

Dr. Jason Frederick Lambacher

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Synchronous class: Wednesdays 10:00-11:30/45am PST

Office Hours: By appointment, after class Wednesdays 12-2

Course website: <https://canvas.uw.edu/courses/1459114>



Course Description

This course explores the concept of global civil society (GCS), a key and evolving feature of contemporary democratic theory and practice, as a platform for global justice struggles and transnational activism, especially surrounding issues of bodily harm and political inclusion. Social science studies currents of power and this class examines the role of participatory democracy in transnational politics. Sometimes this "people power" engages traditional authorities, other times global justice activism prefigures alternative models and experimental politics. The first part of the course looks at the historical and theoretical dimensions of global civil society and demonstrates how this "space" has recently been transformed through technology, media, and a variety of political and social forces. The rest of the course is issue-oriented and examines contemporary transnational social movements, global advocacy networks, and NGOs through human rights, feminist, indigenous, development, and environmental frames. We will approach the question of global justice from multiple viewpoints and explore intersections between academic and activist work. The world is currently dealing with intersecting crises of racial inequality, climate disruption and species extinctions, food insecurity, poverty, high unemployment, and rising nationalism and authoritarianism, all in the midst of a global pandemic. In keeping with doing good political science work, and in line with global justice activism, we will directly confront these realities even as we imagine radically different futures. Finally, because the class is both discussion-based and centered around student research (available as a W credit), student interests, questions, and energy will help to animate our vitally important course material.

Quotes

Travel is fatal to prejudice, bigotry, and narrow-mindedness. – Mark Twain

If you don't stand for something, you'll fall for anything. – Modern proverb

What do we live for if not to make life less difficult for each other? – George Eliot

Build a community. No one does things by themselves. – Barack Obama

The 3 great essentials: something to do, to love, and to hope for. – Joseph Addison

For a healthy politics to flourish it needs reference points outside itself, references points of truth and a conception of the common good.
– Moshe Halbertal

You're either at the table or on the menu. – Political saying

Most people are eagerly groping for some medium, some way in which they can bridge the gap between their morals and their practices.
– Saul Alinsky

The world is always ending somewhere. It just depends on whether it falls in your line of vision or not.
– Akwakeke Emezi

People say I'm crazy when I tell them there's no problem, only solutions. – John Lennon

The ones outside screaming empower the ones inside negotiating. – Protest saying

Being ridiculous is one of the best ways to tell the truth. – Nadya Tolokonnikova (Pussy Riot)

Every great cause begins as a movement, becomes a business, and eventually degenerates into a racket.
– Eric Hoffer

Art is not a minor we hold up to reality, it is a hammer with which we shape it. – Bertolt Brecht

Power without love is reckless and abusive. And love without power is sentimental and anemic. Power at its best is love implementing the demands of justice, and justice is at its best is power correcting everything that stands against love. – Martin Luther King

Only if you love something will you inconvenience yourself to work on its behalf. – Barbara Kingsolver

Most great activists – from Ida B. Wells to Dolores Huerta to Harvey Milk to Bill McKibben – are motivated by love, first of all. If they are angry, they are angry at what harms people and phenomena they love, but their urges are primarily protective, not vengeful. Love is essential, anger is perhaps optional.
– Rebecca Solnit

After the revolution, who is going to pick up the garbage? – Mierle Laderman Ukeles

The opposite of love is not hate. It is indifference. – Elie Wiesel

History is not what we dwell in, are propelled by, or are determined by... rather it is what we fight over, fight for, and aspire to honor in our practices of justice. – Wendy Brown

There have been as many plagues as wars in history, yet plagues and wars always take us by surprise.
– Albert Camus

The whole purpose of protest is to interrupt your daily life, to interrupt the previously scheduled programming so you pay attention to something new. – Deva Woodly

It will become clear that every epoch has the epidemic it deserves. – Karl Kraus

We have two ears and one mouth so we can listen twice as much as we speak. – Epictetus

Always in motion is the future. – Yoda

If things were simple, word would have gotten around. – Jacques Derrida

All about that action, boss. – Marshawn Lynch



Note: Read syllabus carefully

Texts

Keck & Sikkink, *Activists Beyond Borders*

Williams & Death, *Global Justice: The Basics*

Yapa, *Your Heart is a Muscle the Size of a Fist*

*All other readings on course website (Canvas Files or links on interwebs)

Films (aspirational viewing): *Examined Life: Philosophy in the Streets*, *Where to Invade Next*, *30 Frames a Second: The WTO in Seattle*, *Not Without Us* (Activists and the Paris Climate Accords 2015), *The Square* (Egyptian Revolution), *Taking Root: The Vision of Wangari Maathai*, *The Yes Men Fix the World*, *Capital in the 21st Century*, *We are Legion* (Hacktivism)

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Visit www.nytimes.com/uwashington to set up your subscription. 1\$/week for digital, 3.50\$/week for print (includes digital access). The NYT is a large daily paper. You are encouraged to read as much as you'd like but do read the Global section every day. Set it up on your phone so you can read it during your commute or whenever you're waiting around somewhere.

Global Citizen is a free media organization and hub for global campaigns. Check in weekly. Can also receive emails about events and campaigns:

<https://www.globalcitizen.org/en/>

Recommended: Global Connections TV <http://globalconnectionstelevision.com/> has interviews with international leaders in politics, business, academia, and global civil society.

One of the joys of teaching a course like this is the degree to which what we are studying plays itself out in fascinating ways “in real time.” Read and view widely and perspicaciously.

Student Learning Goals

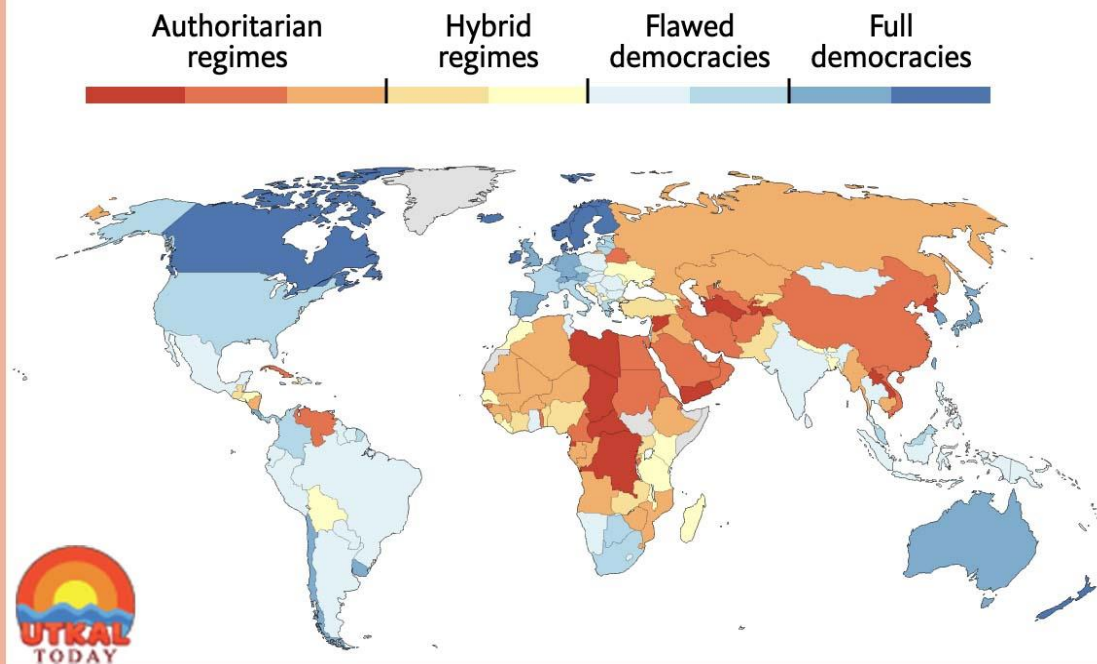
- Attainment of conceptual vocabulary to think about global justice and activism
- Ability to apply theoretical concepts to contemporary movements
- Enhanced critical thinking skills
- Understanding how various power relations and social hierarchies manifest in the politics of international NGOs
- Personal reflection about connections to global civil society and contemporary transnational issues.
- Improved ability to contribute to class discussion, including practicing how to disagree without being disagreeable.
- Sharpening of independent research and presentation skills
- THINK: Truth, Honor, Integrity, Non-violence, Knowledge
- Attention to the “intellectual virtues” – love of learning, courage, firmness, humility, and generosity (Roberts & Wood, 2007)
- Practice in the art of questioning.

Prerequisites & Course Composure

All students are welcome to take this course. Curiosity about politics and global affairs is highly recommended. I will challenge you because I care about your success in this class and hope for you to find ways to make our relationships to our political world healthier and more inclusive. Also, remember to follow the adage, “Be soft on people but hard on ideas.” That is, separate passionate criticism from personal attacks. As the writer Rebecca Solnit puts it, “The worst criticism seeks to have the last word and leave the rest of us in silence; the best opens up an exchange that need never end.” Please keep this in mind as we engage course material in an open, caring, and inspiring learning environment.



Economist Intelligence Unit's Democracy Index 2020



Index of political regime types. How does regime type shape contexts for activism and civil society?

General reading load

This course is fairly reading intensive, especially in the first part of the course, and some selections can be difficult. I have pruned the readings a bit, but it is nonetheless important to keep on top of them as it can be easy to fall behind. Spend the time to take good notes as you read, as it helps retention and ultimately aids you in being more efficient when it comes to papers and exams. Unfortunately, reading, especially serious reading, is on the decline in our society. This has very troubling consequences, in my view, for individual development and the long-term health of our democracy. As far as ways we relate to international politics, an inability to read seriously it diminishes our capacities for understanding, solidarity, and active citizenship, among many other things. Sympathetic, critical, and creative reading is good for you, and for our wider culture. Aspire to make it *more* a part of your education, and your life! OK, soapbox done 😊

Classroom Conduct

Please refrain from the following: talking during lecture or discussion, using your cell phone during class, **using the internet during class (unless related to an assignment)**, disrupting class if arriving late or leaving early, recording the proceedings of the course without express consent of the instructor, emailing assignments, or **turning in unstapled work**. Please arrive in class on time quietly so that we can all focus on our work. In my son's kindergarten classroom charter (written by themselves), they wrote:

We want to feel happy, excited, safe, brave, thankful, smart, loving, strong, and comfortable to try new things. To feel these ways, we will be loving, respectful, listen, follow the rules, have a good time, work hard, keep hands to self, and tell the truth even if it's uncomfortable. We will handle disagreements by taking accountability for our actions, talk to each other, listen, and always learn from our mistakes.

Wouldn't the world be a better place if we followed the advice of these smart kindergarteners? Wouldn't global politics be different if these principles were adhered to?

Grading policy

All work must be uploaded to Canvas on the day it is due, unless otherwise specified. Additionally, I won't use Canvas to indicate your overall grade to you. **If you want to know what your grade is at any given time**, look at the grades you've received on specific assignments, check the % of the course grade that assignment is worth, and do the calculations yourself. Of course, you are always welcome to contact me and go through the numbers specifically, but Canvas will not do this automatically for you. I also tend to write a lot of comments on your work and consider this exchange important dialogue between teacher and student. Please read these comments and use them to initiate, or continue, dialogue with me about course themes or your experience in the class.

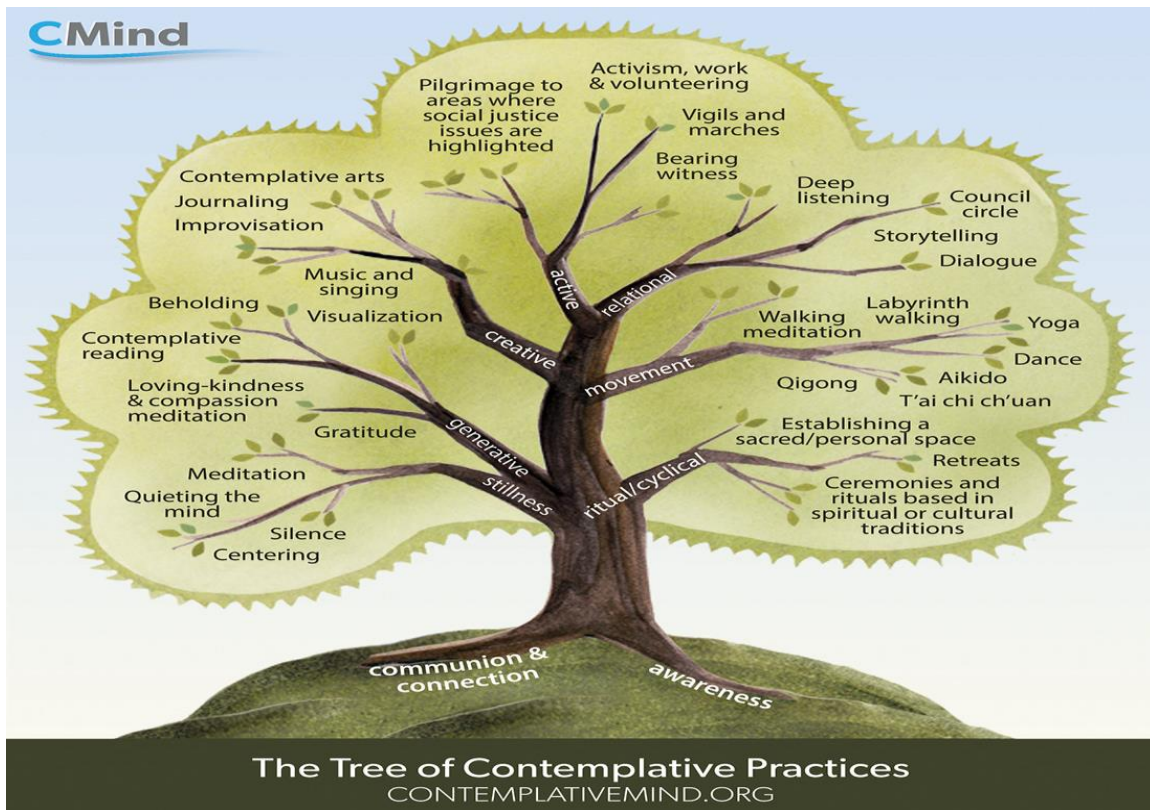
Disputing Grades

If you feel that the grade you received on an assignment is not warranted, you should arrange to discuss assessment with me. Please write out the substance of your disagreement and schedule a meeting with me. Please know, however, that this process does not guarantee that the grade will improve. I may raise, lower, or keep the grade the same, depending on how I judge the quality of your work.



Late Policy

In general, late work is not acceptable and will receive a 0.0 for the assignment. It may be accepted under extenuating circumstances, with permission of the instructor, but can include a grade penalty. Please be in good communication if an assignment is late. Generally, I can be flexible with a few assignments, but not if there is a consistent pattern of turning in late work.



Academic Integrity

Don't copy someone else's labor. Plagiarism is using someone else's work and passing it off as your own, even unwittingly. There will be no exceptions for cases of plagiarism, and disciplinary action will be taken in accordance with UW policies. The following websites are useful guides to understanding acceptable academic conduct:

<http://www.uwb/studentservices/academicconduct>, <http://libguides.uwb.edu/ai>

Respect for Diversity

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor here at UW. Students are expected to respect individual differences, which may include: age, cultural background, disability, ethnicity, family status, gender presentation, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status, and veteran status. UW students develop their ability to live and work within and across diverse communities composed of multiple intersecting identities.

Learning from the lived experiences, creative expressions, and intellectual perspectives of historically-marginalized groups, students recognize and name historical and cultural relationships between power, knowledge, and difference. They develop the confidence and skills needed to transform unequal relations of power ethically and self-reflexively to foster greater equity. Let's engage in passionate yet respectful discussion of diverse worldviews and ideas, including – and especially – those at odds with personal beliefs and values.

Access and Accommodations

Your experience in this class is important to us, and it is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with Disability Resources for Students (DRS) to discuss and address them. If you have already established accommodations with DRS, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course. DRS offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. If you have not yet established services through DRS, but have a temporary or permanent disability that requires accommodations (this can include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 425.352.5307 or disability@uw.edu

Student Support Services

Library: <http://library.uwb.edu>

Writing and Communication Center: <http://www.uwb.edu/wacc>

Office of Community-based Learning: UW1-160, uwbcbcl@uw.edu, 425-352-3437

Victim Advocacy and Support (UW1-080C), 425-352-3851 The University of Washington offers free advocacy and support for students and employees affected by sexual assault, relationship violence, domestic violence, stalking, sexual harassment, and other related experiences. For more information, visit:

<https://www.uwb.edu/sexualassault/victim-advocacy-and-support>.



Safe Campus

Call Safe Campus at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. Safe Campus’s team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested.

Religious Accommodation

UW makes every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Students should provide written requests to faculty at least three weeks in advance of a need to be excused from a class, an exam, or other scheduled academic activity to observe a religious holiday of their faith. Students should decide with faculty in advance to make up the exam, class material or activities covered in their absence, including agreements for alternate exam options. Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW’s policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/) (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](https://registrar.washington.edu/students/religious-accommodations-request/) (<https://registrar.washington.edu/students/religious-accommodations-request/>).

Syllabus Revisions

You are responsible for all materials, updates, and announcements covered during class. I will let the class know if the syllabus has been refreshed.

A Note About the Syllabus

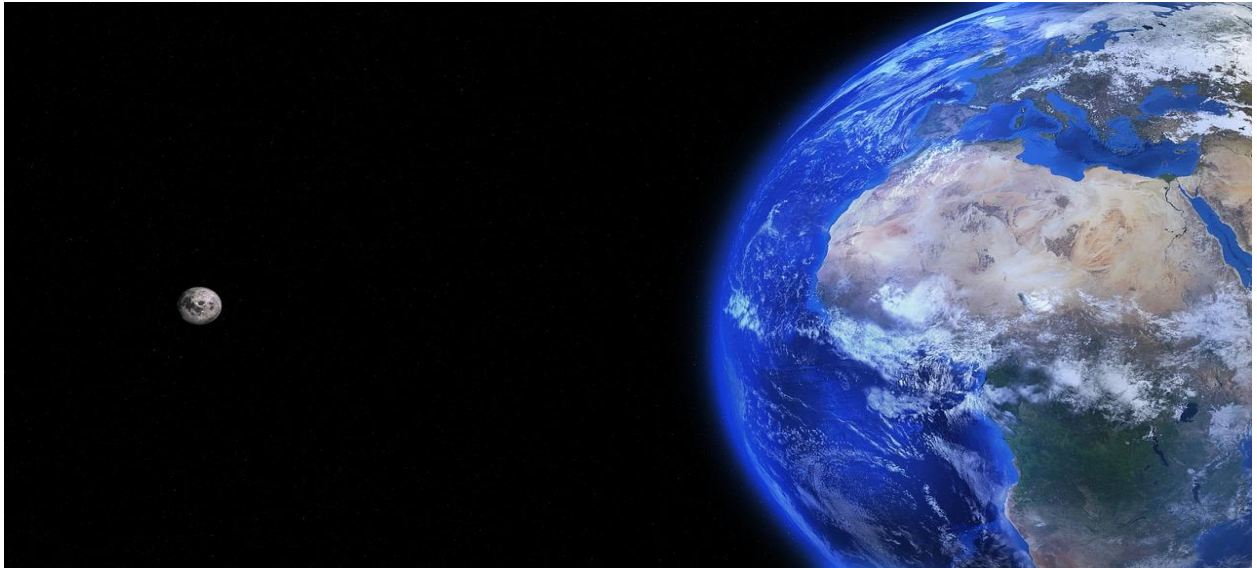
Do all the readings prior to class but know that we may not cover all texts during class meetings. Sometimes I like to be spontaneous and dig into conversations in more depth as the need arises. Other times we will need to play catch-up with the syllabus as circumstances dictate. Make sure you are always using the most recent version. Be prepared to be flexible on occasion.



Further Thoughts

I aim to challenge you because I care both about your success in this class and hope for your positive contributions to our complex world through your creative engagement. The desire to open-up capacities for reflection and a sincere willingness to challenge one's ideals is also encouraged. This class offers opportunities to think, to feel, and to relate. I ask that you seek out these opportunities in this class.

Wake up! We are about to embark on an exciting journey to better understand the struggle for global justice through activism and NGOs this quarter. I will do my best to present course material in an engaging yet challenging way. Together I am confident we can make this a great course for all involved as we practice how to **think what we are saying** and not just **say what we are thinking**.



Course Assessment

Question Journal	15%
Response papers	15%
Global Goals assignment & NGO briefs	10%
Research Paper & Presentation	40%
Participation & class activities	20%
Seattle Int'l Film Festival Extra Credit	5%

Question Journal

Each student is asked to write **one** discussion question **inspired by course material** (readings, films, lecture notes, class discussion) on a bi-weekly basis (2x/week, Mondays & Wednesdays). These need to be more than one sentence questions asking the obvious. Instead, they should provide some context for the question and display thought and sophistication regarding how you are processing course material. A good strategy is to select a quote from the reading, then compose a question about it. Also, most reading

days include a mix of textbook, longer essay, and shorter articles. Don't exclusively draw your questions from the shorter articles so I know you are covering most of the reading. One question max from shorter articles, please.

In addition to your question, **respond to another student's post** in each bi-weekly Question Journal. You can respond to more than one post if you like, as you will likely find what your classmates have to say interesting. But **one response per QJ** is sufficient. Point-wise, you'll receive 2 points possible each QJ -- one for your post and one for your response to a classmate.

A few quotes I like about the importance of asking questions: "The purpose of art is to lay bare the questions that have been hidden by the answers." (James Baldwin). "Asking the proper question is the central act of transformation." (Clarissa Pinkola Estes). Jean-Paul Sartre pursues the "moment when the question transforms the questioner." Take your questioning seriously in this class, and in life generally.

Response Papers

Roughly every three weeks, you will write a **2 page response paper** that is responsive to your experiences of course material (for a total of **two** this quarter). In it you will first pose a question of interest to you (single space and italicized) at the top of the page. Then you will critically explore your own question **by referencing texts from the course syllabus**. Also, be sure to have a title for your response paper. Make your response papers vivid, concise, and interesting.

Response paper format:

- Indicate which Response paper assignment you're submitting (RP #1, RP #2, etc.)
- Have an interesting title that is responsive to your paper
- Begin with a short paragraph (1/3 page) that ends with a thesis statement in bold
- The thesis should reflect your analysis of the situation – i.e. what you think about what you're writing about
- Cite sources properly at the end (don't just provide web links without titles)
- Make sure your response paper engages with the course syllabus
- Response papers will be graded on a 4.0 scale per standards of engagement, depth of analysis, and carefully written prose.

Global Goals

One short class activity will involve critically looking at the 2030 UN Sustainable Development Goals to see what global issues resonate with you. Details TBA.

NGO Briefs

Twice this quarter you will report on and evaluate an NGO connected to your research paper. The first response paper will look at *local* NGOs that intersect with your research interests. The second will branch out into the *transnational* arena. Each paper should be roughly **two pages** long. Details TBA.

Research Paper

You will write a **10-12 page** research paper on an issue of global justice that is of interest to you. A **one page prospectus with a research question** is due **early mid-quarter**, an **annotated bibliography & opening paragraph/thesis/outline** is due **two weeks prior to the end of the quarter**, and the final paper **due the last week** of class. Additionally, you should be prepared to **discuss** your project in class throughout the quarter and **present your work** during the final week of class. Research paper guidelines will be handed out early in the quarter. Details TBA.

Goldman Environmental Prize exercise

This short group activity has you highlight for the class a Goldman Environmental prize recipient whose work you find admirable. The Goldman Prize is given to environmental and social justice activists in different regions of the world whose activism goes under the radar and is often performed in risky political contexts. Details TBA.

Extra Credit

The pandemic disrupted the annual 2021 Seattle International Film festival, but you can still (sort of) experience a virtual version. To obtain extra credit, students must watch an international film screened through the 2021 SIFF (Seattle International Film Festival) organization and write a 1-2 page review posted to Canvas in August. SIFF shows or sponsors international films throughout the Puget Sound region. The festival usually runs from late May to early June and can include up to 400 films from 90 countries, making it the USA's largest international film festival. Do your best to select films that have activist or political themes. [SIFF | Festival](#)

Participation

How to be a good participant? Attend class regularly. Read closely, thoroughly, and critically each week. Engage course material and discussion through a continual process of questioning. Take part in class conversation and encourage others to join in. Be an attentive listener. Bring creative and inclusive energy to class.

Text recommendations: Class Compost

I invite you to send me titles of films, books, music, and other texts that intersect with the themes of this class. Near the end of the quarter, I'll compile our crowd sourced material and allow you to give yourselves the gift of further exploration.



Reading & Viewing Schedule

Key: W (Canvas website PDFs)

Week 1

Headwaters

J21 Course introduction / Student Introductions

Short Articles, radio programs & news clips

UN 2030 Sustainable Development Goals: [The Global Goals](#)

Sengupta, “Even amid pandemic, 40 million flee homes”

[Even Amid a Pandemic, More Than 40 Million People Fled Their Homes - The New York Times \(nytimes.com\)](#)

ONE Africa, “Data Dive, Unequal Vaccine Rollout”

[Data dive: The astoundingly unequal vaccine rollout | ONE](#)

NYT, World COVID vaccination tracker

[Covid World Vaccination Tracker - The New York Times \(nytimes.com\)](#)

The Economist, “Global Black Lives Matter: So other people would also be free”
W (Canvas file PDF)

Cornell University Global Racial Justice project (browse for ideas)

[Racial Justice | Einaudi Center \(cornell.edu\)](#)

12 Female Activists Changing the World:

<https://www.globalcitizen.org/en/content/female-activists-global-gender-equality-human-right/>

Dennis, “2019 Global Climate Strike”

<https://www.washingtonpost.com/climate-environment/2019/09/20/millions-youth-around-world-are-striking-friday-climate-action/>

Radiolab, Tracie Hunte scores Nina Simone to protests outside her window

<https://www.npr.org/podcasts/452538884/radiolab> (12 min)

Websites

Global Justice organizations

<https://globaljustice.net/glossary>

Global Justice film festival (browse for ideas): <http://globaljusticefilmfestival.ca/films>

Global Citizen: <https://www.globalcitizen.org/en/>

UN Climate Change Conference 2021 (major event in fall 2021)

[HOME - UN Climate Change Conference \(COP26\) at the SEC – Glasgow 2021 \(ukcop26.org\)](#)

UN Convention on Biological Diversity conference (Kunming, China)

[Home | Convention on Biological Diversity \(cbd.int\)](#)

Upload Student Survey

Select which quote on syllabus speaks to you & why (post to Canvas)



Week 2

Participatory Politics

J28

Readings

Keck & Sikkink, *Activists Beyond Borders* Introduction, 1-38

Short articles, video clips & websites

Nam, “What is Participatory Politics?”

<https://yppactionframe.fas.harvard.edu/blog/what-participatory-politics-0>

Elgion & Freytas-Tamura, “Today’s Activism: Leaderless but not without Aim”

<https://www.nytimes.com/2020/06/03/us/leaders-activists-george-floyd-protests.html?auth=login-email&login=email>

TEDx Talk, Erica Chenoweth on Non-violent Resistance tactics (12 min)

[The success of nonviolent civil resistance: Erica Chenoweth at TEDxBoulder - YouTube](https://www.youtube.com/watch?v=Ug9v_K3pQ84)

Liu, “Dream State: The Radical Imagination of the Hong Kong protest movement”

<https://harpers.org/archive/2020/05/dream-state-hong-kong-protests/>

The Economist, “Protection Racket: How Strongmen use COVID to Increase Power”

<https://www.economist.com/international/2020/04/23/would-be-autocrats-are-using-covid-19-as-an-excuse-to-grab-more-power>

Paul Hawken on “Blessed Unrest” (5 min)

<https://www.bing.com/videos/search?q=hawken+blessed+unrest+film&&view=detail&mid=E70ED7769B9766F4FEDEE70ED7769B9766F4FEDE&&FORM=VDRVRV>

Multispecies Justice (Sydney Environment Institute)

<http://sydney.edu.au/environment-institute/research/environmental-justice/developing-field-multispecies-justice/>

Indigenous Environmental Network: <https://www.ienearth.org/>

The Red Deal:

[The Red Deal: Indigenous Action to Save our Earth \(The Red Nation\) — Common Notions](https://www.commonnotions.org/red-deal)

Cultural concepts of Communal Work (Wikipedia)

[Communal work - Wikipedia](https://en.wikipedia.org/wiki/Communal_work)

Research project guidelines handed out



History of Global Justice Activism

J30 **Zoom class 9:40-11:30**

Readings

Keck & Sikkink, *Activists Beyond Borders*, “Historical Precursors,” 39-77
Martens, “Mission Impossible: Defining NGOs” 271-285 **W**
Karns & Mingst, “Nonstate Actors: NGOs, Networks, and Social Movements”
211-248 **W (skim)**

Websites & short articles

Kristoff, “Don’t turn away” (crisis in Tigray)
[Opinion | Don’t Turn Away From These Images and These Crimes - The New York Times \(nytimes.com\)](https://www.nytimes.com/2021/04/27/opinion/dont-turn-away-from-these-images-and-these-crimes.html)
Mahtani, “Myanmar junta puts Aung San Suu Kyi on trial”
[Myanmar military puts Aung San Suu Kyi on trial - The Washington Post](https://www.washingtonpost.com/news/asia-pacific/wp/2021/04/27/myanmar-military-puts-aung-san-suu-kyi-on-trial/)
CNN, “Nicaragua’s democracy is crumbling”
[Nicaragua's democracy is crumbling. It's been a long time coming - CNN](https://www.cnn.com/2021/04/27/americas/nicaragua-democracy-crumbling/index.html)
NYT: How to make world a better place:
<https://www.nytimes.com/guides/year-of-living-better/how-to-make-the-world-a-better-place>
Council of Europe, “Human Rights Activism & Role of NGOs”
<https://www.coe.int/en/web/compass/human-rights-activism-and-the-role-of-ngos>
Outright International (LGBTQ rights): <https://www.outrightinternational.org/>
Black Wall Street app: <https://officialblackwallstreet.com/app/>

Winters, “Philanthropy’s little secret”

<https://www.yesmagazine.org/issues/good-money/your-favorite-charity-has-most-of-its-money-in-wall-street-20181127>

Film clips recommended: Examined Life: Philosophy in the Streets

Especially: Martha Nussbaum, Michael Hardt, Kwame Anthony Appiah
Cornell West

<https://www.imdb.com/title/tt1279083/> (Amazon prime video)



Week 3

Theorizing Global Civil Society and NGOs

July 5

Readings

Williams & Death, *Global Justice*, Introduction 1-17

Harari, "Justice: Our Sense of Justice May be out of Date" W

Short articles & websites

Bellamy, Review of Atossa Araxa Abrahamian's *The Cosmopolites: The Coming of the Global Citizen*"

[‘The Cosmopolites: The Coming of the Global Citizen,’ by Atossa Araxia Abrahamian - The New York Times \(nytimes.com\)](#)

Judis, “What the Left Misses About Nationalism”

<https://www.nytimes.com/2018/10/15/opinion/nationalism-trump-globalization-immigration.html>

Ahmed, "Cancel the Debt of poor nations"

<https://www.nytimes.com/2020/04/30/opinion/coronavirus-debt-africa.html>

Berkley, “Global poor also need vaccine’

<https://www.nytimes.com/2020/04/29/opinion/coronavirus-vaccine.html>

Generation Waking up (young people and global issues)

<https://www.generationwakingup.org/>

Basel Action Network (NGO fighting e-waste and toxic dumping)

<https://www.ban.org/>

Video clips

John Oliver, Dangers of Facial Recognition technology (20 min)

<https://www.youtube.com/user/LastWeekTonight>

Global Goals exercise due

July 7

Zoom class 9:40-11:30

Borgen Project presentation (5 min), Steven Crotty

Readings

Williams & Death, *Global Justice* Ch. 1 (18-47) & Ch. 5 (135-163)

Rouane, “Moral Disuptes and Culture” (5 pages) **W**

Yapa, *Your Heart is a Muscle the Size of a Fist* (1-62)

Websites & short articles

Powercube, “Gramsci and Civil Society: Site of Political Struggle”

<https://www.powercube.net/other-forms-of-power/gramsci-and-hegemony/>

Sifry, “Resistance Training: What makes a protest powerful?”

<http://offcampus.lib.washington.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=133641785&site=ehost-live>

Community Alliance for Global Justice (Seattle)

<https://cagj.org/about/who-we-are/>

Video clips

Daily Show, Case of Steve Danziger, human rights, and Chevron

[Exposing the World’s Biggest Crime Syndicate: Chevron | The Daily Show - Bing video](#)

Response Paper #1 due



Week 4

Social Movements and Transnational Activism

Jly12

Readings

- Kaldor, "Social Movements & NGOs," 78-108 **W**
- Tarrow, "Rooted Cosmopolitans and Transnational Activism," 35-56 **W**
- Walzer, "Justice and Tribalism," 63-83 **W**
- Walzer, "A Day in the Life of a Socialist Citizen" **W** (3 pages)
- Johnson, "Logic Basics"
(UW English professor short guide to effective writing, 7 pages) **W**

Websites, Short articles, podcasts

- Beauchamp, "Steve Bannon and international populist movement"
[Steve Bannon in Europe: a dubious plan for the 2019 EU Parliament vote - Vox](#)
- Democracy Collaborative: <https://democracycollaborative.org/>
- Adam & Noack, "Defund the Police? Lessons from other countries"
https://www.washingtonpost.com/world/europe/police-protests-countries-reforms/2020/06/13/596eab16-abf2-11ea-a43b-be9f6494a87d_story.html
- Inherited podcast (youth perspectives on climate change)
[Inherited Podcast | Listen](#)

Recommended COVID-19 & Mutual Aid reading List **W**
(New York City Democracy Lab)

Recommended film: Where to Invade Next?
<https://www.amazon.com/Where-Invade-Next-Michael-Moore/dp/B01EGW9EOU>

July 13

Research Question and Proposal Due

July 14

Zoom class 9:40-11:30

Readings

Williams & Death, *Global Justice*, Ch. 2 (47-76) & Ch. 4 (105-132)

Bunting, Review of Dambisa Moyo's *Dead Aid* (2009)

[The road to ruin | Politics books | The Guardian](#)

Film

Life & Debt (IMF & World Bank's impact on Jamaica)

2001 documentary, written and narrated by writer Jamaica Kincaid

Could only find for rent on Amazon... If you can find it elsewhere, let the class know.

<https://www.bing.com/search?q=life+and+debt+documentary+free&cvid=d5c13005bb834ef5a3b22dc94c885f33&FORM=ANNTA1&PC=DCTS>

Websites

Rapid Transition Alliance: <https://www.rapidtransition.org/>

Extinction Rebellion

<https://www.theguardian.com/environment/2018/oct/26/we-have-a-duty-to-act-hundreds-ready-to-go-to-jail-over-climate-crisis>

Elders Action Network

<https://eldersaction.org/#>

Ahmed, System Shift Lab ("Collective Intelligence Network")

[Our Vision — System Shift Lab](#)



Week 5

Technology: Clicktivism and Twitter Revolutions

July 19

Readings

- Engler & Engler, "Click Here," 33-36 W
York, "The Arab Digital Vanguard," 33-42 W
Yapa, *Your Heart is a Muscle the Size of a Fist* (65-171)

Short Articles

- Human Rights Watch, "Philippines Convicts Maria Ressa for Libel"
<https://www.hrw.org/news/2020/06/15/philippines-rappler-verdict-blow-media-freedom>
- Fisher, "Facebook and Global Political Speech"
<https://www.nytimes.com/2018/12/27/world/facebook-moderators.html>
- Dupuy, Ron, Prakash, "Governments crack down on civic organizations"
https://www.washingtonpost.com/news/monkey-cage/wp/2017/07/05/_trashed-4/
- Congo cuts internet during protests
https://motherboard.vice.com/en_us/article/kb7ew9/congo-government-allegedly-shuts-off-internet-service-to-squash-protests
- McCarthy, "Countries that shut down internet the most (2016-2018)"
<https://www.forbes.com/sites/niallmccarthy/2018/08/28/the-countries-shutting-down-the-internet-the-most-infographic/#362038491294>
- Bruni, "The internet will be the death of us"
<https://www.nytimes.com/2018/10/30/opinion/internet-violence-hate-prejudice.html>
- McLaughlin, "Facebook and Myanmar"
<https://www.wired.com/story/how-facebooks-rise-fueled-chaos-and-confusion-in-myanmar/>
- Wetzel, "Floyd Protests show that Twitter is real life"
<https://www.nytimes.com/2020/06/10/opinion/sunday/twitter-protest-politics.html>
- Nierenberg, "Signal is the messaging app of the protests"
<https://www.nytimes.com/2020/06/11/style/signal-messaging-app-encryption-protests.html>
- Al Jazeera*, Timeline of Egyptian Revolution
<http://www.aljazeera.com/news/middleeast/2011/01/201112515334871490.html>
- PBS*, Timeline: What's Happened Since the Egyptian Revolution
<http://www.pbs.org/wgbh/frontline/article/timeline-whats-happened-since-egypts-revolution/>
- Rezaian, Egypt uses COVID to squash press freedom (2020)
<https://www.washingtonpost.com/opinions/2020/07/06/pandemic-is-sissis-latest-weapon-against-press-egypt/>

Radio podcast

- KPFA Berkeley's Letters & Politics, Interview with Ethan Zuckerman on the Mistrust of Institutions: Internet, Corporations & Government (45 min)
[You searched for zuckerman | KPFA](#)

Recommended films

The Square (2011 Egyptian Revolution)

<https://www.netflix.com/title/70268449>

We Are Legion (documentary about Hacktivism, 90 min)

<https://www.youtube.com/watch?v=-zwDhoXpk90>

Jly21

Optional Zoom class to discuss research project ideas

Yapa, Your Heart is a Muscle the Size of a Fist (173-310)

Social Progress Index (interesting interactive map with data):

[Home](#) | [Social Progress Imperative](#)

Rest, work on projects, read, live life 😊



Week 6

Global Justice Interruptions

Jly26

Readings

Graeber, “The New Anarchists” 1-13 W

Hawken, “We Interrupt This Empire” 115-139 W

Short articles & videos

Fickling, “The WTO is Dead. Long Live the WTO”

<https://www.seattletimes.com/opinion/the-wto-is-dead-long-live-the-wto/>

Stockman, “WTO’s midlife crisis”

[Opinion | The W.T.O. Is Having a Midlife Crisis - The New York Times \(nytimes.com\)](https://www.nytimes.com/2015/07/26/opinion/the-wto-is-having-a-midlife-crisis.html)

Anarchism & Mutual Aid (5 min)

<https://www.youtube.com/watch?v=oRvX0abNWvg>

Film Trailer, Capital in the 21st Century

<https://www.youtube.com/watch?v=TqkjiI1QD2A>

Radical Seattle book review: <https://monthlyreview.org/product/radical-seattle/>

Websites

Global Washington (WA State, global development): <https://globalwa.org/>

Transparency International (global coalition fighting corruption)

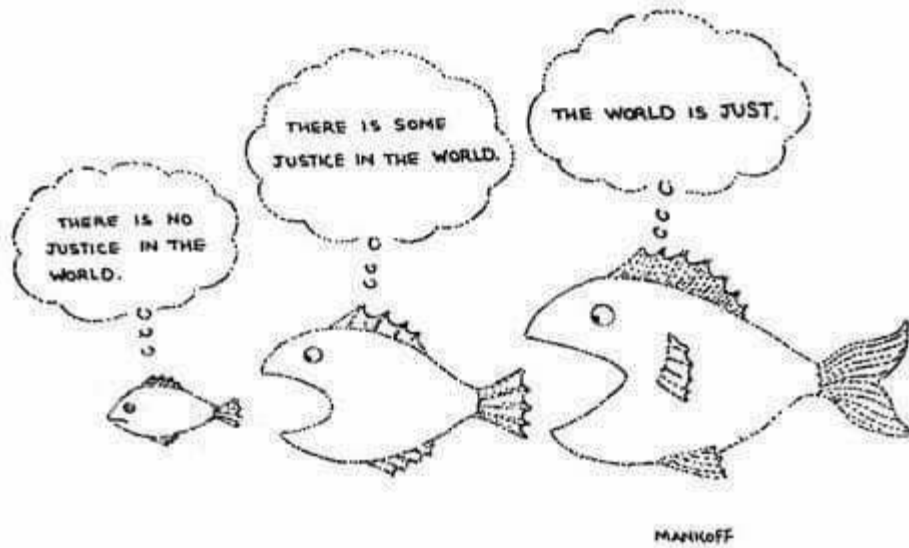
<https://www.transparency.org/en/#>

#Bringbackourgirls: [Bring Back Our Girls - Home | Facebook](https://www.facebook.com/bringbackourgirls/)

Recommended Film: 30 Frames a Second: The WTO in Seattle 1999

<https://vimeo.com/ondemand/30framesasecond>

NGO Paper #1 due



Human Rights

Jly28

Zoom class 9:40-11:30

UN Declaration of Human Rights (1948)

<http://www.un.org/en/universal-declaration-human-rights/index.html>

UN Declaration on Rights of the Child (1959)

<https://www.unicef.org/malaysia/1959-Declaration-of-the-Rights-of-the-Child.pdf>

Keck & Sikkink, "Human Rights," 79-120

West & Yengde, "Why BLM intersects with Indian Dalit struggle"

<https://www.theroot.com/a-shared-history-of-struggle-should-unite-india-s-dalit-1795973401>

The Economist, "Tough Justices" (Independent judiciaries in Africa)

<https://www.economist.com/middle-east-and-africa/2020/06/25/more-african-judges-are-standing-up-to-governments>

Listen to BBC's Great Unravelling (Human Rights)

<https://www.bbc.co.uk/programmes/w3csy0wq>

The Economist, World leaders ignore human rights abuses in Xinjiang (8 min)

<https://www.youtube.com/watch?reload=9&v=GRBcP5BrffI>

Recommended: Singer, "One Community" W

NGO Paper #2 due

Week 7

Indigenous Legal Networks

A2

Readings

Gilio-Whitaker, "Sacred Sites and Environmental Justice,"

From: *As Long as the Grass Grows, The Indigenous Fight for Environmental Justice from Colonization to Standing Rock W* (16 pgs)

UN Declaration on Rights of Indigenous Peoples (2008), 1-18

http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf

Dowie, *Conservation Refugees*, pp. 1-23 W

Reuters, Pipelines blocked in USA

<https://www.reuters.com/article/us-usa-pipelines-idUSKBN2491M5>

WECAN (Women's Earth & Climate Action Network International), Indigenous Women calling for fossil fuel divestment

<https://www.wecaninternational.org/PressReleases/Indigenous-Women%E2%80%99s-Divestment-Delegation-Pushes-Deutsche-Bank-for-Fossil-Fuel-Divestment-Amidst-Pipeline-Shutdowns%2C-a-Global-Pandemic-and-the-Climate-Crisis>

Film Defend the Sacred (2017)

Standing Rock resistance (17 min): <https://vimeo.com/190403297>

Websites & short articles

Native America calling (click through): <http://www.nativeamericacalling.com/>

Pachamama Alliance: <https://www.pachamama.org/>

Response Paper #2 due

Goldman Environmental Prize assignment handed out

Women's Networks

A4 Zoom class 9:40-11:30

Keck & Sikkink, "Women's Networks," 165-198

Websites & short articles

Kristoff, "#metoo goes global"

<https://www.nytimes.com/2018/05/02/opinion/metoo-asifa-bano.html>

Mahdavi, "How #metoo became a global movement"

<https://www.foreignaffairs.com/articles/2018-03-06/how-metoo-became-global-movement>

Book on Global #metoo movement website,

<https://www.globalmetoobook.com/>

Solnit, "All the rage"

<https://newrepublic.com/article/151100/rebecca-solnit-book-review-women-rage>

Bjarnsen & Hauser, "Iceland and pay equity"

<https://www.nytimes.com/2018/01/03/world/europe/iceland-equal-pay.html>

The Economist, "Overdosed" (Drug policy and women in E. Europe)

<https://www.economist.com/europe/2020/06/27/tough-on-drug-policies-often-hit-women-hardest>
Wangari Maathai obituary
<https://www.theguardian.com/world/2011/sep/26/wangari-maathai>

Recommended films:

Taking Root: The Vision of Wangari Maathai
<https://www.youtube.com/watch?v=G3My-B4NtOI>
She's Beautiful When She's Angry: The History of the Women's Liberation Movement (USA focus): <https://www.youtube.com/watch?v=h4Ecfijnvts>



Week 8

Environmental Networks

A9

Readings

Keck & Sikkink, "Environmental Networks," 121-163
Nuwer, "Mass Extinctions are Accelerating"
<https://www.nytimes.com/2020/06/01/science/mass-extinctions-are-accelerating-scientists-report.html>
Lustgarten, "The Age of Climate Migration has begun"
<https://www.nytimes.com/interactive/2020/07/23/magazine/climate-migration.html>
Vollman, "Invisible & Insidious: Living at the Edge of Fukushima's Nuclear Disaster," 47-60 **W**
Karp, "Climate Movement Redefining Freedom" (chapter from *Liberty & the Ecological Crisis* – 2020)
[Defending and Driving the Climate Movement by Redefining Freedom - Freedom and Survival \(freedomssurvival.org\)](https://freedomssurvival.org)

Websites & short articles & video

Pearson, "High Emotions" (Nepal earthquake and climbers) 82-88 **W**

Environmental Organizations led by People of Color W
Lin, What is Missing? project

<https://www.whatismissing.net/>

Lambacher, "Selling the Green New Deal with Optimism not Fear"

<https://newrepublic.com/article/153495/selling-green-new-deal-optimism-not-fear>

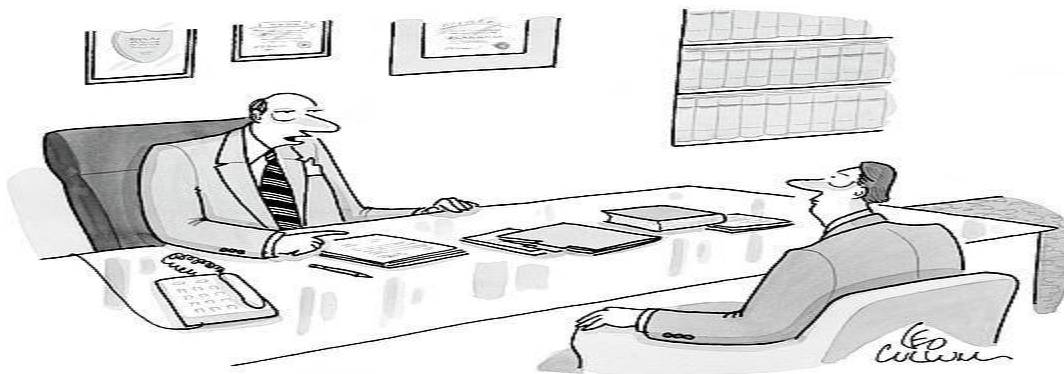
Alexandria Ocasio-Cortez, "Green New Deal: A Message from the Future" (8 min)

<https://www.youtube.com/watch?v=d9uTH0iprVQ>

Opening Paragraph/thesis/outline/annotated bibliography due

Goldman Environmental Prize assignment due

Global Justice film festival?



*"If you want justice, it's two hundred dollars an hour.
Obstruction of justice runs a bit more."*



Problems & Challenges in Global Democratic Movements

A11 **Zoom class 9:40-11:30**

Rostow & George, “New Democratic Subjects” 147-170 **W**

Naim, “How Power Lost its Edge,” 51-75 **W**

Mudde, “How Populism became the concept that defines our age”

<https://www.theguardian.com/commentisfree/2018/nov/22/populism-concept-defines-our-age>

Borowiak, “Accountability and Democracy: Conclusion,” 175-183 **W**

Kolodziej, “Democratic Legitimacy Besieged” 273-278 **W**



Week 9

Wrapping up and Student Presentations

A16 *Final readings*

Keck & Sikkink, Conclusion, 199-217

Williams & Death, *Global Justice*, Ch. 6 (164-193)

Marino, “Beyond Do What You Love” **W**

Oliver, “The Summer Day” **W**

Research Papers due

Presentations

A18 **Zoom class 9:40-12:00**

Max Richter, All Human Beings music video

[Max Richter - All Human Beings \(Official Music Video by Yulia Mahr\) - YouTube](#)

Recommended Film: The Yes Men Fix the World

<https://www.youtube.com/watch?v=OazUh0Ym8rc>

Presentations & class party

