

## School of Planning, Public Policy and Management



**University of Oregon  
School of Planning, Public Policy and Management**

**PPPM International NGOs  
Summer 2022 (CRN:)**

**\*remote/online class\***

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or online  
541-346-2324  
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**Class Time: Mondays/Wednesdays**

**Overview**

This course provides the theoretical and practical implications of the international nongovernment organization (INGO) sector. INGOs are major players in international economic development, human rights, environmental protection and climate change mitigation. We will trace the development and role of INGOs, and evaluate their opportunities and obstacles from management, governance and ethical perspectives.

**Learning Objectives**

By completing this course, students will be able to:

- Understand and evaluate the primary theories of NGOs abroad.
- Understand the role of INGOs in the economy, in advocacy and in policy.
- Evaluate the ways that NGOs carry about their work, from fundraising to their day-to-day operations.
- Understand the trends, challenges and opportunities facing international NGOs.

**General Requirements and Information**

The format of the course will be readings with lectures, activities and discussions. It is expected that the assigned readings will be completed prior to the date in which they will be covered in the lecture.

Grades on late assignments will be deducted 5% per day. Please note the date of the final exam and arrange your vacation plans so that you will not miss the exam.

### **Classroom Environment**

In order to create a classroom in which students are comfortable expressing their opinions and perspectives, I ask that students please approach the readings and others' contributions with both an open mind and a willingness to question one's own assumptions and biases.

### **Incomplete Policy**

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed.

### **Plagiarism and Academic Misconduct**

The University Student Conduct Code (available at [conduct.uoregon.edu](http://conduct.uoregon.edu)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at <https://researchguides.uoregon.edu/citing-plagiarism>.

### **Documented Disabilities**

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu). You can find more information at <https://aec.uoregon.edu/>.

### **Sexual Violence, Harassment and Survivor Support**

I am a student-directed employee if I become aware of sexual violence or harassment. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](#) on the Office of Investigations and Civil Rights Compliance (OICRC) website.

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at [safe.uoregon.edu](http://safe.uoregon.edu). To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-SAFE [7244], or the non-confidential Title IX Coordinator/OICRC at 541-346-3123.

Students experiencing any other form of prohibited discrimination or harassment can find information and resources at [investigations.uoregon.edu](http://investigations.uoregon.edu) or contact the non-confidential Office

of Investigations and Civil Rights Compliance at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available in the [Employee Responsibilities section](#) of the Office of Investigations and Civil Rights Compliance website.

Specific details about confidentiality of information and reporting obligations of employees can be found at [investigations.uoregon.edu/employee-responsibilities](http://investigations.uoregon.edu/employee-responsibilities).

#### *Mandatory Reporting of Child Abuse*

All UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following link for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](#).

#### **Diversity, Inclusion and Respect Statement**

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Course content, class discussions, projects and activities, and assignments for this class rest on an assumption that human diversity is normative and is an appropriate focus of attention. The course requires and expects critical thinking about, and sensitivity to, the impact of diversity (culture, religion/faith, gender, ethnicity, race, socioeconomics, physical and cognitive ability, sexual orientation, and other considerations) both in relation to the populations we serve, and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences. If you believe you have been the target of or a witness to harassment, bias, or discrimination, you may report this (anonymously, if desired) to the Bias Response Team at <http://bias.uoregon.edu> or [brt@uoregon.edu](mailto:brt@uoregon.edu)

#### **Grade Composition**

**For Undergraduate Students:**

Reflections	One every other week, each worth 10%	40%
Book Report		10%
INGO Case Study	(group project)	30%
	In Class Presentation (10%)	
	Final paper (20%)	
Final Exam	Short Final Exam (takehome)	20%

**For Graduate Students**

Weekly reflections	One every other week, each worth 10%	40%
Discussion	Lead one session's case discussion	10%
INGO Case Study	(group project)	30%
	In Class Presentation (10%)	
	Final paper (20%)	
Literature Review	5-7 page literature review on a topic relating to INGOs interesting to you	20%

**Grade Distribution**

A+	100% or higher
A	94-99.9%
A-	90-93.99%
B+	86-89.99%
B	84-85.99%
B-	80-83.99%
C+	76-79.99%
C	74-75.99%
C-	70-73.99%
D+	66-69.99%
D	64-65.99%
D-	60-63.99%
F	Under 60%

**1. Reflections (40%)**

Students will write 4 reflections on the course material throughout the term. Each reflection will be about 500-750 words reflecting on and integrating the readings, guest lectures or other activities. These will be posted in the discussion section of Canvas. You will post your reflection by Sunday night and respond to at least TWO of your classmates by Monday night. These will be worth a total of 40% towards your final grade. Each will be worth 10% towards your final grade (8% percent your post, 2% your responses).

## **2. NGO Case Study (30%)**

During the course, students will develop a case study of one INGO or group of NGOs doing work outside of the United States (or an organization based in the U.S. doing work here). You will select one current or historical international case (in the news) deserving attention of one or more international organizations and analyze the issue and its importance for community development, engagement and empowerment, explain and critically analyze the response, and offer suggestions for future responses to similar cases. Books, news articles, and articles in academic journals should be drawn from in your paper. The case study should be 7-10 pages, double spaced. More detailed instructions will be provided on Canvas, but should generally include:

- Introduction on the political and social context (what is happening, why is it happening, and where 1-2 pages)
- Who is involved in the response – which organization(s) are responding? What is their role, as far as you can tell?
- What are the governance, management and ethical concerns present in the case?
- If this is a historical case (not something currently happening) what lessons were or should have been learned?
- If this is a current event, what are your 3-5 recommendations to avoid common pitfalls hampering INGO success? What should leaders be thinking about?

You will also present an overview of your case, findings and recommendations the last week of class. The presentation should be 10 minutes and cover the points above.

## **3. Book Report (Undergraduate only - 10%)**

Students are required to read a book of your choosing on a person or organization has done charity work, community development or humanitarian aid abroad. It can be a memoir (“Three Cups of Tea” or “Chasing Chaos”) or a nonfiction book (“When Helping Hurts”). The book report should be approximately 3 pages, double-spaced. Check with the instructor if you want to know if your selection is appropriate.

## **4. Final Exam (Undergraduate only – 20%)**

During final exam week, you will take an online, open-book take home exam. The test will focus on the theories and the application of those theories in practice.

## **5. Discussion (graduate student only – 20%)**

Once during the term, graduate students will develop and facilitate the discussion around one of the weekly case studies. The discussion will include a summary of the theory as it pertains to the case, small group discussion questions or activities, and larger questions for the whole class.

## **6. Literature Review (graduate student only - 20%)**

Graduate students will write a 5-7 page, double-spaced, literature review on a topic of your choice. For example, the topic can be focused on the research findings and/or theoretical discussions around community empowerment, diversity in organizations, “North-South Tensions”, the ethics of international aid, civil and “uncivil society”, or another topic of your choice. If you have any questions about an appropriate topic, talk to the instructor. You should use primarily academic sources for your paper, and include at least 8 academic sources (journals and/or books).

**Assigned Readings (Required):**

Lewis, D. (2014). *Non-governmental organizations, management and development*. Routledge. You can access the e-book for this title through the UO Library for free, or purchase a used copy online.

**Additional readings** will be listed in Canvas and either have a pdf or a link.

## Tentative Schedule of Lectures and Readings

**All articles and cases can be found in Canvas or in the Assigned Textbook**

(Subject to Change; Any Changes Will Be Communicated by Email and Added to Canvas)

	Readings	Deliverables
<b>Week 1</b> <b>June 21 &amp; 23</b>  <b>Course Intro</b>  <b>Introduction to the sector</b>	<ul style="list-style-type: none"> <li>• Lewis, Chapter 1-2</li> <li>• Review the Transparency International (<a href="http://www.transparency.org">www.transparency.org</a>) and the Economist's Intelligence Unit (<a href="http://www.eiu.com/">http://www.eiu.com/</a>) pages for 2-3 countries you are personally interested in. Make sure you at least review the individual tabs including "Summary", "Politics" and "Economy".</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection #1</li> </ul>
<b>Week 2 –</b> <b>June 28 &amp; 30</b>  <b>Overall review of NGOs</b>	<ul style="list-style-type: none"> <li>• Lewis, Chapter 3-4</li> <li>• Case: A Better Community (ABC): Developing the NGO Infrastructure in China</li> <li>• Undergrads: Start reading your book for book report</li> </ul>	
<b>Week 3 –</b> <b>No class July 4, recorded Class July 6</b>  <b>Theories and Ethics of NGOs.</b>	<ul style="list-style-type: none"> <li>• Lewis Chapter 7-8</li> <li>• Manji and O'Coill. The missionary position: NGOs and development in Africa.</li> <li>• Case:</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection 2</li> </ul>
<b>Week 4 –</b> <b>July 11 &amp; 13</b>  <b>NGOs &amp; Dev.</b>	<ul style="list-style-type: none"> <li>• Lewis Chapter 5</li> <li>• Case: CARE Mission in Thailand</li> </ul>	
<b>Week 5 –</b> <b>July 18 &amp; 20</b> <b>NGOs &amp; Dev. II</b>	<ul style="list-style-type: none"> <li>• Lewis 6</li> <li>• Case: Patricia Garcia-Rios and Jacqueline Bhabha (2016) A Different Approach to Child Labor: Ecuador's Working Boys' Center</li> </ul>	<ul style="list-style-type: none"> <li>• Book Report Due</li> <li>• Reflection 3</li> </ul>

<b>Week 6 – July 25 &amp; 27</b>  <b>NGOs and Civil Society</b>	<ul style="list-style-type: none"> <li>• READING</li> <li>• Case: Lundberg and Letts (1997) Role of NGOs in Civil Society: South Africa &amp; the Draft Bill Tempest.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Week 7</b>  <b>August 1 &amp; 3</b>  <b>INGOs, and Advocacy and transnational advocacy</b>	<ul style="list-style-type: none"> <li>• Lewis Chapter 9</li> <li>• CASE: Satturnino M. Borrás, JR (2008)“La Vía Campesina and its Global Campaign for Agrarian Reform”. <a href="https://www.tni.org/files/200805151812458496.pdf">https://www.tni.org/files/200805151812458496.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• Reflection 4</li> <li>• Final Report Due</li> </ul>
<b>Week 8</b>  <b>August 8 &amp; 10</b>  <b>Class Presentations</b>	<ul style="list-style-type: none"> <li>• Lewis 10</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Final Exam Due 8/14</li> <li>• Literature Review Duen 8/14</li> </ul>