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Required Texts and Readings:

The following texts are required:


Other readings will be made available online or in some other form such as xerox.

Course Purpose:

This is a survey course about nongovernmental organizations whose activities are transnational in scope or centered in a national setting other than the United States. The course engages terms and definitions about nongovernmental organizing, outlines the scope of activities for such organizing, explores the typical internal and external dynamics in which NGOs are embedded, examines their historical trends, and illuminates the current challenges and opportunities that they face. This course has been designed to reinforce programs of study in public administration, international affairs, urban and regional planning, political science, international education, and for other students with a genuine interest in civil society in international or global context.

Course Objectives:

1. **Knowledge Objectives.** Students will be able to:
   
a) describe in written evaluation the size, scope, history, significant values, and functions of nongovernmental organization activities in international context;  
b) describe important similarities and contrasts with similar types of organizing activities in the United States;  
c) explain the roles that NGOs play internationally and in various foreign settings with regard to government, the economy, and vulnerable populations;  
d) describe the streams and strategies through which NGOs derive their essential resources;  
e) describe current conditions and challenges that NGOs face.

2. **Skills and Ability Objectives.** Through engaging in course assignments and activities students will be able to:

   a) demonstrate reflective skills in which they can relate their own learning experiences to those of other students, people in other international settings, and to course reading and discussion materials;  
b) demonstrate how to access relevant materials from library and online sources in order to complete the written assignments for the course.

Evaluation:

Two Exams: mid-term and final; **20 points each; 40 points total.** These exams will be a combination of “objective” questions, such as in multiple choice format, and short essays. The exams will be non-cumulative. Graduate students’ exams will cover additional reading content that is not assigned for undergraduate students. Undergraduates’ final exams, however, will include questions based on oral reports that graduate students present during sessions in the latter half of the course. I will provide a study guide of topics that may appear on each exam. During the exam you are permitted to refer to a set of notes that you prepare on a single piece of paper (8 1/2 by 11) with notes on both sides.
Quizzes: I will offer quizzes during the first 5 minutes of all classes for which there are assigned readings. You may take notes from your reading and have these open, but not the readings themselves. A grade of “check-plus” is worth one point and indicates you got all parts of the answer correct, a “check” is worth ½ point and suggests you got most but not all of the answer correct, if you provide only a small part or none of the correct answer you will receive no points for the quiz. I will take your 10 best grades on these quizzes; there are 12 class sessions for which quizzes will be offered. This design leaves two quiz opportunities beyond the 10 best grades so that illness or other unanticipated personal difficulties can be accommodated. Please do not ask for additional opportunities for quizzes if you have run out of possible dates for quizzes. This is unfair to me and other students. 10 points possible.

Semester Project. (Total 35 points) All students will complete a semester project on a relevant topic of their choosing. Further instructions are provided at the end of the syllabus. You will submit a brief proposal on February 6th; I will give you feedback, including suggestions for improving or changing your topic if I feel it is not adequate.

Graduate Students: Oral report: 15 points. Graduate students will be responsible to prepare and present an oral report of approximately seven or eight minutes on a topic of their choosing. They may choose to take a preliminary component of their semester project to present in the oral report – or they may present on an entirely different topic. Their proposed oral report topics should be noted when they turn in the semester project proposal (February 6). In addition to presenting their findings verbally in class, they are expected to: a) provide an outline, summary, or powerpoint made available on the course discussion board in advance of the class in which the presentation is made; and, b) provide at least one multiple choice question (to the instructor only) that addresses important ideas or information from your presentation. (Note: some proportion of these will be included in the final exam that undergraduates take, so undergraduates are encouraged to pay attention and study accordingly.)

Undergraduate Students: Presentations summary and critique: 15 points. In lieu of an oral report, undergraduate students will prepare a paper that summarizes and critiques at least two of the oral presentations from graduate students. A format and further instructions will be provided later.

Students are expected to read and reflect upon assigned readings and come to class prepared to discuss them.

Letter grades will be assigned according to the following point totals:  A=92.5 or more; A-=89.5-92.49; B+=87.5-89.49; B=82.5-87.49; B-=79.5-82.49; C+=77.5-79.49; C=72.5-77.49; C-=69.5-72.49; D+=67.5-69.49; D=62.5-67.49; D-=59.5-62.49; F= less than 59.5.

Incomplete Grades: I will extend a grade of incomplete ("I") if unforeseeable circumstances keep you from completing the course requirements within the normal semester. Under these circumstances you submit the missing assignments during the subsequent semester but not revisions of previously graded work. The “I” is inappropriate for the purpose of avoiding a failing grade if you conclude that your accumulation of points is insufficient to pass the course. The appropriate course of action under those circumstances is to drop the course or withdraw from the University.

Class attendance is not mandatory, however, three strong cautions are provided: First, course materials that you may need to know for exams will be presented in class. Second, for undergraduate students, one of your assignments will require you to familiarize yourself with materials that graduate students present in class in oral reports. Third, quizzes are intended to be an incentive for encouraging attendance; if you are not here within the first five minutes of class you will lose the opportunity to answer the day’s quiz question.

Academic Honesty: You are expected to understand and uphold the Academic Honor Code published in the Florida State University Bulletin and the Student Handbook. In addition to information listed in these sources, you are advised that:

1. If you take material that is not yours, from any source whatsoever, and copy it into assignments for this class, you must provide a footnote, endnote, or parenthetical reference to the source of the material. I specifically expect you to use the styleguide of the American Psychological Association, for which I will provide an abbreviated set of instructions on the Blackboard site.

2. Any material which quotes verbatim from other sources must be enclosed in quotation marks and its source attributed as noted in rule #1 above, and a specific reference to the pages in the original where the material is found must be provided.

3. Material not taken verbatim from a text but paraphrased must also be attributed as in rule #1.
4. Violations of these rules in any assignment may be subject to a minimum penalty of a grade of zero (0) for the assignment and may result in a grade of “F” for the course.

5. Students may form study groups to discuss possible exam questions and to help each other with semester projects, but each student must turn in assignments that he/she has written uniquely for this course without copying from others. Semester projects will be submitted through the “safe assign” portal in the Blackboard site. It is imperative that you submit work that is uniquely yours and prepared only for this course. I will clarify any of these expectations you do not understand.

**Accommodations for Students with Disabilities:** Students with disabilities needing academic accommodation should: 1) register with and provide documentation to the Student Disability Resource Center; and, 2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

**Course Outline and Readings:**

**Note:** Readings shown as * are available in the Blackboard site Course Library. Approximately one reading per week, shown as (**), is required for graduate students only. Graduate students should expect that questions based on these readings may show up in exams, but undergraduates’ exams will not cover these materials. Some of these graduate materials may be discussed in class, and undergraduates are welcome to read them and engage in class discussion about them.

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<th>Date</th>
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<td>1/9</td>
<td>Introduction; course expectations.</td>
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<td>1/16</td>
<td>No Class: MLK Holiday</td>
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<td>1/23</td>
<td>What are NGOs?</td>
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<td></td>
<td>Read: Lewis &amp; Kanji (hereafter L &amp; K), chap. 1</td>
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<td>Ronalds, chap. 1</td>
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<td>Mitlin, Hickey, and Bebbington: “NGOs and Development Alternatives”* (**) (grad students only)</td>
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<td>NGOs and NGO Theory in Historical Context</td>
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<td>Read: L &amp; K chaps. 2 and 3</td>
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<td>Edwards: “Have NGOs Made a Difference”? * (**)</td>
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<td>2/6</td>
<td>Semester Project Proposals Due</td>
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<td>NGOs and Approaches to Development</td>
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<td>Read: L &amp; K chap. 4</td>
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<td>ActionAid: “Rights-based Development Approaches” * (**)</td>
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<td>NGO Roles in Development</td>
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<td>Ronalds, chap. 3</td>
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<td>Ahmed &amp; Potter: “NGOs and International Relations Theory” * (**)</td>
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<td>NGOs and Civil Society</td>
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<td>Read: L &amp; K chap. 6</td>
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<td>Hilhorst, “The politics of NGOing” * (**)</td>
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<td>2/27</td>
<td>Globalization and NGOs</td>
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<td>Read: L &amp; K, chap. 7</td>
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Ronalds, chap. 2
Katz, Hagai (2006). “Gramsci, Hegemony, and Global Civil Society Networks.” Voluntas, volume 17, pp. 332-348 (Please retrieve this from the journal, Voluntas, available online through the library) (**)

3/5 No Class: Spring Break

3/12 Mid-Term Exam (first half of class)

NGO Funding and Aid Systems (second half of class)

Read: L & K chap. 8
Lewis & Sabhan, “Routes of funding, roots of trust”? * (**)

3/19 NGOs in Humanitarian Relief

NGOs in Perspective

Read: L & K chaps. 9 and 10
Brower & Magno, “A Third Way in the Philippines” * (**)

3/26 Influences on and Challenges for International NGOs

Read: Ronalds chaps. 4 and 5
Howell: “The Global War on Terror, Development and Civil Society” (**)

4/2 Internal Organizational Challenges for INGOs

Read: Ronalds chap. 6
Hovland: “Knowledge Management and Organizational Learning” * (**)

4/9 Challenges of INGO Governance and Management

Read: Ronalds chap. 7
Cleaver: “The Participation Paradox” * (**)

4/16 The Change Imperative and Conclusions

Read: Ronalds chaps. 8 and 9
James: “Managing NGOs with Spirit” * (**)

4/23 Semester Projects Due: 11:59 pm. (Class does not meet on this date.)

4/25 Final Exam: 5:30 to 7:30 pm, Wednesday (Assume we meet in the assigned classroom unless I instruct otherwise; students who have a potential time conflict with another course should discuss this with me prior to final exam week.)

Note: I reserve the right to change readings, however, content and amount of reading will remain approximately the same.
Semester Projects Worth 35 points Due: 11:59 pm, Monday, April 23

All papers should be typed, with one inch margins, in a proportional font such as Times New Roman. Abstracts, title pages, references, and endnotes do not count toward the minimum or maximum number of pages. The file must be saved as a Microsoft Word file; the Blackboard site and I cannot process Word Perfect, Microsoft Works, or any type of Wordpad, rtf, or other text files. The filename should begin with your last name (and an initial if you have classmates with the same last name) and continue with the words “semester project.”

Undergraduate students’ papers must be a minimum of 12 pages and may be a maximum of 25; graduate students’ papers must be a minimum of 15 pages or maximum of 25. If you provide a title page it does not apply to the page count, I will stop reading at page 25, so content beyond that point will not graded; however, some material may be placed in “appendices” at the end of the paper, which do not apply to the page count, although I may refer to them and consider them in grading the quality of your report. I will subtract points proportionately for the number of pages that your paper is short of the minimum, and if you manipulate margins or font size for a paper that is too long or too short, I will reformat it according to the instructions in the paragraph above and count the pages accordingly.

You will submit the assignment through a “safe assign” upload portal in the “assignments” folder of the Blackboard site. Do not give it to me in a hard copy, do not send it via email, and do not put it in the Digital Dropbox!! Submit it only through the safe assign upload portal in the assignments.

You must use a minimum of five sources -- and preferably more -- in preparing the project. Sources of ideas and information must be correctly cited and included in an alphabetical list of references at the end of the paper using the American Psychological Association styleguide. Direct quotations must be attributed with quotation marks and reference to the pages in the original from which they were taken. Remember, “safe assign” will detect plagiarism. I will provide a brief explanation of the APA styleguide on the Blackboard site. If you do not understand the expectations for citations and quotations please ask.

The project may take one of several forms:

A. A review of a topic related to NGOs and development that you’ve “researched” from written, online sources, and/or personal exposure. (A report from personal experience only is not acceptable.)

B. A design for a real or fictional NGO focused on a mission and in a country (or multi-country) setting of your choosing.

C. A case analysis (or multiple, comparative case analyses) of an NGO (or NGOs) of your choosing. You may supplement library and online sources with information from personal experience.

D. An international (transnational or global in scope) analysis of NGOs in a particular focus or mission; examples might include human rights and human trafficking, micro-finance, housing development, economic or agricultural development, environmental, disaster relief and management, arts and culture, political activism, religious or faith development, etc.

E. An analysis within a single country (other than the U.S.) of the “state of affairs” of NGOs in one or more mission areas.

F. An alternative or original theme of your making (get my approval).

I will base the grade on the following and recommend it as an outline for the contents, although these may need to be altered slightly for some of the project forms above;
1. Introduction: Here you tell readers what question you will answer and why it's important;
2. Background: historical and/or in terms of details of the underlying problem;
3. Literature Review: what have scholarly and popular press authors said about this topic;
4. Your own contribution: Here is where you show the reader what you have to say:
   a) What are the central tensions or dynamics of the problem or case;
   b) How has the central problem or tension been dealt with by practitioners -- political, administrative, or scholarly;
   c) What problems remain;
   d) What are prospects for the future with this problem or case?
5. Conclusions/Summary: What do you conclude after considering all the evidence?
6. What are implications for future practice, what additional analysis might be considered, and what practical limitations kept you from telling a fuller account of the problem or case?

**Emphasis in grading will be on the following, in descending order:**

a) Do you have an original, substantive message beyond what you found in informed sources, and is it clearly communicated?
b) Is the essay well-organized and clearly written with adequate headings to lead the reader through the narrative?
c) Is the essay free of punctuation, word usage, grammatical, and spelling errors?

**Graduate Students:** In addition to the final project you will also be providing an oral report in class on a topic of your choosing. You will bid or draw for the actual presentation date, but all presentations will be in the latter weeks of the semester. You can save yourself considerable effort if you prepare an oral report as a preliminary component of your semester project. For example, if you opt for form B, above, your oral report, presented several weeks before the semester is over, might be an outline of the particular challenges your NGO will confront for the mission and country of your choosing. The final project could then include both a presentation of the challenges and your actual organizational design and description. If you opt for form D, your oral report might contain only a report of the size and scope of NGOs in the world that fit the focus or mission, and the final project might contain both the size and scope of the NGOs that exist as well as the challenges and opportunities they confront. Alternatively, you may prepare an oral report that is entirely different than your semester project.

The tentative proposal that you submit early in the semester should comment both on your intended semester project and the portion you will carve out for the oral report.