

NAZARBAYEV UNIVERSITY GRADUATE SCHOOL OF PUBLIC POLICY

MPE672 – Spring 2025

The Third Sector: civil society, nonprofit organizations, and voluntary action

Thursday 2:00 – 5:00 PM

Instructor Clifford Frasier

Office: Block C3 Room 4.017

Office Hours: Wednesday 13.00 – 15.00 & by appointment.

Meetings are held either in the professor's office or by Teams/zoom.

C3 Room 2008

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Email is generally the best way to communicate. For in-depth discussion please use my office hours, or by appointment using Teams or zoom.

This syllabus is available on Moodle, and it may be updated from time to time with notification. Students are responsible for obtaining any materials distributed in or outside of class.

Course Description

This course provides an advanced introduction to the study of the Third Sector, a topic closely associated with civil society, characterized by voluntary behavior and nonprofit organizations, and that stands in contrast to the governmental and for-profit sectors. The course examines theories, concepts, and research about civil society, with emphasis on debates regarding the role and influence of civil society. The seminar applies what is learned across national contexts but with particular regard to Kazakhstan. The field of study is expansive and we will not be able to review all of the literature, instead we will consider a number of major processes involved in charitable organization and voluntary action. The course should help graduate students think systematically about organizational and voluntary behavior. We wrap up the seminar by considering civil society in post-Soviet and Central Asian nations.

Course Aims

- 1) To develop frameworks for understanding the Third Sector in terms of civil society, nonprofit organizations, and voluntary action.
- 2) To investigate how variations in civil society may matter for a polity's policy environment.
- 3) To construct an understanding of Third Sectors of Central Asian and Post-Soviet nations.
- 4) To enrich an area of interest through research and application of relevant theory.

Course Learning Outcomes

By the end of the course the student will be expected to:

- 1) Be proficient in thinking about types of complex voluntary organization – such as nonprofit organizations, religious organizations, advocacy groups, networks and associations of groups, movements, political parties, and linkages between these entities.

- 2) Understand background theory and concepts that help us assess the Third Sector.
- 3) Assess one's civil society environment – a skill that can be used in other settings such as public administration offices, think tanks, and graduate programs in fields like public affairs, political science, and law.

Teaching Approach

To build a sophisticated understanding of the topics and arguments we consider, you will need to engage in all components of the course. It is expected that you will complete all required readings in advance of the session for which they are listed, take notes on the material, and be prepared to evaluate it critically. Classes will include discussion, exercises, and lecture components – but feel free to ask pertinent questions at any point. You will help guide the discussion in our class meetings. I encourage the expression of diverse viewpoints in class and in your written work.

In order to pass this course, you must make a satisfactory attempt at all assessment tasks (below):

| NASPAA Student Learning Outcomes for MPE 672 | Grade component | Summative/Formative | Assessment Type |
|--|---|----------------------------|--|
| 2. To participate in and contribute to the policy process | | | |
| 2.1 Explain the institutional, structural and political context of policy making | <ul style="list-style-type: none"> • Final project • Final project presentation • Final exam | Summative | Policy written communication with in-class presentation; closed-book in-class exam |
| 3. To analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment. | | | |
| 3.3 Develop ability to think critically about policy and administrative choices. | <ul style="list-style-type: none"> • In-class essays | Formative | Closed-book in-class essays |
| 3.4 Generate new knowledge or synthesis of existing information pertaining to a critical question, issue or problem related to public policy. | <ul style="list-style-type: none"> • Final project | Summative | Policy written communication |
| 5. To communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large. | | | |
| 5.1. Recognize, consider, respect and balance competing perspectives related to administration and policy. | <ul style="list-style-type: none"> • In-class participation | Formative | Active involvement in-class discussions |

Course Assessment Plan:

13% of your grade, out-of-class:

| | |
|--|----|
| Project outline (due Week 10, March 27) | 4% |
| Civil society observation project sections 1-3 (Wk 12, April 10) | 9% |

91% of your grade, in-class: participation, presentations, essays, civil society observation project write-up sections 4-5, and final exam.

| | |
|--|-----|
| Class participation (weekly) | 15% |
| Reading synopsis (according to sign-up) | 8% |
| In-class essay 1 (Week 4, Feb 6) | 10% |
| In-class essay 2 (Week 8, March 13) | 10% |
| Civil society observation project sections 4-5 (Wk 12, April 10) | 6% |
| Final project presentation (Week 14, April 24) | 8% |
| Final exam (May 1) | 30% |

TOTAL: 100%

Class participation. This is awarded for contributing to a productive learning environment over the course of the term. All students in the course benefit from high levels of class attendance and participation, so you are expected to prepare and attend. Missing classes, being unprepared to discuss readings during sessions, and/or under-contributing to group processes will lower this portion of your grade.

Attention: This course honors a *no browser policy* during class time. Browsers are only allowed when the internet is required during in-class exercises. If students wish to check readings posted on Moodle, they should download such readings either before class or during the break. There will be no internet browsing during the seminar. Sitting in the back row of the classroom does not provide exemption from this policy. To build collective support for this policy, students will be asked to sign a No Browser Policy Agreement at the beginning of the semester. Part of the student's participation grade depends on active listening to the lectures and to other students during the class, so students who violate the *no browser policy* risk forfeiting class participation points at the instructor's discretion.

An element of your participation score will be drawn from your contributions to the forum section on our Moodle page. There will be six (6) opportunities to participate in the forum. Please be sure to participate in at least four (4) forums. Days in advance of the session, I will post a question and would like you to respond briefly to it with one or more thoughts based on the assigned reading. Please do this by 10 a.m. on the day of class so that I can use your comments to frame our discussion. Participating in the Forum requires articulating your *perspective and opinion* on course-related themes. As such, *it is counter-productive and not appropriate* use ChatGPT to enhance your Forum responses.

Reading synopsis.

You will be responsible for presenting a succinct review of one reading of your choice for one seminar meeting. This entails drafting: two power-point slides for the reading that identify the principal arguments, debates, or claims and that conclude by offering a relevant discussion question; plus a third slide that discloses AI usage (please see our syllabus' AI policy). For the session when you present, you will upload the power-point slides (three total) for the entire class **by Wednesday 17.00** the day before the seminar. Please follow strictly the syllabus' policy on plagiarism and AI. (Turnitin will be activated on this assignment, which also calculates an AI usage score. Slides that are plagiarized or composed by AI will lose half or all assignment points, depending on the discretion of the instructor). Your up-loaded slides will be included in the seminar's power-point slides for the given session. In class, you will give a short presentation (roughly 5 to 10 minutes) designed to initiate focused and critical discussion of the reading. It is essential that you are able to articulate *in your own words* the arguments, debates, and claims of the reading, because your oral presentation will elaborate on what is presented on the two slides. We will divvy up the weeks and will begin this component on Thursday January 30.

In-class essays and civil society observation project write-up.

Principle requirements for this course are two essays plus one observation project write-up and are designed to help you construct an integrated understanding of the material. The essays will provide you with an opportunity to critically and systematically analyze course readings and topics under discussion. To help prepare for the essays, every session there will be posted a question for your reflection — the question will ask you to consider a connection between the session's readings and a topic from earlier sessions. The first essay will be written in-class on Thursday Feb 6 (Week 4), and the second essay will be written in-class on Thurs March 13 (Week 8). Respond to one out of two possible short questions that cover required readings. Each essay should total no more than 1 page (1.5 spacing) in length. The civil society observation project write-up will be due on Thurs April 10 (Week 12). Sections 4-5 of the project will be written in class. Preparation guidelines for this observation project write-up will be uploaded on Moodle.

Final project presentation.

During class on Week 14, you will offer an oral presentation of your civil society observation project, assisted by a specified number of power point slides. Preparation guidelines for this final presentation will be uploaded on Moodle.

Final Exam.

In-class written exam on Thursday May 1, offering answers to questions that integrate material from across the semester.

Standardized GSPP Grading

| Letter Grade | Percent range | Grade description (where applicable) |
|--------------|---------------|---|
| A | 90-100 | Excellent, student meets the highest standards in completing the course assignments. |
| A- | 85-89 | Excellent, student meets most of the highest standards in completing the course assignments |
| B+ | 80-84 | Very good, student meets the high standards in completing the course assignments |
| B | 75-79 | Good, student meets most standards in completing the course assignments |
| B- | 70-74 | More than adequate, student shows some reasonable command of the course material |
| C+ | 65-69 | Acceptable, student meets basic standards in completing the course assignments |
| C | 60-64 | Acceptable, student meets some of the basic standards in completing the course assignments |
| C- | 50-59 | Acceptable, while failing short of meeting basic standards in several ways |
| F | 00-49 | Failing, very poor performance |

Moodle and Readings and Assignments

Moodle is an e-learning platform used at NU.

Moodle login page: <https://moodle.nu.edu.kz/login/index.php>

If you have problems with your Moodle account, please contact HelpDesk.

Email: helpdesk@nu.edu.kz; phone: 6200

All announcements will be delivered through Moodle. Slides, if used, will be posted after class. I may modify assignments, due dates, and other aspects of the course as we go through the semester with notice provided as soon as possible through the Moodle message tool. Materials and assignments will be posted to Moodle.

Attendance and Absence

Students are expected to attend all classes. Students who do not attend classes from the first day may be penalized or administratively withdrawn from the class.

Unexcused absences will be penalized by deducting 5% of the final grade for each unexcused week of absence.

Unexcused absence:

An unexcused absence is when students miss classes for reasons not accepted by the School. Arriving late or leaving class early without appropriate documentation/ justification will be counted as an unexcused absence. Some reasons for an unexcused absence include:

- 1) missing bus;
- 2) working at a job;
- 3) sleeping too late;
- 4) going on a business trip;
- 5) overly vague explanations.

Excused absence:

If unforeseen circumstances prevent attendance, student must notify course instructor in advance.

Some examples for an excused absence are: death of a family member; student's illness or injury.

If a student provides a medical certificate verified by University Health Center (UHC) then absence is counted as excused.

The time limit for submission of documentation for absences (including, but not limited to medical certificates) is 3 (three) working days after the condition preventing student from attending is over. Medical certificates (or photocopy) issued by a clinic other than University Health Center has to be verified by UHC.

In cases other than student's illness, it is the course instructor who makes the decision on granting excused absence *after considering documentation provided by a student.*

Late/missed submission of assignments

- Re the synopsis presentation, students are permitted to offer a make-up only if they have a *prior* arrangement with me (a prior arrangement is defined as at least 24 hours in advance) or supply UHC-verified documentation or Dean's permission excusing their absence due to serious illness or another family problem. Travel, conflict with another activity or job, and other nonmedical reasons are not acceptable excuses for missing the deadlines printed in this syllabus.
- Re the in-class essays and civil society observation project write-up: if a student misses an in-class essay (on weeks 4 or 8) because of a valid medical reason (with UHC-verified documentation) or because of a valid emergency (based on documentation provided by the student), then the instructor will count twice the score of either the previous or following in-class essay. However, make-up essays will not be offered in this course. If a student misses the civil society observation project write-up (on week 12) because of a valid medical reason (with UHC-verified documentation) or because of a valid emergency (based on documentation provided by the student), then the instructor will schedule a make-up writing session to precede or follow the subsequent class but with additional requirements that increase the level of difficulty of the write-up and the student forfeits written feedback on the write-up prior to the presentation on Week 14.

- Turning in an assignment beyond the deadline leads to an automatic grade reduction of 10% of the assignment for each calendar day (including the day of lateness and each subsequent day).
- Technical difficulties uploading assignments to Moodle will not excuse late assignments. If Moodle is frozen and will not upload, then please email a copy directly to me with a timestamp before the deadline.

Student Misconduct

Academic integrity and plagiarism

The students and faculty at Nazarbayev University are very concerned about academic integrity. Each student should have the assurance that the rules of the game are understood by everyone and enforced equally. Students are expected to adhere to the University's academic integrity policy, which may be found posted at: <https://nu.edu.kz/media/prospective-students/NU-Student-Code-of-Conduct.pdf> Every student is expected to maintain academic integrity and is expected to report violations to me.

The NU Academic Code of Conduct lists academic integrity as one of six important values. According to this Code, we have agreed to 'make every effort to understand what counts as plagiarism and why this is wrong.' To avoid giving the impression that you are passing off other people's work as your own, you will need to acknowledge conscientiously the sources of information, ideas, and arguments used in your assignments. For this purpose, you will use the intext citation style according to the American Psychological Association:

<https://apastyle.apa.org/style-grammar-guidelines/citations/basic-principles>

<https://apastyle.apa.org/style-grammar-guidelines/citations/basic-principles/author-date>

Students should review carefully the definitions of: plagiarism, cheating, and falsification of documents. All written work that students submit must abide strictly by the University's academic integrity policy. Plagiarism penalties will follow the below guide:

Presentation slides and project outline (Turnitin):

- 20%+ similarity → automatic 20% grade reduction
- 25%+ similarity → automatic 25% reduction
- 30%+ similarity → Instructor's discretion

The best way to avoid the above problem is to adhere to the policy of **never ever copy pasting** anything anywhere in your assignments. All work submitted will be checked by university software to detect AI usage and plagiarism.

AI policy:

In the course, we appropriate a recent analogy comparing the introduction of AI to the introduction of plastics into the industrial economy decades ago, in

Lobe, A. (2025, January 8). AI is the new plastic – how the web suffers from digital waste. *NZZ*. <https://www.nzz.ch/feuilleton/ki-ist-das-neue-plastik-wie-das-web-unter-digitalem-muell-leidet-ld.1864889>.

The introduction of plastic and later AI both increase productivity and the possibility of creating useful products, while simultaneously increasing garbage and increasing the demand for authentic, higher quality work. The uses of AI tools (Grammarly and ChatGPT) in this course is therefore limited. It is improper to use these tools: to generate output and present it as your own work or idea; or to generate an output, paraphrase it and then present it as your own work or idea. Keep in mind that it is wrong to represent yourself as having produced something when you didn't produce it.

1. For this course, the only acceptable AI tools to use are: Grammarly and ChatGPT ('Open AI').

2. Below are the limited but acceptable uses of the above tools:

- Grammarly: assistance with grammar, spelling, and punctuation.
- ChatGPT can be used:
 - to find and retrieve information, but not to verify information.
 - as a search engine (similar to Google Scholar) to identify sources for literature review.
 - as a 'research assistant' to locate information. Keep in mind that information retrieved by ChatGPT cannot be considered as "true" and therefore must be verified by other sources.
 - as an agent to propose ideas for your consideration – ideas such as (a) draft problem statements based on reviews of literature, (b) draft research questions that respond to problem statements, (c) methodological choices for how to analyze data and for how to present findings (keep in mind that ChatGPT cannot judge between methodological options and cannot explain adequately why the methodology is appropriate to your study).

3. Below are unacceptable uses of the AI tools:

- To verify information.
- To compose your assignments. ChatGPT should not compose your homework, your group assignments (including sections of group assignments such as the methodology section of your group's final proposal paper), nor should it compose any slide of your presentations.

4. Anything generated by AI needs to be followed by an intext citation, as well as a citation in the reference section, as per the APA guidelines articulated in the following link:

<https://apastyle.apa.org/blog/how-to-cite-chatgpt>

5. Assignments that are prepared out of class must include a slide or a page dedicated to one of the below acknowledgments:

- **"No content generated by AI technologies has been used in this assignment."**

- “I acknowledge the use of (1) [specify Grammarly (<https://www.grammarly.com/>) or ChatGPT (<https://chatgpt.com/>)] (2) to [specify what the tool was used for, e.g. (a) to generate materials for background research in the drafting of this assignment, (b) to improve the spelling and grammar of the document, (c) to refine the academic tone and accuracy of my work, including grammatical structures, punctuation, and vocabulary, (d) to refine the logic of paragraphs in the following sections or subsections (list the sections), (e) other usage specified]. (3) I entered the following prompts on [specify the date, such as 5 April, 2025] : [specify exactly the prompts, such as “How many hospitals are currently operating in Kazakhstan?”] (4) The output from the AI was then [specify how it was used, such as (a) included in the second paragraph of Appendix B in modified form, (b) further modified to better represent my own tone and style of writing; and in all cases was acknowledged by intext citations/s.]

6. All students must sign our course AI agreement policy.

Special Learning Needs Policy

Nazarbayev University is committed to creating an equitable and inclusive education environment for all students, with and without special learning needs*. If you have, or suspect you have, a special learning need, please contact the Special Learning Needs Committee (SLNC). This committee exists to provide academic support to students with qualified special learning needs. Please contact the SLNC as early as possible, within the first several weeks of the semester, to ensure you receive the fullest support available.

If you have approved SLNC accommodations, please share them with your teaching faculty in a timely manner to enable their implementation in the course. Accommodations are not retroactive and will not apply until your teaching faculty has received them.

*This includes conditions that may be physical, cognitive, socio-emotional, and psychological in nature.

Email contact: NU_SLNC@nu.edu.kz

Please see the full NU Policy: [Support for Students with Disability and Special Earning Needs Policy and Procedures](#)

COURSE CALENDAR

Session 1 (Jan 16): *Course introduction. Background and overview of topic.*

No assigned reading in advance of Session 1.

Optional reading:

Wagner, Antonin. 2012. 'Third sector' and/or 'civil society'

Madison, James. *The Federalist Papers* #10

Part I. Received theories and concepts of the third sector

Session 2 (January 23): *Theories applied to third-sector studies: participation; voluntary action; association; social capital; pluralism*

Tocqueville, Alexis. 1835. Democracy in America. *Read* selections, pp. 86-88; pp. 180-186 ("On Political Association in the U.S.")

Putnam, Robert. 2000. Bowling Alone. *Read* chapter 9.

Berry and Wilcox. 2009. Chapter 1. *Skim* pp. 1-9, *Read* pp.10-14 ("Pluralism" and "Interest Groups & Civil Society")

For further reading:

Woolcock, Michael. 2011. Civil Society and Social Capital

Session 3 (January 30): *Civil society. Theory of collective goods; theory of political party.*

Edwards, M. 2011. Introduction: civil society and the geometry of human relations.

Olson, M. 1965. Logic of Collective Action. *Read* Introduction.

Bawn, Cohen, Karol, Masket, Noel, and Zaller . 2012. "A Theory of Political Parties." *Read* the first eight introductory paragraphs, pp. 571-572, *Skim* the section "An Alternative Theory."

For further reading:

Olson, M. 1965. Logic of Collective Action. Chapter 2.

Berry & Wilcox. 2018. Interest Group Society. Chapter 4 "The Party Connection"

Session 4 (Feb 6): *Religion and civil society. Ideological and expressive groups.*

Cadge & Wuthnow. 2006. Religion and the Nonprofit Sector.

Miller, D. 2011. Religion and Civil Society.

Essay 1: in-class essay

For further reading:

Frumpkin, P. 2009. On being nonprofit: A conceptual and policy primer. *Read Chapter 4* “Values and Faith,” pp. 114-128 (‘Emerging Tensions,’ ‘Values, Faith, and Identity’).

Tschirhart, M. 2006. Nonprofit membership associations.

Session 5 (Feb 13): *Advocacy and civil society. Constituencies, interest groups, and nonprofits.*

Pekkanen & Smith. 2014. Nonprofit Advocacy – Definitions and Concepts.

Jenkins. 2006. Nonprofits and Advocacy.

For further reading:

Berry & Wilcox. 2018. Interest group society. Chapter 9.

Berry, J. & Arons. 2003. A voice for nonprofits. *Read pp. 127-145* (re ‘information politics’)

Session 6 (Feb 20): *Nonprofits: theories and concepts; philanthropy and foundations, and cooperative provision of welfare.*

Rathgeb-Smith. 2011. The Nonprofit Sector.

Prewitt, K. 2006. Foundations.

For further reading:

Skocpol, T., Abend-Wein, M., Howard, C. and Lehmann, S.G., 1993. Women's associations and the enactment of mothers' pensions in the United States.

Wilson, J. 2012. Volunteerism Research. A Review Essay.

Session 7 (February 27): *Institutional perspectives on the Third Sector.*

McCarthy & Zald. 1977. Resource Mobilization and Social Movements.

- *Read* pp. 1212-1217
- *Skim* pp. 1217 (starting with ‘Theoretical elements’) – p. 1223
- *Read* pp. 1223 (starting with ‘The elements applied: illustrative hypotheses’) – p. 1228 (up to hypothesis 4)
- *Read* hypothesis 6 (beginning p. 1233) through hypothesis 8.

Anheier, H.K. and Salamon, L.M., 2006. The nonprofit sector in comparative perspective.

Mason, D. P. (2020). Diversity and Inclusion Practices in Nonprofit Associations: A Resource-Dependent and Institutional Analysis. *Journal of Public and Nonprofit Affairs*, 6(1), 22-43.

For further reading:

Abramson & McCarthy. 2012. Infrastructure organizations. *Read* pp. 426-432, sections “*IOs Serving the Nonprofit Sector as a Whole*” through the end of “*Infrastructure Organizations Serving Individual Nonprofits and Their Staffs*”

Skocpol, T., Ganz, M. and Munson, Z., 2000. A nation of organizers: The institutional origins of civic voluntarism in the United States.

SPRING BREAK

Part II. Civil society in global, non-Western, Central Asian, and Kazakh contexts.

Session 8 (March 13): Global civil society. *International NGOs, human rights, and transnational associations.*

Jordan, Lisa. 2011. Global Civil Society.

Boli, J. 2006. International Nongovernmental Organizations.

Anderson, Kenneth and David Rieff. 2005. “‘Global Civil Society’: A Skeptical View”

Essay 2: in-class essay

For further reading:

Lipschutz, R. 2004. Global civil society and global governmentality. In *Exploring Civil Society: Political and Cultural Contexts*.

Chandler, D. 2004. Constructing global civil society. In *Global Civil Society* (pp. 149-170). Routledge.

Session 9 (March 20): *NGOs in developing and nondemocratic national contexts*

Axyonova, V. and Bossuyt, F., 2016. Mapping the substance of the EU's civil society support in Central Asia: From neo-liberal to state-led civil society.

White, S. C. .1999. NGOs, civil society, and the state in Bangladesh: The politics of representing the poor.

Crotty, J. 2009. Making a Difference? NGOs and Civil Society Development in Russia.

For further reading:

Ljubownikow, S., & Crotty, J. (2020). The hybridisation of Russian non-profit organisations. In *Handbook on Hybrid Organisations*. Edward Elgar Publishing.

Esteban, A. 2021. The Impact of Civil Society on Control of Corruption: A Comparative Study of Russia and Iran.

Session 10 (March 27): *Comparing civil society concepts across nonWestern and Western contexts*

Glasius, M., Lewis & Seckinelgin. 2004. Exploring civil society internationally. In *Exploring Civil Society: Political and Cultural Contexts*.

Babajanian, B., Freizer, S., & Stevens, D. (2005). Introduction: Civil Society in Central Asia and the Caucasus. *Central Asian Survey*, 24(3), 209-224.

Freizer, S. (2005). Neo-liberal and communal civil society in Tajikistan: merging or dividing in the post war period?. *Central Asian Survey*, 24(3), 225-243.

For further reading:

Earle, L. (2005). Community development, 'tradition' and the civil society strengthening agenda in Central Asia. *Central Asian Survey*, 24(3), 245-260.

Freizer, S. 2004. Central Asian fragmented civil society: Communal and neoliberal forms in Tajikistan and Uzbekistan. In *Exploring Civil Society: Political and Cultural Contexts*.

Seckinelgin, H. 2004. Contractions of a sociocultural reflex: Civil society in Turkey

Session 11 (April 3): *Civil society in post-Soviet nations*

Ljubownikow, Crotty and Rogers, 2013, The State and Civil Society in Post-Soviet Russia.

Toepler, S., Zimmer, A., Levy, K., & Fröhlich, C. (2022). Beyond the partnership paradigm: Toward an extended typology of government/nonprofit relationship patterns. *Nonprofit and Voluntary Sector Quarterly*.

Fröhlich, C., & Skokova, Y. (2020). Two for one: Public welfare and regime legitimacy through state funding for CSOs in Russia. *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, 31(4), 698-709.

EU roadmap for engagement with civil society in Kazakhstan for the period 2022-2025

For further reading:

Ivanova. 2017. Multifunctionality of professional and business associations in transition context evidence from Russia.

Salamon, L. M., Skokova, Y., & Krasnopol'skaya, I. (2020). Subnational variations in civil society development: the surprising case of Russia. *Nonprofit and Voluntary Sector Quarterly*, 49(5), 1058-1081.

Fimyar, Olena, 2013, The (Un)Importance of Public Opinion in Educational Policy-Making in Post-Communist Ukraine. Education Policy 'Elites' on the Role of Civil Society in Policy Formation."

- **Due before class: outline of the civil society observation project**

Session 12 (April 10): *Civil society in Central Asian nations*

Kazkenov, R., & Ziegler, C. E. (2015). Civil society in a period of transition: The perspective from the state. In *Civil Society and Politics in Central Asia* (pp. 197-221).

Kazantsev, A. A. (2015). Social capital and development of civil society in Central Asia: A path dependency perspective. In *Civil society and politics in Central Asia* (pp. 21-56).

Stevens, D. (2005). NGO–Mahalla partnerships: exploring the potential for state–society synergy in Uzbekistan. *Central Asian Survey*, 24(3), 281-296.

Peyrouse & Nasriddinov, 2021, Engaging with Muslim Civil Society in Central Asia.

- **Due before class: the first three sections of the civil society observation project (Introduction, Context/setting/background, Detailed description of the observation)**

In-class write-up of sections 4-5 of the civil society observation project (Application of concepts/theories, Discussion)

For further reading:

Kazakh NGOs 1999 list. In Ruffin & Waugh (eds), 1999, Civil Society in Central Asia.

Starr, S. F. (1999). Civil society in Central Asia. *Civil Society in Central Asia*, edited by M Holt Ruffin and D Waugh.

Roy, O. (1999) Kokhoz and Civil Society in the Independent States of Central Asia. *Civil Society in Central Asia*, edited by M Holt Ruffin and D Waugh.

Horton, S., & Kazakina, A. (1999). The legal regulation of NGOs: Central Asia at a crossroads. *Civil Society in Central Asia*, edited by M Holt Ruffin and D Waugh, 34-56.

Ikramova, U., & McConnell, K. (1999). Women's NGOs in Central Asia's evolving societies. *Civil Society in Central Asia*, edited by M Holt Ruffin and D Waugh

Giffen Earle Buxton. 2005. Development of Civil Society in Central Asia.

Session 13 (April 17): *Civil society in Central Asian nations*

Knox, C., & Janenova, S. (2018). Public councils in Kazakhstan: a case of emergent participative democracy?

Knox, C., & Yessimova, S. (2015). State-society relations: NGOs in Kazakhstan.

Kudebayeva, A., Sharipova, A., & Sharipova, D. (2022). Social Capital and Subjective Well-Being in Central Asia.

For further reading:

Buxton. 2009. NGO networks in Central Asia and global civil society potentials and limitations.

Ziegler. 2010. Civil society political stability and state power in Central Asia: cooperation and contestation.

Ziegler. 2016. Great powers, civil society and authoritarian diffusion in Central Asia.

Session 14 (April 24): *Course wrap up and student presentations*

- **May 1:** Final Exam