one's own a sequence of words quoted without quotation marks from another writer; a paraphrased passage from another writer's work; creative images, artwork, or design; or facts or ideas gathered, organized, and reported by someone else, orally and/or in writing and not providing proper attribution. Since plagiarism is a matter of fact, not of the student's intention, it is crucial that acknowledgment of the sources be accurate and complete. Even when there is no conscious intention to deceive, the failure to make appropriate acknowledgment constitutes plagiarism. Penalties for plagiarism range from failure for a paper or course to dismissal from the University.

***N.B. Attendance Policy: All students must attend class regularly. Your contribution to classroom learning is essential to the success of the course. Any more than two (2) absences (with an explanation or not) during the Fall and Spring and one (1) absence during the summer will likely lead to a need to withdraw from the course or a failing grade. Attendance will be taken at the start of each class session.***

***PROFESSOR MAZZUCELLI'S COURSE MODULE SESSIONS ALL MEET FOR 2 HOURS AND 40 MINUTES THEREBY ALLOWING FLEXIBILITY IF A MSGA CANDIDATE IS NOT ABLE TO ATTEND A FRIDAY MAKE-UP SESSION. WEEKLY PARTICIPATION IN NYUCLASSES IS REQUIRED TO MAINTAIN GRADUATE STUDENT PARTICIPATION IN THE COURSE THROUGHOUT A SEMESTER.***

***N.B. Incomplete Policy. Incompletes are only granted in extreme cases such as illness or other family emergency and only where almost all work for the semester has been successfully completed. A student's procrastination in completing his/her paper is not a basis for an Incomplete.***

**Lateness Policy**: Every student must be in class on time. It is disruptive to classroom learning when someone enters the room after class has started. Lateness will count in the calculation of final grades.

**Elaborating the Mazzucelli method in Technology-Mediated Learning: Facilitating Community Networked Engagement in Global Affairs Education. Use of NYUClasses in conjunction with Skype and ooVoo communications (via computer & iPhone 5 mediation), LinkedIn, and Atlantic-Community.org, to Nurture the Learning Community**

**Please consult NYUClasses regularly each week:** In NYUClasses, the contributions reflect exchanges each week about the syllabus questions. Each member is requested to contribute one (1) post of at least 250 words each week integrating course literature references on the Discussion Board to enrich the learning community's discussion. The last segment of most class sessions will be devoted to discussions in groups and with the Professor to develop questions for NYUClasses.

**Skype and ooVoo communications are a regular feature of the syllabus mediated via computer as well as iPhone 5 mobile technology in order to expand our horizons learning in the classroom without borders. Our interactions via Skype and ooVoo are meant to reach areas in the world of direct personal and professional interest to MSGA candidates as well as to provide additional materials and viewpoints to enhance postings on the Discussion Board.**

For those who use **LinkedIn**, (it is clear to me that there are members who do not), please consult my professional site for daily postings about events related to civil society institutions of further relevance to our analysis in the learning community.

Please also join **Atlantic-Community.org** and participate by posting one (1) comment of 500 words or more in a policy dialogue of your choice by the 10<sup>th</sup> of each month, which has relevance to the course. For those members who do not wish to post on the public domain, please email me a comment during the course of the month that contributes to a policy dialogue.

In our learning community, technology is not intrinsically good or bad. It is the ways in which the medium is used in tandem, which determine the impact of social networking as an educational tool. Our choice is to use technology to reaffirm diversity and facilitate inclusiveness. As such, we acknowledge the increasing significance of human agency in global affairs, mediated by the technological revolution, which makes us sharpen our intellectual debates, as scholar-practitioners in the social constructivist tradition.

Colette Mazzucelli, "Drawing on the Past to Construct the Future. The Relevance of Da Vinci's Principles to Active Learning" in *Creativity in Training Ideas with Impact*. Sumati Reddy, ed. Hyderabad, India: ICFAI University Press, 2006. (especially pages 90-93)

***Our efforts during this term have the potential to establish a norm that offers new possibilities in global communications. Our critical exchanges using social networking tools pave the way to a new frontier. The physical borders we redefine in our classroom are those same borders we change in our minds.***

Course Bibliography: This is an elective course that provides a foundation upon which to build for your thesis research at *New York University*. Each student is required to develop his/her own course bibliography, the ‘**negotiated curriculum**,’ according to personal interests. Please relate the materials to other courses you attend as part of your MSGA Program, particularly the core offerings.

### ***15-Page Final Paper for e-Portfolio***

The research analysis will be due on May 10, which is the last day of class. Select a definition of global civil society discussed in class and assess the ways in which a local initiative or project you choose may contribute to a minimal consensus about traditions dominant in the modern world, which have found a sort of global legitimacy; for example, gender equality, democracy, human rights. Recall in this context that class modules are each prepared in cooperation with guest speakers and specific local projects, which train our focus upon the "heterogeneity of experiences in numerous societies in working toward modernity and making it a global phenomenon"(Mirsepassi, *Democracy in Modern Iran*, 2010, p. 186).The questions we raise in class as well as those which guide your research inquiry into a local initiative or project are significant as countries still deeply anchored in their own traditions strive to make the transition, institutionally and sociologically, to pluralistic, democratic experiences that respect their own historical trajectories (Mirsepassi, *Democracy in Modern Iran*, 2010, pp. 185-92). Please discuss your choice with Professor Mazzucelli in class during the closing segment of a module session devoted to discussion group work for NYUClasses posts and final paper research planning.

Cite the relevant course literature in bibliographic format within your research analysis. The case analysis may eventually be posted online to begin the creation of e-Portfolios for each member of the learning community to profile his/her work for prospective employers.

*Please do not cite Wikipedia as a source. There are other encyclopedias available, including Britannica Online, which are more appropriate sources.*

Please consult <http://www.ccc.commnet.edu/mla/index.shtml> to prepare the citations in your research analysis. MLA is required for MSGA theses, which is why it is prudent to begin to become familiar with its rules of citation.

***N.B. Participation of guest speakers in the Global Civil Society community necessitates extensive advance scheduling by Professor Mazzucelli with longstanding colleagues. Every attempt is made to be faithful to original module dates. Alternative scheduling may be required given demanding career responsibilities. Thank you in advance for your understanding.***

## **COURSE OUTLINE/MODULE ASSIGNMENTS**

- Readings for Module Plenary Discussion
- *Foreign Affairs Readings* (archived web resources)
- 📺 Carnegie Council YouTube Channel (archived video clips)
- ❖ YouTube/Perspectives on Global Civil Society? (videos/web resources)
- Independent Readings for Thesis/Capstone Research

**January 31: No Module Session** (Professor Mazzucelli at Georgetown University to Commemorate the 50<sup>th</sup> Anniversary of French-German Friendship symbolized by the Treaty of Elysée) – **Rescheduled for Friday morning, May 10**

### **Module 1: Introduction to Civil Society: Revisiting 20<sup>th</sup> Century Revolutions: The Significance of 1968 in the Emergence of Global Civil Society? (February 6)**

- Learning Community Member Profiles, Course Outline, Explanation of Pedagogy, Expectations for Class Assignments, Initial Questions

*Member Profile and “How I Learn” Narrative Due Printed for In Class Submission*

**Guest Speaker:** Dr. Jeremi Suri, Mack Brown Distinguished Chair for Leadership in Global Affairs, Robert S. Strauss Center for International Security and Law, The University of Texas at Austin (via Skype from Austin)

Orientation Questions: How does Keane define civil society? What are the international perspectives highlighted in his analysis to understand this concept beyond the European term translating into local Asian languages? Compare the global revolutions of 1968, analyzed by Suri, to the context of the Arab Spring. Were the 1968 mass protest movements global in scope? If so, how did these social transformations impact on the emergence of the idea researched provocatively in the literature by Keane, which he explores imaginatively as “global civil society?” How does the engagement of the International Coalition of Sites of Conscience speak to the emergence of global civil society?

- John Keane, *Civil Society, Definitions and Approaches*, Springer-Verlag, Berlin Heidelberg 2009, [http://www.johnkeane.net/bckp/pdf\\_docs/civil\\_society/jk\\_civil\\_society\\_definitions\\_encyclopedia.pdf](http://www.johnkeane.net/bckp/pdf_docs/civil_society/jk_civil_society_definitions_encyclopedia.pdf) (as posted on NYUClasses)
- Jeremi Suri. *The Global Revolutions of 1968*. (A Norton Casebook in History) New York/London: W.W. Norton & Company, 2007, pp. 32-50; 301-23 (please select additional reading excerpts as relevant to MSGA candidate oral presentations in class to develop research inquiries in the final paper with possible ideas for thesis and/or capstone projects).
- Margaret E. Keck and Kathryn Sikkink. *Activists beyond Borders*. Ithaca and London: Cornell University Press, 1998, pp. 39-78.



- Council on Foreign Relations, *The Arab Uprisings: How Did We Get Here*, with Rita E. Hauser, Dr. Richard N. Haass, and Professor Margaret MacMillan, <http://www.youtube.com/watch?v=cvYEUWgbhNc>
- ✚ Carnegie Council, Global Ethics Corner, *Tunisia: The Jasmine Revolution and Western Foreign Policy*, January 28, 2011, <http://www.carnegiecouncil.org/resources/gec/data/00115>
- ❖ International Coalition of Sites of Conscience, <http://www.sitesofconscience.org/>
  - Laura Beth Cohen, *Memorial Sites as Centers for Public Memory, Space and Healing*, MSGA Thesis, New York: Center for Global Affairs @ New York University, 2012, posted as a PDF document on Lore.
  - Jeremi Suri. *Power and Protest. Global Revolution and the Rise of Détente*. Cambridge: Harvard University Press, 2005.

## **Module 2: Women's Rights as Human Rights: The Impact of Transnational Networks on Violence against Women (February 13)**

**Guest Speakers:** Dana Variano, Breakthrough, New York and India  
Trinh Nguyen, Viet Tan, Washington, DC

Orientation Questions: Reflect on Breakthrough's *Bell Bajao* as a transnational campaign, originating in local Indian communities and spreading throughout Asia, in the context of the emergence of the international women's network, highlighted in the analysis of Keck and Sikkink. Draw on the comparative experience of Vietnam to broaden as well as deepen our inquiry into how we define violence against women in the context of the feminist movement and global aspirations for gender equality. Think about the relevance of Witness and its training sessions with partners to incorporate video into human rights advocacy campaigns.

- Margaret E. Keck and Kathryn Sikkink. *Activists beyond Borders*. Ithaca and London: Cornell University Press, 1998, pp. 165-98.
- Jeremi Suri. *The Global Revolutions of 1968*. (A Norton Casebook in History) New York/London: W.W. Norton & Company, 2007, pp. 141-58.
- Jan Willem Duyvendak. *The Politics of Home*. Houndmills Basingstoke: Palgrave Macmillan, 2011, pp. 43-61.
- ❖ Breakthrough, *Bell Bajao* ("Ring the Bell" in Hindi), <http://breakthrough.tv/explore/campaign/bell-bajao-ring-the-bell/>
- ❖ Breakthrough, *Bell Bajao*, <http://www.bellbajao.org> (details movement's expansion from India to other parts of Asia)
- ❖ Viet Tan, <http://www.viettan.org/>
- ❖ Witness, <http://www.witness.org/>
- Council on Foreign Relations, Arab Spring and Women's Rights, <http://www.cfr.org/women/arab-spring-womens-rights/p27604>
- Council on Foreign Relations, Women and Foreign Policy Program, [http://www.cfr.org/thinktank/csmd/publications\\_wfp.html](http://www.cfr.org/thinktank/csmd/publications_wfp.html)

- ✚ Carnegie Council, Bringing Women's Rights back into the Human Rights Movement, *Human Rights Dialogue*, [http://www.carnegiecouncil.org/resources/publications/dialogue/1\\_10/articles/578.html](http://www.carnegiecouncil.org/resources/publications/dialogue/1_10/articles/578.html)
- *Breakthrough's Bell Bajao! A Campaign to Bring Domestic Violence to a Halt*. New York: Breakthrough Insights, 2010.

### **Module 3: Crisis Mapping for Disaster Relief in Haiti: Implications for Crowdsourcing in Global Civil Society (February 20)**

**Guest Speakers:** Professor Anne Nelson, SIPA, Columbia University  
Mrs. Margarete Tropnas, Board President, The Haiti Initiative (THI)  
Professor Pamela Wridt, Graduate Center, City University of New York

- Anne Nelson, "How Mapping, SMS Platforms Saved Lives in Haiti Earthquake," *Media Shift*, January 2011, <http://www.pbs.org/mediashift/2011/01/how-mapping-sms-platforms-saved-lives-in-haiti-earthquake011.html>
- Patrick Meier, "How Crisis Mapping Saved Lives in Haiti," *Explorers Journal*, July 2, 2012, <http://newswatch.nationalgeographic.com/2012/07/02/crisis-mapping-haiti/>
- Kyle Yuan, "Analyzing Crisis Mapping in Haiti," *MIT Center for Civic Media*, December 12, 2012, <http://civic.mit.edu/blog/kyuan/analyzing-crisis-mapping-in-haiti>
- Don Eberly. *The Rise of Global Civil Society*. New York: Encounter Books, 2008, pp. 277-289.
- *Humanitarian Horizons: A Practitioners' Guide to the Future*, Feinstein International Center, 2010, [http://www.humanitarianfutures.org/main/sites/default/files/Final\\_web\\_PGF.pdf](http://www.humanitarianfutures.org/main/sites/default/files/Final_web_PGF.pdf)
- ✚ Carnegie Council, *Global Ethics Forum*, "Colette Lespinasse on Haiti," <http://www.prx.org/pieces/59804-colette-lespinasse-on-haiti> (audio podcast)
- Nona Lambert with Sabina Carlson. "The Virtual Field: Remote Crisis Mapping of the Haitian Earthquake," *Praxis The Fletcher Journal of Human Security* Volume XXV 2010: 87-92.

### **Module 4: HIV-AIDS as a Health Issue in Global Civil Society? Analyzing the Engagement of Ekta Transglobal in Local Indian Communities as a Springboard to Activism in the World (February 27)**

**Guest Speakers:** Mr. Spencer Lord, President & Executive Director, Ekta Transglobal Foundation Inc., founded by His Royal Highness Prince Manvendra Singh Gohil (via Skype)

Mr. John Toner, Community Systems Foundation

Orientation Questions: Analyze the evolution of the HIV virus and its impact on those infected with AIDS in India. Assess the ways in which the disease may be prevented drawing on the work of Ekta Transglobal. Is Ekta Transglobal likely to exert the influence of a Transnational Advocacy Network (TAN) in the analysis of Keck and

Sikkink? Use DevInfo as a research tool to gather, interpret, and organize empirical data, made visual in the form of maps, which reveal the story of a global health phenomenon at the communal level in the countries you may choose to study, as you learn more about the HIV-AIDS pandemic.

- Kenneth Anderson and David Rieff, “*Global Civil Society*”: A Skeptical View, 2005, [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=899771](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=899771)
- Margaret E. Keck and Kathryn Sikkink. *Activists beyond Borders*. Ithaca and London: Cornell University Press, 1998, pp. 1-38.
- Ekta Transglobal, <http://www.ektatransglobal.org/>
- *Overview of HIV and AIDS in India*, <http://www.avert.org/aidsindia.htm>
- Mead Over et al., *HIV/AIDS Treatment and Prevention in India: Modeling the Costs and Consequences*, Washington, DC: The World Bank, 2004, <http://siteresources.worldbank.org/INTINDIA/Resources/IndiaARTReport1.pdf>
- The Lakshya Trust, <http://manvendrasinghgohil.blogspot.com/2010/02/lakshya-trust.html>
- The Henry J. Kaiser Family Foundation, *HIV/AIDS in India*, Fact Sheet, 2005, [http://www.kff.org/hivaids/upload/7312\\_02.pdf](http://www.kff.org/hivaids/upload/7312_02.pdf)
- *National Aids Prevention and Control Policy in India*, <http://www.hsph.harvard.edu/population/aids/india.aids.02.pdf>
- “How to Promote Global Health,” *A Foreign Affairs Roundtable*, 2007, <http://www.foreignaffairs.com/discussions/roundtables/how-to-promote-global-health>
- ✚ Carnegie Council, *Global Ethics Corner: Health Dollars and Polio*, March 18, 2011, <http://www.carnegiecouncil.org/resources/gec/data/00122>
- Larry C. Spears and Michele Lawrence, eds. *Focus on Leadership. Servant-Leadership for the 21<sup>st</sup> Century*. John Wiley & Sons, Inc, 2002, pp. 19-25.

## **Module 5: Genocide Prevention as a Responsibility in Global Civil Society Integrating the Role of Media (March 6)**

**Guest Speaker:** Miss Consolee Nishimwe, Author, *Tested to the Limit*

*This module session is graciously hosted by our colleagues at*

*Bourbon Coffee  
43 West 14<sup>th</sup> Street*

Orientation Questions: As you read Consolee Nishimwe’s testimony as a genocide survivor, reflect on the responsibility of global citizens in civil society. Why are “conspiracies of silence,” as defined by Zerubavel critical to our understanding of genocide? Reflect on some of the elements in genocide prevention highlighted by Chalk and by the MIGS projects cited in this module as you read *Tested to the Limit*.

- Consolee Nishimwe. *Tested to the Limit*. Balboa Press, 2012.
- Eviatar Zerubavel. *The Elephant in the Room*. Oxford, 2006, pp. 33-87.

- Evgeny Morozov. *The Net Delusion: The Dark Side of Internet Freedom*. Public Affairs, 2011 (excerpts).
- David Hamburg. *Preventing Genocide*. Boulder: Paradigm Publisher, 2010, Chapter 5.
- Byron Alexander. Going Nomadic: Mobile Learning in Higher Education. *EDUCAUSE* (September-October 2004): 29-35, <http://net.educause.edu/ir/library/pdf/ERM0451.pdf>
- Prevent Genocide International, <http://www.preventgenocide.org/>
- ❖ MIGS, Media Monitoring Project, Rwanda, [http://migs.concordia.ca/Media\\_Monitoring/Rwanda.htm](http://migs.concordia.ca/Media_Monitoring/Rwanda.htm)
- ✚ Carnegie Council YouTube Channel, Daniel Jonah Goldhagen: Genocide as Politics, <http://www.youtube.com/carnegiecouncil#p/search/3/1kCSmF20Auk>
- Matthew C. Waxman. *Intervention to Stop Genocide and Mass Atrocities*. New York: Council on Foreign Relations, 2009.
- James Waller. *Becoming Evil: How Ordinary People Commit Genocide and Mass Killing*. New York: Oxford University Press, 2002.

### **Module 6: Occupy World Street: Financial Crisis in the West and Its Meaning for Global Civil Society? (March 13)**

**Guest Speaker:** Professor David C. Unger, SAIS/Bologna, Johns Hopkins University and the New York Times (via Skype from Bologna)

Orientation Questions: Consider the early life experiences of Jean Monnet in the western provinces of Canada and evaluate their impact on his later work with international organizations and civil society advocacy groups in countries around the globe as the architect of integration in Europe after the Second World War. Analyze Jackson's Gaia Theory as the foundation for an emergent worldview as the old world order collapses and assess its significance for global civil society in light of the present financial crisis.

- Trygve Ugland. *Jean Monnet and Canada. Early Travels and the Idea of European Unity*. Toronto: University of Toronto Press, 2011.
- Ross Jackson. *Occupy World Street*. White River Junction, VT: Chelsea Green Publishing, 2012, (excerpts).
- Sidney Tarrow, *Power in Movement: Social Movements, Collective Action and Politics*. Cambridge: Cambridge University Press, 1994, pp. 187-99.
- Kalypso Nicolaidis, "We, the Peoples of Europe..." *Foreign Affairs* Volume 83, Number 6 (November/December 2004): 1-6 online, <http://users.ox.ac.uk/~ssfc0041/Wethepeoplesofeurope.pdf>
- ✚ Carnegie Council, "In A G-Zero World, It's Every Nation For Itself," [http://www.carnegiecouncil.org/resources/articles\\_papers\\_reports/0124.html](http://www.carnegiecouncil.org/resources/articles_papers_reports/0124.html)
- ❖ Eurozone Crisis, "The Germans Have Gone Mad," Professor Jayati Ghosh with Prabir Purkayastha, [http://www.youtube.com/watch?v=Vtt4UC\\_CJ7A](http://www.youtube.com/watch?v=Vtt4UC_CJ7A)
- Ben Tonra, *Global Citizen and European Republic: Irish Foreign Policy in Transition*. Manchester: Manchester University Press, 2007.

***March 20: No Module Session – NYU 2013 Spring Break***

**Module 7: Revisiting Ethnic Conflict in Cambodia and Kosovo: The Relevance of Crisis Mapping in Historical Cases (March 27)**

**Guest Speaker:** Mr. Alejtin Berisha, Fellow at New York University / Executive Director at *Universum* University College (via Skype from Kosovo)

Orientation Questions: Compare and contrast the cases of Cambodia and Kosovo in terms of the issues raised for state and non-state actors concerning the ethical dilemmas of intervention. How is the Owen and Kiernan analysis of Cambodia relevant to mapping other historical cases of genocide, notably in the Balkans? What is the significance of the role Allison defines for history in our understanding of genocidal violence? Do “origins” and the “association of antiquity with legitimacy,” underlined by Zerubavel, impact on genocide? Why is “comparative-historical inquiry” relevant in Mazzucelli’s discussion of nationalist ideology? Why is myth significant in Mertus’ explanation of events in Kosovo? Does her analysis complement that of Zerubavel who references “time maps” to make sense of the historical claims over Kosovo, which contributed to genocide there?

- Taylor Owen and Ben Kiernan. “Bombs Over Cambodia” *The Walrus* (October 2006): 62-69.
- Christopher Allison. “The Ethical Role of History: Towards a Proper Understanding of the Role of History in Human Life.” New York: The Elie Wiesel Foundation for Humanity, 2006. (unpublished paper)
- Julie Mertus. “Slobodan Milosevic: myth and responsibility.” *open Democracy*, 16 March 2006, [http://www.opendemocracy.net/conflict-yugoslavia/responsibility\\_3361.jsp](http://www.opendemocracy.net/conflict-yugoslavia/responsibility_3361.jsp)
- Eviatar Zerubavel. *Time Maps. Collective Memory and the Social Shape of the Past*. University of Chicago, pp. 101-10.
- Colette Mazzucelli, “Rewriting History: The Impact of Post-Conflict Education on Nationalist Ideology in Serbia?” in *Education in Emergencies & Post-Conflict Situations, Problems, Responses, Possibilities*. Teachers College, Columbia University, 2004, [http://www.tc.edu/students/sie/journal/Volume\\_1/Mazzucelli.pdf](http://www.tc.edu/students/sie/journal/Volume_1/Mazzucelli.pdf)
- ✚ Carnegie Council YouTube Channel, Alex Bellamy: Prevention & Intervention, <http://www.youtube.com/carnegiecouncil#p/search/1/Mock2Pws558>
- Nikolas K. Gvosdev, “Unfreezing Kosovo Reconsidering Boundaries in the Balkans,” April 26, 2010, *Foreign Affairs* 1-2 online, <http://www.foreignaffairs.com/articles/66392/nikolas-k-gvosdev/unfreezing-kosovo>
- Derek Chollet and James Goldgeier. *America between the Wars*. New York: Public Affairs, 2008, pp. 210-43.

**Module 8: MSGA Candidate Research Presentations (April 3)**

**Module 9: MSGA Candidate Research Presentations (April 10)**

**Module 10: “The Politics of Home” and the Relevance of Europe’s Postwar Trajectory to Define the Global in Civil Society (April 17)**

***MSGA Candidate Research Presentations (4)***

**Guest Speaker:** Prof. Dr. Jan Willem Duyvendak, City University of New York and University of Amsterdam (Centre for Urban Studies) - Department of Sociology and Anthropology, Amsterdam School for Social Science Research and City University of New York (CUNY) Graduate Center

Orientation Questions: How does Duyvendak analyze the “right to belong” and the ability “to feel at home” given the influences of the gender revolution and increased mobility due to globalization? Assess the relevance of his analysis to our understanding of global civil society. Is Moïsi’s “clash of emotions” relevant as a new frame to understand geopolitics as we contrast the specificity of culture with “global civil society” as construct in the 21<sup>st</sup> century?

- Jan Willem Duyvendak. *The Politics of Home*. Houndmills Basingstoke: Palgrave Macmillan, 2011.
- Don Eberly. *The Rise of Global Civil Society*. New York: Encounter Books, 2008, pp. 29-45.
- Richard Falk, “The World Order between Inter-State Law and the Law of Humanity: the Role of Civil Society Institutions,” in *Cosmopolitan Democracy* Danielle Archibugi and David Held, eds. Cambridge: Polity Press, 1995, pp. 163-79.
- Dominique Moïsi, “The Clash of Emotions,” *Foreign Affairs* January/February 2007 86 (1): 1-3 online, <http://www.foreignaffairs.com/articles/62267/dominique-mo%C3%83%C2%AFsi/the-clash-of-emotions>
- 🚩 Carnegie Council YouTube Channel, Dominique Moïsi: Humiliation, Hope, & Fear, <http://www.youtube.com/carnegiecouncil#p/search/0/grC5XSzSCFM>
- Stephen Brookfield, *The Getting of Wisdom*, [http://www.nl.edu/academics/cas/ace/facultypapers/StephenBrookfield\\_Wisdom.cfm](http://www.nl.edu/academics/cas/ace/facultypapers/StephenBrookfield_Wisdom.cfm)

**Module 11: Geospatial Technologies and Human Rights: An Emerging Area of Work in Global Civil Society? – Analyzing the Advocacy Campaigns of Amnesty International (April 24)**

***MSGA Candidate Research Presentations (4)***

**Guest Speakers:** Miss Kathryn R. Strifflino, Amnesty International (via Skype)  
Mr. Christoph Koettl, Amnesty International

Orientation Questions: Think about the context that leads Professor Gross to identify the need for world citizenship drawing on his own experience after World War II. As the

communications revolution intensifies, our capacities to connect are likely to implicate the majority of the world's population in the humanitarian and human rights protection space over time. Reflect on the role of civil society institutions given the complexity of an emerging civil society on a truly global scale, defined by Keane as "a dynamic space of multiple differences, some of which are tensely related or even in open conflict" (p.175). What is the potential of geospatial technologies to aid in human rights work, in investigations and in advocacy, as we consider the engagement of Amnesty International around the world? In the area of human rights, how does the field of geography complement the power of individual testimony? Consider this query in the context of a case study like Syria which provides a focal point for Amnesty International to act.

- Leo Gross, "World Citizenship and Human Rights," *Leo Gross Society for International Law*, The Fletcher School of Law and Diplomacy, Medford, MA, April 26, 1988, <http://www.worldgovernmenthouse.com/downloads/speech14.pdf>
- John Keane, "Ethics beyond borders," in *Global Civil Society?* Cambridge: Cambridge University Press, 2003, pp. 175-209.
- Larry Diamond, "Liberation Technology," *Journal of Democracy*, Vol. 21, No. 3 (July 2010): 69-83, <http://irevolution.files.wordpress.com/2010/08/diamond-21-3.pdf>
- Michael Mandelbaum, "Foreign Policy as Social Work," *Foreign Affairs*, Volume 75, Number 1 (January/February 1996), 1-7 online, <http://www.foreignaffairs.com/articles/51618/michael-mandelbaum/foreign-policy-as-social-work?page=show>
- ❖ Amnesty International, *Human Rights Blog*, <http://blog.amnestyusa.org/author/kathryn-r-striffolino/>
- ❖ Amnesty International, *Human Rights Blog*, <http://blog.amnestyusa.org/author/christoph-koettl/>
- ❖ Amnesty International, Eyes on Syria, <http://eyesonsyria.org/>
- ❖ Live Twitter Feed, #eyesonsyria
- Jürgen Habermas, *The Structural Transformation of the Public Sphere*. Cambridge: The MIT Press, 1991.

## **Module 12: Crisis of Authority Echoes: Iranian Uprisings and the Arab Spring – Implications for Global Civil Society? (May 1)**

**Guest Participants:** Miss Claudia Maffettone, Outreach and Recruitment Officer, Soliya  
Soliya Class Members in the Middle East and Europe  
Mr. Ted Bongiovanni, Director, NYU SCPS Distance Learning

*This interactive module session connecting MSGA Candidates in dialogue with Soliya Classes in the Middle East and Europe is graciously hosted by our colleagues at*

*Soliya  
6 East 39th Street  
Suite 301*

Orientation Questions: How is the crisis of authority in Iran, which the literature identifies in the context of the 2009 election, significant in terms of the Arab Spring? As we think about “societies engaged in working toward modernity and making it a global phenomenon,” in Mirsepassi’s analysis, (p. 186), what are the implications to draw from Iran’s Green Movement, in comparison to the revolutionaries of the Arab Spring, regarding aspirations for social justice, an end to isolation from the rest of the world, and liberation from ideological constraints imposed on societies by authoritarian states? What roles are there for social media and “liberation technology” to play as civil society institutions strive to provide the impetus for a national movement to democracy, anchored in the specificity of Iran’s history, and yet linked to broader transnational changes that speak to the emergence of global civil society?

- Ali Mirsepassi, *Democracy in Modern Iran*. New York: New York University Press, 2010, pp. 65-80; 185-92
- Ali M. Ansari. *Crisis of Authority. Iran’s 2009 Presidential Election*. Great Britain: Chatham House, 2010, pp. 22-90.
- “Echoes: Iranian Uprisings and the Arab Spring,” *International Journal of Middle East Studies*, Vol. 44, No. 1 (February 2012): 147-65.
- Soliya, <http://www.soliya.net/>
- ❖ NYU Wagner IPSA 2012, *Leveraging Communities for Social Media Success*, Select Excerpts, <http://wagneripsa.wordpress.com/>
- ❖ *The Iranian Women in American Journalism Project (IWAJ): Golnaz Esfandiari*, <http://foreignpolicyblogs.com/2012/06/29/iranian-women-american-journalism-project-iwaj-golnaz-esfandiari/>
- Council on Foreign Relations, *Iran Crisis Guide*, [http://www.cfr.org/interactives/CG\\_Iran/](http://www.cfr.org/interactives/CG_Iran/)
- Foreign Affairs Live: *Iran in Crisis*, July 23, 2009, <http://www.foreignaffairs.com/discussions/audio-video/foreign-affairs-live-iran-in-crisis#>
- ✚ Carnegie Council, Policy Innovations, *Iran’s Revolution Will Come, But This Isn’t It*, June 24, 2009, <http://www.policyinnovations.org/ideas/commentary/data/000134>
- ✚ Carnegie Council, *Vali Nasr: Iran’s Leadership*, <http://www.youtube.com/watch?v=U2leBHJiJEg>
- Farhad Kazemi, “Peasant Uprisings in Twentieth Century Iran, Iraq, and Turkey,” in *Peasants & Politics in the Modern Middle East*. Farhad Kazemi & John Waterbury, eds. Miami: Florida International University Press, 1991, pp. 101-42 (posted as a PDF document on Lore)

### **Module 13: Environmental Activism - Think Global, Map Local! From Culture to Construct in the Creation of the 21<sup>st</sup> Century’s Global Civil Society? (May 8)**

**Guest Speaker:** Wendy E. Brawer, Founding Director, Green Map System, New York

Orientation Questions: Reflect on Jackson’s critique of the current global structure, drawing on his extensive background and experience in the corporate as well as the NGO



worlds. Identify the factors that contribute to the context that Jackson defines as “ecosystem overload” and evaluate the potential impact of environmental advocacy networks, as identified by Keck and Sikkink, to address these global concerns. What is the impact of Green Map System as an eco-cultural movement charting a sustainable future in local communities? Assess the ways in which Green Map project leaders make a difference in the transnational and/or global context of environmental activism.

- Ross Jackson. *Occupy World Street*. White River Junction, VT: Chelsea Green Publishing, 2012, pp. 3-46.
- Margaret E. Keck and Kathryn Sikkink. *Activists beyond Borders*. Ithaca and London: Cornell University Press, 1998, pp. 121-63; 199-217.
- Martin Klimke and Joachim Scharloth, eds. *1968 in Europe*. New York: Palgrave Macmillan, 2008, pp. 295-305.
- Council on Foreign Relations, *Climate Change and Religious Environmental Activism*, December 3, 2008 (Audio Podcast), <http://www.cfr.org/religion/climate-change-religious-environmental-activism-audio/p17919>
- ❖ Greenmap System, <http://www.greenmap.org/>
- ✚ Carnegie Council, *Defending Environmental Defenders*, April 27, 2004, [http://www.carnegiecouncil.org/resources/publications/dialogue/2\\_11/section\\_4/4463.html](http://www.carnegiecouncil.org/resources/publications/dialogue/2_11/section_4/4463.html)
- John McCormick, *Reclaiming Paradise: The Global Environmental Movement*. Bloomington: Indiana University Press, 1991.

**Module 14: *The Promise of World Peace in the Teachings of the Baha’i Faith: Interpreting its Significance in the Fight against Mass Poverty on Behalf of Global Civil Society (May 10)***

**Guest Speaker:** Mrs. Bani Dugal, Principal Representative of the Bahá’í International Community to the United Nations

An ooVoo Roundtable of Bahá’í community leaders in Brazil and India as well as Australia, Canada, the Netherlands, and South Africa

*This panel session is graciously hosted by the*

*Bahá’i International Community's United Nations Office  
866 United Nations Plaza, Room 120*

Orientation Questions: Reflect on the tenets of the Baha’i Faith in the context of Keck and Sikkink’s definition of human rights advocacy networks with a focus on the struggle against mass poverty in Brazil and India within the context of world unity. Think about the Baha’i perspective on the establishment of world peace, which emphasizes the emancipation of women and international development, articulated in *The Promise of World Peace*.

- Margaret E. Keck and Kathryn Sikkink. *Activists beyond Borders*. Ithaca and London: Cornell University Press, 1998, pp. 79-120.
- Baha'i Topics, *The Promise of World Peace*, <http://info.bahai.org/article-1-7-2-1.html>
- Baha'i International Community. Baha'i Reference Library. *Foundations of World Unity*, <http://reference.bahai.org/en/t/c/FWU/>
- Fernando Henrique Cardoso, *Reason & Emotion*, Acceptance Speech for the Kluge Prize in Washington, DC, July 10, 2012, <http://www.loc.gov/loc/kluge/prize/cardoso-speech.html>
- Brazil's Silent Revolution, [http://www.youtube.com/watch?v=S4\\_LEo2yqyg](http://www.youtube.com/watch?v=S4_LEo2yqyg)
- Aasha Kapur Mehta et al., *India Chronic Poverty Report*, New Delhi: Indian Institute of Public Administration, 2011, [http://www.chronicpoverty.org/uploads/publication\\_files/India%20Chronic%20Poverty%20Report.pdf](http://www.chronicpoverty.org/uploads/publication_files/India%20Chronic%20Poverty%20Report.pdf)
- ❖ *The Baha'i Faith*, <http://www.bahai.org/>
- ✚ Carnegie Council, *Religion in Politics*, <http://www.carnegiecouncil.org/themes/religion/index.html>
- Council on Foreign Relations, *The Nexus of Religion and Foreign Policy: The Global Rise of Pentecostalism*. October 16, 2006, <http://www.cfr.org/religion/nexus-religion-foreign-policy-global-rise-pentecostalism-rush-transcript-federal-news-service/p11758>
- *Encyclopedia of Peace Education*, "Baha'i Faith and Peace Education," <http://www.tc.edu/centers/epe/entries.html>

### **Final Papers Due**

*Experience and Interest of Professor to Teach this Course in the MSGA Program*

Colette Mazzucelli teaches courses in global civil society, international relations in the post-Cold War era, ethnic conflicts, and Europe in the 21<sup>st</sup> Century. She is also Graduate Faculty Adviser, Fulbright Scholarship and White House Internship Programs. Three of her courses have been profiled by the Council on Foreign Relations (CFR) in *Foreign Affairs* as well as the *CFR Educators Bulletin*. At the invitation of His Royal Highness Prince Manvendra Singh Gohil and Spencer Lord, Dr. Mazzucelli is a member of the Advisory Board, Ekta Transglobal Foundation Inc. She is also on graduate faculty at the University of Arizona, School of Government & Public Policy, teaching Emerging Powers: India and China for the MA Program in International Security offered through eCollege. Her biography appears in *Marquis Who's Who in the World 2013*.

Professor Mazzucelli is the recipient of 11 fellowships in 7 countries: Fulbright, 2007 (CIES and German Fulbright Commission, Brussels, Belgium and Berlin, Germany), 21st Century Trust, 2001 (Merton College, Oxford, England), Bosch Public Policy, 2001 (American Academy in Berlin, Germany), Salzburg Seminar, 1997 (Salzburg, Austria), Bosch Future American Leaders, 1992 (Federal Foreign Office and Economics Ministry, Bonn, Germany), European Commission, 1992 (Brussels, Belgium), Jean Monnet, 1991 (European University Institute, Fiesole, Italy), Fulbright, 1991 (IIE, Paris, France), Rotary Graduate Ambassadorial, 1987 (Strasbourg, France), Pi Gamma Mu, 1985 (Florence, Italy), and Swiss Universities Grant, 1984 (IIE, Fribourg, Switzerland).

In Europe, Professor Mazzucelli toured for the United States Information Service with speaking engagements in France, Germany, and Poland. A participant in the Robert Bosch Foundation Fellowship Program for Future American Leaders in the Federal Republic of Germany (1992-93), she assisted with the ratification of the Treaty on European Union ('Maastricht') in the Foreign Office (*Auswärtiges Amt*), which led to the creation of the Euro. Dr. Mazzucelli has written extensively on European integration and transatlantic security. She is presently lead project coordinator on an eVolume, *Mapping Transatlantic Futures*, which she is editing with Professor Ronald J. Bee to commemorate 30 years of Bosch fellowship in European and transatlantic affairs.

Dr. Mazzucelli graduated with a B.A. in History and Philosophy and a minor in Modern Languages, *magna cum laude*, from the University of Scranton. Her graduate work includes a professional degree, the M.A.L.D., Master of Arts in Law and Diplomacy, earned from The Fletcher School of Law and Diplomacy, and a Ph.D. in Government under the supervision of Professor Emeritus Karl H. Cerny at Georgetown University. As a doctoral student, she interned at The Woodrow Wilson International Center for Scholars during 1989-1990 for Xichang Zhang in the West European Studies Program, Giulietto Chiesa at the Kennan Institute (covering Russia and surrounding states), and Reinhardt Rummel in the International Security Studies Program. Professor Mazzucelli earned an Ed.M., Master of Education, in International Educational Development with a concentration in International Humanitarian Issues at Teachers College Columbia University. She has acquired experience with mobile phone learning applications in education for humanitarian assistance.