

**The Evergreen State College**  
**Master of Public Administration Program**  
**International NGOs**  
Fall Quarter 2017, 4 credits  
Dr. Katherine Himes, Adjunct Faculty

## **Important Information**

**Meeting Room:** Seminar II, E3107

**Course Times:** September 29-October 1; Friday 17:00-21:00, Saturday 9:00-17:00, Sunday 9:00-17:00 AND November 3-5; Friday 17:00-21:00, Saturday 9:00-17:00, Sunday 9:00-17:00

**Email:** Students may contact me with questions before the course begins at [himesk@evergreen.edu](mailto:himesk@evergreen.edu)

## **Course Description**

In the 21st Century, a robust international public sector is gaining prominence and expanding, joining governments, international organizations, and businesses in enforcing global norms, creating regimes, and providing development aid and humanitarian assistance. This dynamic course will explore international nongovernmental organizations (NGOs) in the new global landscape, covering four major areas: history and trends, internal management, roles, and future directions. Challenges facing internal NGO management will be revealed, including strategic planning based on concrete objectives and results, monitoring and evaluation, communication, cultural and governance structure navigation, and contract negotiation. Through a case-based approach, students will analyze structure and mission in a variety of international NGO areas (e.g., climate change adaptation and mitigation, women's rights, education access, humanitarian relief). In addition to authoring a short response paper evaluating the effectiveness of an existing international NGO, this course will feature the opportunity to create an international NGO. Moving from the academic to the applied, students will interact in small groups, and utilize newly acquired skills to design a comprehensive strategic plan for their international NGO, and present their approach to classmates playing the role of prospective donors and partners. This exciting offering is designed for those who are interested in deepening their understanding of international NGOs, public administrators who engage with international NGOs, and future international NGO board members, leaders, partners, and donors.

Course readings come from historical United Nations documents, technical journal articles, popular media, books, and foundation and NGO reports. Each reading (and one podcast!) is listed next to the relevant topic in the Schedule and Required Reading section of the syllabus. Teaching format includes short lectures, small and large group activities and discussions, case studies, response writings, a film and accompanying analysis, and student presentations.

This is an intensive class: we will compress a full quarter of work into a short time frame. Please plan accordingly to be sure you can attend each day and meet the necessary deadlines. Please read the entire syllabus. Thank you!

*Additional information will be sent to enrolled students at the beginning of Fall Quarter. You are responsible for checking your official campus email address.*

## **Learning Goals and Objectives**

*Learning Goals:* After completing this course, students will

- Understand the landscape and history of non-state actors in international affairs.
- Appreciate a variety of analytical frameworks to analyze and evaluate international NGO management and strategy.
- Enhance discussion, presentation, research, and analytical skills.
- Comprehend the roles and future of international NGOs.
- Own a toolkit of international NGO-related resources, cultivated by individual participation through the course, and complemented by links and organizations provided by the faculty.

*Learning Objectives:* Through this course, students will

- Develop a multidisciplinary toolkit for engagement with international NGOs.
- Appreciate ethical challenges inherent in development.
- Develop expertise in conducting and analyzing major management challenges facing international NGOs.
- Conduct independent research leading to presentations, organization design, and a one-page critique memo.

This course is designed for graduate students from diverse backgrounds. No scientific or technical background is necessary. Familiarity with global affairs is very helpful, but not required. This is an introductory course on international NGOs, and encompasses a broad range of content designed for public administrators, board members, partners, and donors. Many aspects of international NGOs will be covered, but the course will not go into great depth into any of these. It is recommended that students read or listen to an international news source regularly during this course, such as *The New York Times*, *Foreign Affairs*, *The Economist*, or the BBC World Service.

Your ability to understand international NGOs is proportional to what you put into this course. To get the most out of this elective, students will need to complete all the readings, come to class prepared, participate actively, and complete all assignments. Written assignments are to be submitted in hard copy.

The course is a seminar. Each themed section includes short lectures (and films!) to introduce topics, followed by either a small group exercise or case study designed to reinforce the topic, and provide opportunity to engage in the international NGO landscape. Information flow will be multidirectional, with everyone in the class sharing information, experiences, and insights.

A few points:

- Deadlines are to be met without exception.
- In-class discussions may be vigorous, but must be courteous and respectful.

- Students should tolerate ambiguity. International matters are complex, incorporate multiple perspectives, and many approaches to international challenges require creative, thorough, and challenging conversations.

## **Methods of Evaluation**

The written evaluation will include:

- 1. Class Participation:** Class participation will be assessed through discussion of assigned readings, short response writings, and case study involvement. Specifically, participation will be evaluated for relevance and insight of comments. Quality, not quantity, will be emphasized.
- 2. Individual Assignment – International NGO Critique Memo:** Each student will write a one-page, succinct recommendation memo analyzing an international NGO. While the organization will be your choice, you should select one with which you have no previous knowledge. The selection and half-page review is due at the start of class, Friday, September 29, 2017. The draft memo is due at the start of class, Friday, November 3. In-class exercises, course content, and instructor feedback will inform the final memo. Students will present a very brief summary of their memo during class. The final memo is due Monday, November 13, 2017. Both the written and oral forms of the brief will be included in the course evaluation. Additional details about the Critique Memo are in the assignment section of the syllabus.
- 3. Small Group Assignment – International NGO Design:** Students will work in small groups, designing a new international NGO that competes for funding from prospective donors and partners (classmates). The strategic plan will address internal management, strategic direction, monitoring and evaluation plan, communications and marketing, niche, financials, and ethics, among other areas. Additional details about the group assignments will be shared on Canvas prior to the first day of class, and provided in hard-copy during the first class meeting.

## **Schedule and Required Readings**

### **Friday, September 29**

*Topic:* Course Overview and Introductions  
*Assignment:* International NGO Selection and Half-Page Review Due at Start of Class

*Topic:* History of International NGOs  
*Required Reading:* Davies T. (2013) “NGOs: A Long and Turbulent History.” *The Global Journal*. Online edition.  
<http://www.theglobaljournal.net/article/view/981/>

Kersten M. (2002) “Mission Impossible? Defining Nongovernmental Organizations.” *Voluntas: International Journal of Voluntary and Nonprofit Organizations*. 13(3): 271-285.

\*Posted to the course’s Canvas page.

*In-Class Reading:* United Nations Resolutions (1945, 1946)  
United Nations Sustainable Development Goals (2015)  
\*In-class handouts

*In-Class Activity:* Conceptualizing the NGO Landscape

### **Saturday, September 30**

*Topic:* Conceptualizing the NGO Landscape (Continued)

*Topic:* Trends in the International NGO Landscape: Non-State Actors, Focus Areas, Organization Structures, Partnerships, Strategies, Funding Models, and Geographies

*Required Readings:* Van Dyck, C.K. (2017) “Concept and Definition of Civil Society Sustainability.” Center for Strategic and International Studies.  
<https://www.csis.org/analysis/concept-and-definition-civil-society-sustainability>

\*Downloadable PDF available at this web site.

Bond for International Development. (2016) “Tomorrow’s World: How Might Megatrends in Development Affect the Future Roles of United Kingdom-Based INGOs?”

[https://www.bond.org.uk/data/files/publications/Tomorrows\\_World\\_230215.pdf](https://www.bond.org.uk/data/files/publications/Tomorrows_World_230215.pdf)

*Topic:* Dimensions of Internal Management

*Required Reading:* Downey J. (2007) “Strategic Analysis Tools.” *Topic Gateway Series*. The Chartered Institute of Management Accountants: London.  
[http://www.cimaglobal.com/Documents/ImportedDocuments/cid\\_tg\\_strategic\\_analysis\\_tools\\_nov07.pdf.pdf](http://www.cimaglobal.com/Documents/ImportedDocuments/cid_tg_strategic_analysis_tools_nov07.pdf.pdf)

*In-Class Activity:* Analyzing International NGO Strength

- Strategic Analysis Tools and Matrix
- Video: The Samaritans
- Video: South Park

*Case Study:* International NGO Management in the Environmental Sector: The World Wide Fund for Nature (WWF)

*Small Group Activity:* Honing the International NGO Critique Memo and Presentation (Part I)

### **Sunday, October 1**

*Case Study:* Human Rights in Turkmenistan

*Required Reading:* Human Rights Watch. (2017) “World Report: Turkmenistan.”

*Required Podcast:* <https://www.hrw.org/world-report/2017/country-chapters/turkmenistan>  
Goldston J. (2017) "Talking Justice: Civil Society under Attack." *Open Society Foundations*.  
<https://www.opensocietyfoundations.org/podcast/civil-society-under-attack>

*Topic:* Development and The Aid Industry  
*In-Class Activity:* Based on reading several op-eds related to development assistance. Readings will be distributed during class.

*Case Study:* International NGO and Foreign Assistance Partnerships: Supporting Maternal and Child Health through "Saving Lives at Birth"

*Small Group Activity:* Designing an International NGO – Structured Group Research Time

### **Friday, November 3**

*Assignment:* Draft International NGO Critique Memo Due at Start of Class

*Topic:* International NGOs: Roles and Niches  
*Required Reading:* Mathews J. (1997) "Power Shift." *Foreign Affairs*. 76(1): 50-66.  
\*Posted to the course's Canvas page.

*Case Study:* United States Agency for International Development. (2005) "Africa Education Initiative – South Africa Case Study"  
[http://pdf.usaid.gov/pdf\\_docs/pnadg232.pdf](http://pdf.usaid.gov/pdf_docs/pnadg232.pdf)

*Small Group Activity:* Honing the International NGO Critique Memo and Presentation (Part II)

### **Saturday, November 4**

*Small Group Activity:* International NGO Advisory Board Leadership  
Each student presents their International NGO Critique Memo

*Topic:* International NGOs: Roles and Niches (Part II)  
*In-Class Activity:* Film: Aidependence

*Small Group Activity:* Designing an International NGO – Group Research Time

### **Sunday, November 5**

*Small Group Activity:* Experiencing the Roles of International NGO Leader, Potential Partner, and Prospective Donor  
Each group presents their new organization

*Topic:* Future Trends in the International NGO Landscape

*Required Reading:* Doane, D. (2017) “The Future of Aid: Will International NGOs Survive?” *The Guardian*. Online Edition.  
<https://www.theguardian.com/global-development-professionals-network/2016/feb/23/the-future-of-aid-will-international-ngos-survive>

Tomasi, S. (2014) “Does Aid Have A Future?” Organisation for Economic Development and Co-operation (OECD)  
<https://www.oecd.org/dac/financing-sustainable-development/ERG%20S2%20Jan%202014%20-%20Does%20Aid%20Have%20a%20Future%20-%20Serge%20Tomasi%202014%2001.pdf>

*Topic:* Wrap-up and Closing

### **Monday, November 13**

*Assignment:* Final International NGO Critique Memo Due

## **International NGO Critique Memo**

The one-page memo is to be written as if requested by the Advisory Board of an existing international NGO. A half-page draft, noting the selected international NGO, potential strategic framework for analysis, and two concerns is due at the start of class Friday, September 29. During class on Saturday, September 30 and Friday, November 3, each student will work in small, consultant-Advisory Board role-playing groups to enhance the brief and accompanying presentation. Students will present their brief to the class for two minutes on Saturday, November 4. This will be followed by approximately five minutes of questions from the class (Advisory Board). The final brief is due Monday, November 13. Additional details, instructions, and examples will be emailed to enrolled students at the start of Fall Quarter.

The context: The Advisory Board of an international NGO has asked you, an external consultant, to review, analyze, and provide recommendations on the overall strategy of the organization. Using one of the strategic framework for analysis studied during the course, you will assess current and proposed future practices, financials, ethics, direction, partners, and more, and provide succinct recommendations for the Advisory Board.

## **Credit**

Students will receive four (4) graduate credits at the completion of the quarter if all course requirements have been completed satisfactorily to meet the learning goals and objectives. No partial credit will be awarded. Incompletes may be offered on case-by-case basis. Refer to the MPA Student Handbook. Plagiarism (i.e., using other peoples’ work as your own), failing to complete one or more assignments, completing more than one assignment late, or multiple absences may constitute denial of total credit. Students will be evaluated based upon their progress towards the learning goals and objectives, assessed from classroom and assignment

performance. Students at risk of losing credit will receive written notification prior to the end of the quarter.

## **Electronic Devices**

This class is participatory and the learning community depends upon student engagement. Electronic devices should not be used for anything other than for designated in-class activities. I will ask students to put away their devices, with the exception of note taking.

## **Multiculturalism & Diversity**

Faculty and students will work toward integrating multiculturalism and diversity throughout learning in readings, lectures, case studies, individual assignments, and group activities.

## **Learning Styles**

I will provide information in multiple learning formats: auditory, visual, etc. However, applications are limited to means appropriate for the classroom environment. Please contact me to discuss learning style options or personal challenges. Accommodations are provided for any student who desires them through a working relationship with The Evergreen State College resources: Access Services, the Writing Center, and the Quantitative and Symbolic Reasoning Center. To request academic accommodations due to a disability, please contact the Office of Access Services for Students with Disabilities (360-867-6348 or 360-867-6364). Information about a disability or health condition will be regarded as confidential. Please refer to TESC's Students With Disabilities Policy:

<http://www.evergreen.edu/policies/policy/studentswithdisabilities>

## **Other Expectations of Students and Faculty**

This class will promote a cooperative, supportive atmosphere within the community; give everyone opportunity for self-reflection and expression; use high standards in analyzing readings and preparing briefs, lectures, and comments in seminar; handle disputes in a spirit of goodwill; respect differences; and address problems in the learning community directly with the individuals involved.

These guiding principles are followed:

- The Evergreen State College Social Contract: <http://www.evergreen.edu/about/social.htm>
- The Evergreen State College Student Conduct Code: <http://www.evergreen.edu/committee/studentconduct/docs/OTS-4388.3finalOctober282011.pdf>
- The Evergreen State College Non-Discrimination Policies and Procedures: <http://www.evergreen.edu/policies/policy/nondiscriminationpolicyandprocedure>

Students are expected to support and contribute to a well-functioning MPA classroom learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, up to and including dismissal from the MPA program.

### **Guest Policy**

Guests are welcome to visit during class time with discretionary approval from course faculty in advance of the requested visit.

### **Inclement Weather**

In the event of bad weather or emergencies, students should check with television, web pages, and radio stations for announcements of campus closures. Students can also call the main TESC campus line 360-867-6000 to get the latest news regarding a campus closure or delay. Since many students in the program travel from relatively distant locations, faculty may decide to cancel program meeting even if campus is open. If we do this, then we will send an all-program email by 3:00 pm. Please sign up to campus closing and emergency receive alerts:

<http://www.evergreen.edu/news/archive/2008/10/e2campus.htm>